AU: RELB 112 Intro to the New Testament
WAU: RELB 345 Intro to the New Testament
Part 1: Course Information

Course Descriptions

**Andrews University**
An introduction to the writings and theology of the New Testament within their Jewish and Greco-Roman cultural, geographical, and historical backgrounds.

**Washington Adventist University**
A study of the nature, history and background of the New Testament with special emphasis on its teachings and theology in its application to issues and questions of contemporary people.

Required Text/Material


V5. ISBN: 9780828011525
V6. ISBN: 9780828011532
V7. ISBN: 9780828000192

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.
Credit Hour and Commitment
This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This course has 16 modules with 15 lessons, 2 exams, and knowledge checks and short answers for each lesson. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Institutional Outcomes:
3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes
Graduates of this program will be able to:
• Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
• Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
• Exhibit growth in Christian life skills. (Affirm Faith)
• Document an attitude of mission, experience & skills in personal service. (Change the World)

Student Learning Outcomes
By the end of the course, you will demonstrate the following competencies:
• To gain a deeper understanding of the respective New Testament books; learn about the authors, the settings and circumstances, and when they were written; understand their broad outline; and capture their main message.
• To provide background knowledge that will enable us to interpret the New Testament in a way that does justice to the text and prevents us from reading our own agenda, our own time, and our own culture, language, and context back into the text.
• To better appreciate the text and the message of the New Testament and apply it to our present situation.
• To experience a closer relationship with the Lord of the New Testament and have a closer walk with him.
• To be able to share the acquired knowledge and experience with others in a meaningful way, for instance, in Bible studies and Bible study groups, in Sabbath School, and in sermons.

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, short open book knowledge checks and short answers on the readings, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements
• Internet connection (DSL, LAN, or cable connection desirable).
LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already. If you need assistance, call or email us: (296) 471-6016 ormailto:helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements
Your Schedule
In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.
- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions
Knowledge Checks
There are fourteen one to five-question, multiple-choice Bible knowledge checks to be taken throughout the course. They follow the topics for the individual weeks. The questions are designed to guide the student to important points of knowledge in the New Testament books and are open-book in form. They cover the material from the lecture notes as well as material from the readings.

Short Answer
There are fifteen 10-15-question short answer assignments. The questions, similarly as with the quizzes are designed to guide the student to important points of knowledge in the New Testaments books and are open-book in form. They cover the material from the lecture notes as well as material from the readings. The students are expected to show not only the knowledge of the study material but also its understanding.
**Reading Requirements**
Students are expected to read the materials listed below.
- The New Testament especially portions emphasized in the course or that are unfamiliar to the student.
- Online lectures.
Assigned parts of the *The Seventh-Day Adventist Bible Commentary* and *An Introduction to the New Testament*. (See individual lectures for more information.)

**Rubrics**

**Written Assignments Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Substandard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Concise, with every sentence counting; stays close to the word limit; Not too long or too short</td>
<td>Fairly concise; stays close to the word limit; Not extremely long or short.</td>
<td>Excessively long or short.</td>
</tr>
<tr>
<td>Style</td>
<td>Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.</td>
<td>Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.</td>
<td>Veers off topic. It is difficult to follow main points or grasp writer’s meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Writing shows that student knows the material taught and can apply it accurately in a new situation.</td>
<td>Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.</td>
<td>Writing displays a failure to understand, recall, or apply much of the material in new situations.</td>
</tr>
<tr>
<td>References</td>
<td>Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.</td>
<td>Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.</td>
<td>Quotes bible or text-book extensively or uses incorrect referencing.</td>
</tr>
<tr>
<td>Personal Comments</td>
<td>Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or “preachy.”</td>
<td>Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or “preachy.”</td>
<td>Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)</td>
</tr>
<tr>
<td>Depth/Analysis</td>
<td>In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.</td>
<td>In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.</td>
<td>Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.</td>
</tr>
<tr>
<td>Grammar/Language Usage</td>
<td>Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.</td>
<td>The writing is usually clear. There may be a few grammatical or syntactical mistakes.</td>
<td>Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.</td>
</tr>
<tr>
<td>Sentences</td>
<td>Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.</td>
<td>Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.</td>
<td>Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>Paragraphs are neat and separated with no more than one main point per paragraph.</td>
<td>Paragraphs are separated, usually with only one main point per paragraph.</td>
<td>Paragraphs run together without regard to individual points being made. Structure is random.</td>
</tr>
</tbody>
</table>

