



INTRODUCTION TO THE NEW TESTAMENT

W/REV. DR. KRIS TENNY-BRITTIAN
04 March – 28 April 2024

COURSE DESCRIPTION

This course will enhance the students' appreciation for the New Testament and its possibilities for ways that will enrich and transform their lives, as well as the lives of others. Students will build on their learnings from Overview of the Bible to focus on the contexts and themes of the New Testament canon; to become increasingly familiar with its major themes, literary forms, and textual issues; and to gain tools and experience in applying it in their life and to their work with their respective congregations, the Church, and the Kingdom.

COURSE COMPONENTS

READ BEFORE YOU ENROLL IN THIS COURSE!

This Course comprises:

- **Readings and Supplemental Materials** from both the required texts and supplemental resources;
- **Weekly Video Lectures** (AKA VidLectures);
- **Weekly Devotionals**;
- **Online Discussion Forums** (*WARNING: Forum participation is HIGHLY interactive and is REQUIRED from Monday through NOON on Saturdays*);
- **A Final Assignment**; and
- **An OPTIONAL End-of-Week Live Session** from 9:30-10:15 AM each Saturday (unless otherwise announced) where students can ask questions and/or get clarification about the week's work. The Zoom Room opens at 9:25 and will close at 9:40 if no students appear by then. Students participating in an *End-of-Week Session* will not have to post in the *Discussion Forums* that morning.

**IF YOU ARE UNABLE TO ENGAGE ANY OF THE COURSE COMPONENTS,
POSTPONE TAKING THIS COURSE UNTIL YOU ARE ABLE TO FULLY PARTICIPATE.**

PREREQUISITES: NONE

OVERALL OBJECTIVES*

As a result of this course, students will:

1. Practice regular Bible study as a spiritual discipline;
2. Read the New Testament texts in the light of Gospel and be able to draw on them for preaching and worship;
3. Analyze biblical texts using current scholarly methods;
4. Be aware of different critical approaches to, and resources for, interpreting the NT;
5. Recognize the social, economic, political, and other contexts out of which the New Testament grew;
6. Distinguish literary genres and theological "schools of thought" that appear in New Testament; and
7. Identify the role their experiences and culture play in their interpretation of the texts.

* *The Christian Church (Disciples of Christ) identifies sixteen Ministerial Practices in which candidates for Ordained ministry must show competency. Spiritual Development is one of those Practices, and this course's Objectives are the criteria Disciples judicatories are expected to use when they measure the Spiritual Development Practice. Students who invest themselves in this course will have not only spiritual practices that can enhance their relationship with God and tools to use in their respective ministries, they will also have pieces to add to their ministerial portfolio that will lend themselves to demonstrating competency in Biblical Studies.*

REQUIRED TEXTS

1. *The Bible*

PREFERRED (requested): *Common English Bible Study Bible*. Nashville, TN: Common English Bible 2013.

IF YOU CHOOSE TO USE ANOTHER VERSION: choose a Study Bible you don't normally use *and* a different version than you used in the Overview of the Bible course.

2. Aymer, Margaret, Cynthia Briggs Kittredge, and David A. Sanchez. *Fortress Commentary on the Bible: The New Testament*. Minneapolis: Augsburg Fortress Press, 2014.
3. Miller, Robert J. *The Complete Gospels, 4th Edition*. Sonoma, CA: Polebridge Press, 2010.
4. Supplement resources provided (posted in Section 9 – listed after Week 8 – of the Course landing page)

NOTE: Each student is responsible to ensure they have the resources to complete the assignments. If you choose to use a digital (e.g., Kindle) version of a book, make sure it has page numbers. Check with a classmate if you need to transcribe page numbers into chapters and/or sections; Dr. Kris is unable to do that for you.

