



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

<p>SURVEY OF THE NEW TESTAMENT REL6434 3 Credit Hours</p>

Student Level:

This course is open to students on the college level in either Freshman or Sophomore year.

Catalog Description:

REL6434 - SURVEY OF THE NEW TESTAMENT (3 hrs)

An introduction to the history, literature and culture that gave rise to the New Testament from an objective and analytical approach.

Prerequisites:

None, but REL6432 SURVEY OF THE OLD TESTAMENT is recommended.

Controlling Purpose:

This course provides an introduction to the scholarship of the New Testament, as an elective course or as an introductory course in religious studies.

Learner Outcomes:

Upon completion of this course the student will be familiar with the content of the canonical New Testament, will be able to critically analyze and discuss that content, and will have an understanding of the historical and cultural context from which it comes.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for

taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: OVERVIEW OF THE NEW TESTAMENT

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe those characteristics that define the New Testament as a collection of religious texts.
						Understand the relationship between the New Testament and the Hebrew Tanakh.
						Describe and apply scholarly approaches to the New Testament texts.
						Understand and describe the transmission, canonization and translations of New Testament texts.
						Understand and describe the elements of Hellenistic and Jewish cultures that formed the context in which the New Testament was created.

UNIT 2:

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe the Hellenistic and Roman occupations of the area, and the Jewish revolts against them, and the consequences of those revolts.
						Understand the diverse nature of Judaism in the first century AD.
						Understand and describe the concept of the Messiah as held by first-century Jews.
						Identify messianic claimants of the first century other than Jesus.

UNIT 3: THE GOSPELS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain the assumptions made in various approaches to the Gospels.
						Understand and apply the methods of modern scholarships to the Gospels.
						Understand the basics of a literary analysis of the Gospels.
						Understand and describe the synoptic problem and it's relation to the study of Gospel of John.
						Describe in scholarly terms the authorship, audience, sources, and content of the Gospels of Mark, Matthew, Luke, and John.
						Understand and describe in scholarly terms the similarities and differences among, and the various interpretations in the Gospels of Mark, Matthew, Luke and John in historical context.
						Describe in scholarly terms the content and meaning of the noncanonical Gospels, including the Gospel of Thomas, Secret Mark and various Gnostic texts.
						Understand and discuss the scholarly approach to Jesus as a historical figure beyond New Testament texts, including the historicity of the Gospel accounts.

UNIT 4: THE EARLY CHURCH

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe in scholarly terms of the content and meaning of the Acts of Apostles, as an account of the early formation of Christianity.
						Describe the organization of the early church.
						Describe work of Peter and the other Apostles in the years after Jesus.
						Describe the missionary work of Paul, as recorded in the Acts.
						Place Paul as a historical person, describe his religious experience and understand the basics of his theology.

UNIT 5: THE LETTERS OF PAUL

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe the themes of Christian unity and the returning Christ in the Letters to Thessalonica and Corinth.
						Describe the themes of breaking from Torah tradition and justification by faith in the Letters to the Galatians and Romans.
						Describe the themes of the continuing Pauline tradition, as found in the Letters to the Philippians and to Paul, the General Letters and other works.
						Understand and discuss the problems of authorship and authority in some of the writings attributed to Paul.

UNIT 6: THE TRADITIONS OF JOHN, THE DIDACHE AND THE APOCALYPSE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Understand and compare the traditions of the Johannine community with the Pauline tradition.
						Describe the Didache, the teaching attributed to the Twelve Apostles.
						Describe in scholarly terms the content and meaning of the narrative and symbolism found in the Book of Revelation.
						Understand other apocalyptic traditions beyond the New Testament.
						Discuss the evolution of the Judeo-Christian Bible, and consider it's place in the life of the 21 st century.

Textbook:

Contact Bookstore for current textbook.

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.