Last Updated: 7/31/2020
Exams
There are two exams in this course. The midterm exam covers material from Lessons 1-8, is made up of multiple-choice questions and is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. The final exam covers material from Lessons 9-15, is made up of multiple-choice questions and is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. The follow the instructions that apply to your situation on the exam request form to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.
## Suggested schedule for completion in 8 weeks

<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Intro  | These items will need to be completed before you will have access to the rest of the course | Orientation  
  Course Overview  
  Introductions  
  Academic Integrity | Student Introductions  
  Academic Integrity Quiz  
  Academic Integrity Statement |
| 1      | Lesson 1: The Background of the New Testament  
  Lesson 2: The Synoptic Gospels | Reading Assignment found in Lesson 1  
  Reading Assignment found in Lesson 2 | Assignment 1 Knowledge Check  
  Assignment 1 Short Answers  
  Assignment 2 Knowledge Check  
  Assignment 2 Short Answers |
| 2      | Lesson 3: The Gospel of Mark  
  Lesson 4: The Gospel of Luke | Reading Assignment found in Lesson 3  
  Reading Assignment found in Lesson 4 | Assignment 3 Knowledge Check  
  Assignment 3 Short Answers  
  Assignment 4 |
| 3      | Lesson 5: The Gospel of John  
  Lesson 6: The Acts of Apostles | Reading Assignment found in Lesson 5  
  Reading Assignment found in Lesson 6 | Assignment 5 Knowledge Check  
  Assignment 5 Short Answers  
  Assignment 6 Knowledge Check  
  Assignment 6 Short Answers |
| 4      | Lesson 7: The Letter to the Romans  
  Lesson 8: First and Second Corinthians | Reading Assignment found in Lesson 7  
  Reading Assignment found in Lesson 8 | Assignment 7 Knowledge Check  
  Assignment 7 Short Answers  
  Assignment 8 Knowledge Check  
  Assignment 8 Short Answers |
| 5      | Lesson 9: The Earlier Pauline Letters  
  Lesson 10: The Prison Letters | Reading Assignment found in Lesson 9  
  Reading Assignment found in Lesson 10 | Assignment 9 Knowledge Check  
  Assignment 9 Short Answers  
  Assignment 10 Knowledge Check  
  Assignment 10 Short Answers |
| 6      | Lesson 11: The Pastoral Letters  
  Lesson 12: The Epistles to the Hebrews and the Epistle of James | Reading Assignment found in Lesson 11  
  Reading Assignment found in Lesson 12 | Assignment 11 Knowledge Check  
  Assignment 11 Short Answers  
  Assignment 12 Knowledge Check  
  Assignment 12 Short Answers |
| 7      | Lesson 13: The Epistles of Peter and Jude  
  Lesson 14: The Johannine Letters | Reading Assignment found in Lesson 13  
  Reading Assignment found in Lesson 14 | Assignment 13 Knowledge Check  
  Assignment 13 Short Answers  
  Assignment 14 Knowledge Check  
  Assignment 14 Short Answers |
| 8      | Lesson 15: The Book of Revelation | Reading Assignment found in Lesson 15 | Assignment 15 |

