CONTACT INFORMATION
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COURSE DESCRIPTION
A study of the leading themes of the New Testament as these themes correlate into a New Testament biblical theology.

COURSE OUTCOMES
Upon successful completion of this course students will be able to:

1. Rehearse the basic historical and canonical setting of the New Testament.
2. Explain how the various New Testament writers theologize about the identity of Jesus and the ways of God with his people.
3. Explain biblical theological dynamics in ways that are disciplined by the biblical text.

REQUIRED TEXTBOOKS

WEEKLY ASSIGNMENTS

Mini-Lectures
Each week’s folder of documents contains an approximately twenty-minute lecture appearing as an mp3 file. Students should listen to that mini-lecture at some point between Monday and the end of the day on Wednesday. These mini-lectures will provide an introduction and overview of that week’s topic.
Weekly Essays
Along with listening to the lecture, students will read over that week’s assignments in the course textbooks. Students will then write a short essay in the text box on the topic for that week. The assigned topic prompts students to reflect on the biblical theology of the New Testament documents studied that week. These essays will consist of between 350-500 words and are due each Sunday by 11:00 p.m.

INTERACTIVE DISCUSSIONS

Four times throughout the semester, I will post a topic for discussion that will require students to reflect on some biblical theological theme related to the readings and course lectures. Each student will respond with an initial post of 150-250 words and then respond to the posts of two other students.

CRITICAL BOOK REVIEWS

Three of the course textbooks (Gombis, Gorman, and Wright) are biblical theological works on three main aspects of New Testament literature (Gospels, Paul, and the Book of Revelation). Students will write critically engaged reviews of between 1,000-1,500 words on these three books. A “critical engagement” with these works requires students to review the broad contours of each author’s argument, demonstrating how they support their biblical theological work from the biblical text and theological reasoning. In the cases of Gorman and Wright, each author has a distinct and identifiable argument. In the case of Gombis’s book on Paul, much of the book treats distinct topics in Paul’s letters. Students may choose a few or several of these themes to discuss. See course schedule for due dates.

ONLINE EDUCATIONAL ASSUMPTIONS

The on-line courses available through Grand Rapids Theological Seminary were designed according to the learning paradigm. This paradigm shifts the focus from teaching to learning and places greater authority and responsibility upon the learner. The role of a course instructor is not primarily to impart their knowledge, but to create valuable learning experiences utilizing diverse resources and educational methods. Success within this paradigm and in on-line learning requires significant student initiative, discipline, and commitment. On-line learning is not for everyone, since it assumes greater levels of student ownership and engagement in the teaching and learning process.

INTERACTIVITY REQUIREMENT

Threaded discussions are a required aspect of all GRTS graduate level on-line courses. Each course will differ in the frequency and nature of interaction. There are two types of on-line interaction: synchronous and asynchronous. Synchronous interaction consists of on-line discussions that occur in real time and at the same time. Asynchronous interactions consist of on-line interaction over an extended, and sometimes defined, period of time.

There are two types of on-line posts: original posts and response posts. Original posts should include the student’s reflections on the theoretical content, meaning, relationships of ideas, and implications of course material. Original posts should be insightful, inquisitive, and reflective in nature. Typically, original posts will be crafted as responses to a set of questions posed by the course instructor, questions designed to foster reflection and discussion. Response posts are
offered in reply to the original posts of peers and should seek clarification for deeper understanding and/or extend the level of critical reflection on the topic of discussion.

All on-line interactions should be substantive, succinct, and grammatically accurate. By substantive, we do not mean extended descriptions of personal opinion and personal experience. Nor do we mean comments that lack coherence and critical reflection. By substantive, we mean comments that are reflective and insightful, coherent, theoretically informed, and link theory to practice. By succinct, we mean that on-line posts should be between 80-100 words, unless otherwise defined within the given course. Finally, all posts should be grammatically clean, which requires editing before the post is submitted. The interactivity grade for the course will be determined based on the number of posts as well as the character of the post (i.e., substantive, succinct, and grammatically accurate).

**EVALUATION**

| The student's final grade will be calculated on the following basis: | The following scale will be used for the course: |
|---|---|---|
| Weekly essays 30% | 100 - 97 A | 80 - 77 C+ |
| Interactive discussions 20% | 96 - 93 A- | 76 - 73 C |
| Book reviews 40% | 92 - 89 B+ | 72 - 69 C- |
| Participation 10% | 88 - 85 B | 68 - 65 D |
| | 84 - 81 B- | 64 - 0 F |

**OTHER INFORMATION**

**Technology Support**

Students experiencing technological difficulty in accessing a course and/or negotiating technological aspects of the course are encouraged to contact the Cornerstone University Informational Technology Center. IT staff can be reached at 616-949-5300 (ext. 1510), http://www.cornerstone.edu/departments/information_systems, or e-mail to technologysupport@cornerstone.edu

**Papers and Projects**

Papers in Bible and Theology courses should be formatted and sources documented according to the *GRTS Guideline for Papers and Theses* (see sample footnotes and bibliography on p. 13-16). This guideline is based on the Turabian/Chicago Manual of Style and the *SBL Handbook of Style*. Please consult these works at the following link: http://grts.cornerstone.edu/grts/students/

Papers in Ministry and Counseling courses should be formatted and sources documented according to APA Style. Information on this style can be found at the following link: http://grts.cornerstone.edu/grts/students/

**Inclusive Language**

As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

**Email Communication**

Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email...
addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications.

