

### **I. Course Description:**

New Testament Introduction I is a guided independent study in which students will consider each of the 87 chapters in the Pauline Epistles. As an independent study, the course will not have traditional lectures. Instead, the student will examine and write on each chapter, considering important elements such as exegetical, historical, synthetic and theological ideas. The OT and NT Intro courses collectively are patterned after traditional doctoral studies that allow students to write on every chapter of the Bible, and sharpen their ability to understand both the details and the broader principles of the Text.

If the student wishes, he or she may request an advisor be assigned to help guide them through challenges they may encounter during the study.

### **II. Course Objectives**

1. To become thoroughly familiar with background and basic key elements of each Epistle.
2. To be able to explain the significance and interrelationship of each chapter.
3. To understand key theological themes.
4. To fulfill the mandate of 1 Pet. 1:13-16

### **III. Course Textbooks**

Required Texts:

J. Sidlow Baxter, *Explore the Book*, Zondervan, 1987, ISBN: 0310206200  
Everett Harrison, *Introduction to the New Testament*, Eerdmans, 1990, 978-0802847867

Recommended Texts for Additional Study:

A.T. Robertson, *Word Pictures in the New Testament*, Holman, 1958, ISBN: 978-0805413076  
Christopher Cone, *The Promises of God*, Exegetica, 2005, ISBN: 978-0976593003

### **IV. Evaluation of Student Performance**

1. **Class Attendance** – Since this is an independent Study, there is no attendance requirement.
2. **Reading Assignments and Accountability** – Assigned readings are designed to help the students in their book arguments, and student writing should show that the student has interacted with the assigned reading material. Scripture assignments are in chronological order.
3. **Research Assignments** – Students will write book arguments, comprised of a brief (paragraph –1/4 page) explanation of each one of the 56 chapters of the General Epistles. Each explanation will include three elements: (1) a summary of the chapter, (2) an argument stating the chapter's significance pertaining to the overall message of the book, and (3) an identification of major issues in the chapter (from the Biblical text and from the supplemental reading).
4. **Course Exams** – There are no exams for this course.
5. **Online Interaction** – Online students will have two online assignments each module: (1) email research component (book arguments) to the Advising Professor; and (2) respond to Advising Professor/Instructor questions and observations.
6. **All students** will submit assignments directly to the Advising Professor/Instructor.
7. **Scoring Rubric**

| <u>Assignments</u>                           | <u>Campus &amp; Extension</u> | <u>Online</u> |
|--|-------------------------------|---------------|
| Attendance or Online Participation           | N/A                           | N/A           |
| Reading Component (Reading & Accountability) | N/A                           | N/A           |
| Research Component (Book Arguments)          | 100                           | 100           |
| Exam Component (if applicable)               | N/A                           | N/A           |
| <b>Total Points:</b>                         | <b>100</b>                    | <b>100</b>    |

## **V. Course Outline & Assignments**

### **Module 1 – James 1-5**

Reading component - Students should read Baxter, Lesson 143; and Harrison, 382-393, and James 1-5 (twice).

Research Component – Book arguments on James 1-5

---

### **Module 2 – Hebrews 1-13**

Reading component - Students should read Harrison, 367-381, and Hebrews 1-13.

Research Component – Book arguments on Hebrews 1-7

---

### **Module 3 – Hebrews 1-13**

Reading Component Students should read Baxter, Lesson 142; and Hebrews 1-13.

Research Component – Book arguments on Hebrews 8-13

---

### **Module 4 – 1, 2 Peter & Jude**

Reading component - Students should read Baxter, Lesson 144-145; 1, 2 Peter & Jude.

Research Component – Book arguments on 1 Peter

---

### **Module 5 – 1, 2 Peter & Jude**

Reading component - Students should read Harrison, 397-437, and 1, 2 Peter & Jude

Research Component – Book arguments on 2 Peter & Jude

---

### **Module 6 – 1, 2, 3 John**

Reading component - Students should read Baxter, Lesson 146; and Harrison, 438-453, and 1, 2, 3 John (twice).

Research Component – Book arguments on 1, 2, 3 John

---

### **Module 7 – Revelation 1-22**

Reading component - Students should read Harrison, 454-476, and Revelation 1-22.

Research Component – Book arguments on Revelation 1-7

---

### **Module 8 – Revelation 1-22**

Reading component - Students should read Baxter, Lesson 147, and Revelation 1-22.

Research Component – Book arguments on Revelation 8-14

---

### **Module 9 – Revelation 1-22**

Reading component – Revelation 1-22

Research Component – Book arguments on Revelation 9-22

---

## **VI. Tyndale General Policies and Procedures**

### **Assignment Format**

All assignments and coursework are to be turned in via Tyndale student email (@tyndale.edu address). Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

*Campus Students:* Professor Name, Class # & Name, Student Name, Assignment Title  
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

*Learning Center Students:* LC Location, Campus Prof. Name, Class # & Name, Student Name  
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

*Online Students:* Online Prof. Name, Class # & Name, Student Name, Assignment Title  
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

### **Assignment Due Dates**

**Campus/Learning Center** students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

**Online** students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

### **Writing Guidelines**

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7<sup>th</sup> Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

### **Plagiarism Policy**

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

### **Contact**

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).