**Proctored Midterm Exam**

**Proctored Final Exam**
Suggested schedule for completion in 16 weeks

<table>
<thead>
<tr>
<th>Module</th>
<th>Lessons</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>These items will need to be completed before you will have access to the rest of the course</td>
<td>Orientation, Course Overview, Introductions, Academic Integrity</td>
<td>Student Introductions, Academic Integrity Quiz, Academic Integrity Statement</td>
</tr>
<tr>
<td>1</td>
<td>Lesson 1: The Background of the New Testament</td>
<td>Reading Assignment found in Lesson 1</td>
<td>Assignment 1 Knowledge Check, Assignment 1 Short Answers</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2: The Synoptic Gospels</td>
<td>Reading Assignment found in Lesson 2</td>
<td>Assignment 2 Knowledge Check, Assignment 2 Short Answers</td>
</tr>
<tr>
<td>3</td>
<td>Lesson 3: The Gospel of Mark</td>
<td>Reading Assignment found in Lesson 3</td>
<td>Assignment 3 Knowledge Check, Assignment 3 Short Answers</td>
</tr>
<tr>
<td>4</td>
<td>Lesson 4: The Gospel of Luke</td>
<td>Reading Assignment found in Lesson 4</td>
<td>Assignment 4</td>
</tr>
<tr>
<td>5</td>
<td>Lesson 5: The Gospel of John</td>
<td>Reading Assignment found in Lesson 5</td>
<td>Assignment 5 Knowledge Check, Assignment 5 Short Answers</td>
</tr>
<tr>
<td>6</td>
<td>Lesson 6: The Acts of Apostles</td>
<td>Reading Assignment found in Lesson 6</td>
<td>Assignment 6 Knowledge Check, Assignment 6 Short Answers</td>
</tr>
<tr>
<td>7</td>
<td>Lesson 7: The Letter to the Romans</td>
<td>Reading Assignment found in Lesson 7</td>
<td>Assignment 7 Knowledge Check, Assignment 7 Short Answers</td>
</tr>
<tr>
<td>8</td>
<td>Lesson 8: First and Second Corinthians</td>
<td>Reading Assignment found in Lesson 8</td>
<td>Assignment 8 Knowledge Check, Assignment 8 Short Answers</td>
</tr>
<tr>
<td>9</td>
<td>Lesson 9: The Earlier Pauline Letters</td>
<td>Reading Assignment found in Lesson 9</td>
<td>Assignment 9 Knowledge Check, Assignment 9 Short Answers</td>
</tr>
<tr>
<td>10</td>
<td>Lesson 10: The Prison Letters</td>
<td>Reading Assignment found in Lesson 10</td>
<td>Assignment 10 Knowledge Check, Assignment 10 Short Answers</td>
</tr>
<tr>
<td>11</td>
<td>Lesson 11: The Pastoral Letters</td>
<td>Reading Assignment found in Lesson 11</td>
<td>Assignment 11 Knowledge Check, Assignment 11 Short Answers</td>
</tr>
<tr>
<td>12</td>
<td>Lesson 12: The Epistles to the Hebrews and the Epistle of James</td>
<td>Reading Assignment found in Lesson 12</td>
<td>Assignment 12 Knowledge Check, Assignment 12 Short Answers</td>
</tr>
<tr>
<td>13</td>
<td>Lesson 13: The Epistles of Peter and Jude</td>
<td>Reading Assignment found in Lesson 13</td>
<td>Assignment 13 Knowledge Check, Assignment 13 Short Answers</td>
</tr>
<tr>
<td>14</td>
<td>Lesson 14: The Johannine Letters</td>
<td>Reading Assignment found in Lesson 14</td>
<td>Assignment 14 Knowledge Check, Assignment 14 Short Answers</td>
</tr>
<tr>
<td>15</td>
<td>Lesson 15: The Book of Revelation</td>
<td>Reading Assignment found in Lesson 15</td>
<td>Assignment 15</td>
</tr>
<tr>
<td>16</td>
<td></td>
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</table>

Completing Assignments
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed within 180 days of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.
Part 4: Grading Policy

Graded Course Activities
Your final grade will be the result of four components: Assignments 1-15 (50%), and Midterm Exam (25%) and Semester Exam (25%). You will need to complete every Assignment, the Midterm Exam, and the Semester Exam before a grade can be issued.

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Assignments 1-15</td>
</tr>
<tr>
<td>25</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>25</td>
<td>Semester Exam</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
</tr>
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</table>

Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:
1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity
As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence
You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.