**Student Course Evaluation**
In the last two weeks of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Moodle. These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

**Copyright Violation and Plagiarism**
Copyright violation and plagiarism have serious ramifications for Cornerstone/GRTS students, both legally and ethically. Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website (under Library Services menu)—“Copyright, Fair Use, & Plagiarism”: [http://library.cornerstone.edu/content.php?pid=125720&sid=1079827](http://library.cornerstone.edu/content.php?pid=125720&sid=1079827)

**Confidentiality and Disclosure**
Information shared by a student with a faculty or staff member in individual settings will remain confidential, except under the following conditions:

- There has been serious harm or threat of harm to self or others.
- There is reasonable suspicion of abuse of a child, elder or vulnerable person.
- There is a court order mandating disclosure of information.
- There is a dispute between a student and faculty/staff member and disclosure is necessary for resolution
- The faculty or staff member requests supervisory consultation with CU Administration.

**Disability Accommodation**
The University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learningcenter@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.
# COURSE SCHEDULE & REQUIREMENTS

<table>
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<tr>
<th>Date</th>
<th>Description</th>
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<td><strong>Week One:</strong></td>
<td><strong>Topic:</strong> Historical Introduction to the NT&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;• Read <em>The Lost Letters of Pergamum</em> in its entirety&lt;br&gt;• Powell, ch. 1&lt;br&gt;<strong>Assignment Due:</strong> Write a reflection of 500-750 words addressing the manner in which the book sheds light on the social dimensions of the New Testament world. How does the gospel sound against such a cultural background and in what way does the gospel confront and overturn cultural corruptions?</td>
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<td>Sept. 7-13</td>
<td><strong>Topic:</strong> Theological Introduction to the NT&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;• Powell, ch. 2&lt;br&gt;• Thielman, chs. 1, 34&lt;br&gt;• Wright, chs. 1-4&lt;br&gt;<strong>Assignment Due:</strong> See Moodle page for short essay topic.</td>
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<td><strong>Week Two:</strong></td>
<td><strong>Topic:</strong> Introduction to Jesus &amp; the Gospels; Matthew&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;• Powell, chs. 3-5&lt;br&gt;• Thielman, chs. 2, 7, 4&lt;br&gt;• Wright, chs. 5-7&lt;br&gt;<strong>Assignment Due:</strong> See Moodle page for short essay topic.</td>
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<td>Sept. 14-20</td>
<td><strong>Topic:</strong> Mark &amp; John&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;• Powell, chs. 6, 8&lt;br&gt;• Thielman, chs. 3, 6&lt;br&gt;• Wright, chs. 8-11&lt;br&gt;<strong>Assignment Due:</strong> See Moodle page for short essay topic.&lt;br&gt;<strong>Interactive Assignment #1.</strong></td>
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<td><strong>Week Three:</strong></td>
<td><strong>Topic:</strong> Luke-Acts&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;• Powell, chs. 7, 9&lt;br&gt;• Thielman, ch. 5&lt;br&gt;<strong>Assignment Due:</strong> See Moodle page for short essay topic.&lt;br&gt;<strong>Book Review of Wright Due</strong></td>
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<td>Oct. 5-11</td>
<td><strong>Topic:</strong> Introduction to Paul &amp; the NT Letters&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;• Powell, ch. 11&lt;br&gt;• Thielman, ch. 8, 22&lt;br&gt;• Gombis, chs. 1-3&lt;br&gt;<strong>Assignment Due:</strong> See Moodle page for short essay topic.</td>
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<td><strong>Week Six:</strong></td>
<td><strong>Topic:</strong> Romans &amp; Galatians&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;• Powell, chs. 12, 15&lt;br&gt;• Thielman, chs. 11, 15&lt;br&gt;• Gombis, chs. 4-6&lt;br&gt;<strong>Assignment Due:</strong> See Moodle page for short essay topic.&lt;br&gt;<strong>Interactive Assignment #2.</strong></td>
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| Week Eight: Oct. 26-Nov. 1 | **Topic:** 1-2 Corinthians  
**Readings:**  
- Powell, chs. 13-14  
- Thielman, chs. 12, 14  
- Gombis, chs. 7-8  
**Assignment Due:** See Moodle page for short essay topic. |
|---|---|
| Week Nine: Nov. 2-8 | **Topic:** Ephesians, Colossians, Philippians & Philemon  
**Readings:**  
- Powell, chs. 16-18, 22  
- Thielman, chs. 13, 16-18  
**Assignment Due:** See Moodle page for short essay topic.  
**Interactive Assignment #3.** |
| Week Ten: Nov. 9-15 | **Topic:** 1-2 Thessalonians, 1-2 Timothy, Titus  
**Readings:**  
- Powell, chs. 19-21  
- Thielman, chs. 9, 10, 19-21  
**Assignment Due:** See Moodle page for short essay topic.  
**Book Review of Gombis Due.** |
| Week Eleven: Nov. 16-22 | **Topic:** Hebrews  
**Readings:**  
- Powell, ch. 23  
- Thielman, 23, 31, 33  
- Gorman, “Prelude” & chs. 1-3  
**Assignment Due:** See Moodle page for short essay topic. |
| Week Twelve: Nov. 23-29 | **Topic:** James & 1-3 John  
**Readings:**  
- Powell, chs. 24, 27  
- Thielman, chs. 24, 27-29  
- Gorman, chs. 4-6  
**Assignment Due:** See Moodle page for short essay topic.  
**Interactive Assignment #4.** |
| Week Thirteen: Nov. 30-Dec. 6 | **Topic:** 1-2 Peter, Jude  
**Readings:**  
- Powell, chs. 25, 26, 29  
- Thielman, chs. 25, 26, 30  
- Gorman, chs. 7-10 &“Postlude”  
**Assignment Due:** See Moodle page for short essay topic. |
| Week Fourteen: Dec. 7-13 | **Topic:** Revelation  
**Readings:**  
- Powell, ch. 29  
- Thielman, 32  
**Assignment Due:** See Moodle page for short essay topic.  
**Book Review of Gorman Due.** |