

I. Course Description:

New Testament Introduction I is a guided independent study in which students will consider each of the 117 chapters in the Gospels and Acts. 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 Book
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 Php 1:27

III. Course Textbooks

Required Texts:

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

Recommended Texts:

- A.T. Robertson, *Word Pictures in the New Testament*, Holman, 1958, 978-0805413076
 Robert Thomas and Stanley Gundry, *A Harmony of the Gospels*, Harper One, 1986, 978-0060635244
 Mal Couch, *A Bible Handbook to the Acts of the Apostles*, Kregel, 2004, 978-0825423918
 Christopher Cone, *The Promises of God, Exegetica*, 2005, 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.
3. **Research Assignments** – Students will write book arguments, comprised of a brief (paragraph -1/4 page) explanation of each of the 117 chapters of the Gospels and Acts. 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** – There is no online component for this course.
6. **All students** will submit assignments to coursework@tyndale.edu on or before the course due date.
7. **Scoring Rubric**

Assignments	Campus & Extension	Online
Attendance	N/A	N/A
Reading Component (Reading & Accountability)	Not Graded	N/A
Research Component (Book Arguments)	100	N/A
Exam Component (if applicable)	N/A	N/A
Total Points:	100	N/A

V. Course Outline & Assignments

Module 1 – Matthew 1-14

Reading Component – Students should read Baxter, Lesson 105- 107; Harrison, Ch. 6; Matthew
Research Component – Book arguments on Matthew 1-14

Module 2 – Matthew 15-28

Research Component – Book arguments on Matthew 15-28

Module 3 – Mark

Reading Component – Students should read Baxter, Lesson 108-110; Harrison, Ch. 7; Mark
Research Component – Book arguments on Mark

Module 4 – Luke 1-12

Reading Component – Students should read Baxter, Lesson 111-113; Harrison, Ch. 8; Luke
Research Component – Book arguments on Luke 1-12

Module 5 – Luke 13-24

Research Component – Book arguments on Luke 13-24

Module 6 –John 1-11

Reading Component – Students should read Baxter, Lesson 114-116; Harrison, Ch. 9; John
Research Component – Book arguments on John 1-11

Module 7 – John 12-21

Research Component – Book arguments on John 12-21

Module 8 – Acts 1-14

Reading Component – Students should read Baxter, Lesson 117-119; Harrison, Ch. 10; Acts
Research Component – Book arguments on Acts 1-14

Module 9 – Acts 15-28

Reading Component – Students should read Baxter, Lesson 120-122, 141; Harrison, Ch. 1-3 & 5
Research Component – Book arguments on Acts 15-28

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via email. 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 Works or Word format (Wordpad and Wordperfect are not to be used for Tyndale coursework).

The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

<i>Campus Students:</i>	C, Professor Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Learning Center Students:</i>	LC Location, Campus Prof. Name, Class # & Name, Student Name <i>(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)</i>
<i>Online Students:</i>	O, Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Extension Students:</i>	E, Class # & Name, Student Name <i>(e.g.: E, Johnson, BIBL2301 Hermeneutics, Smith)</i>

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

Assignment Due Dates

Campus and **Online** 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.

Extension students will submit all assignments no later than nine weeks after course start date, and will submit all assignments in one email.

Late work turned in after the due date but within 5 days of the due date will be reduced a letter grade. Any work turned in more than five days after the due date will receive a failing grade.

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 7th 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 (Campus & Online students) or the Registrar's office (Extension & Intensive 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](#).