COURSE REQUIREMENTS

1. **ACQUIRE** the required texts before the course begins and remain current on all assignments.
2. **CAREFULLY AND THOUGHTFULLY ENGAGE** each week's readings, additional resources, VidLecture, and *Discussion Forum* questions.
- Additional Assigned and Supplemental resources are posted on this Course's site.
 - *VidLectures* and *Discussion Forum* questions are posted by 9:00 AM each Monday.
 - Adequate responses and interactions on *Discussion Forums* can be accomplished ONLY after (1) studying the assigned readings and resource materials and (2) watching the *VidLecture*. Refrain (= "do not") participate in a Discussion Forum without first consulting the readings and watching the entirety of the VidLecture.
 - Your posts will benefit significantly, and your grade enhanced, when you bring in and cite outside resources (e.g., books, articles, blogs, podcasts). Further details are in the Grading Matrix below.
 - All times listed in the Syllabus and on this Course's site are in Central Time [CT].
3. **PARTICIPATE** in the Discussion Forums.
- 3.1 **Discussion Forums open by 9:00 AM /CT on MONDAY and close at NOON on SATURDAY.**
- Respond to the questions in each of the *Discussion Forums* **NO LATER THAN 9 PM /CT ON TUESDAYS.**
 - Begin to interact *thoughtfully* and *respectfully* with the responses of your Coursemates **NO LATER THAN 9:00 PM /CT on WEDNESDAYS.**
 - Your responses must demonstrate your engagement with and comprehension of (or attempts to comprehend) the VidLectures, readings, and other assigned resources. Be sure to reference, apply, and integrate them in your responses. Again, see the Grading Matrix that follows.
 - Avoid using "I think" statements and be sure to support your assertions with more than personal opinions or mere suppositions. If you use "in my experience," be specific about the circumstances and details ... and make sure it's relevant.
 - Continue to interact with the posts of your Coursemates **until NOON /CT on Saturday.**

DISCUSSION FORUM DEADLINES

INITIAL POSTS DUE NO LATER THAN 9:00 PM TUESDAY*

AFTER 9 PM TUESDAY = 1/D ... AFTER 9AM WEDNESDAY = 0

INITIAL INTERACTIONS DUE NO LATER THAN: 9:00 PM WEDNESDAY*

AFTER 9 PM WEDNESDAY = 1/D ... AFTER 9AM THURSDAY = 0

STRONG SUGGESTION:

START POSTING BEFORE THE DEADLINES!

- 3.2 Whenever Dr. Kris posts a mid- or end-of-week *VidNote* or *VidResponse*, be sure to watch and respond in the Discussion Forum as directed.

3.3 No posting after NOON on Saturday.

- Use Saturday afternoons to rest, relax, re-center, re-create, and prepare for worship ... NO POSTING!
- Sunday is a DAY OFF from this class ... STILL NO POSTING!
- Refrain from worrying about, and working on, course-related matters on Sundays – and preferably on Saturday afternoons and evenings too. Instead, students should worship in a congregation that will *feed* his/her spirit as well as her/his mind (in that order!) and take time with *family*.

3.4 Discussion Forum response and interaction posts are to be *thorough, thoughtful, kind, and respectful*.

- When responding and interacting on the Discussion Forums, reference and cite both the assigned materials and all the resources to which you refer. When citing, include (1) the author; (2) the name of the resource if there is one; and (3) where you found the resource (the page number or web address). When posting you don't have to worry so much about the "proper format" of the citation, but you do have to make sure someone can easily find it.
- Engage in collaborative learning.
- Before you respond to a Forum question or Coursemate's post, explore any pushback or challenges you may have/feel, and wrestle with yourself over what's pushing or challenging you (i.e., *respond* rather than *react*).
- Explore your Coursemates' responses and reflections, strive to understand their point of view, and dialogue with their main points and ideas.
- If someone raises an issue, explore a variety of views, not merely your own. The best responses include those that integrate views that are opposite to your own.
- If someone raises a question, look for an answer to that question.
- Be teachable.
- Avoid irrelevant tangents.
- Refrain from making inflammatory statements, asking rhetorical or snarky questions, and/or escalating disagreements that have become argumentative. This is not the place to change anyone's theology or politics; indeed, we don't bring our politics into this Course). This *is* the place to learn from, and expand your thinking because of, them.

TO BE CLEAR ...

- The Discussion Forums are not the place for politics, opinions, showing off, posturing, small talk, or "that's nice" comments. Be curious. Dig deep. Consider. Reflect. Engage this opportunity for collegial learning.
- Wait to post in the Discussion Forums until after you've engaged the readings, VidLecture, and resources.
- Don't interact with your Coursemates' posts until after you've posted your initial responses to each Discussion Forum question.
- Participate in the Discussion Forums earlier rather than later and be mindful of the penalties for failing to adequately respond and interact on the Discussion Forums:
 - You'll earn a "D" for the week when any of your initial responses are posted after 9:00 PM/CT on Tuesday. Your grade will shift to an "F" when you fail to respond to all the Forum questions by 9:00 AM/CT Wednesday morning.
 - You'll earn a "D" for the week when you fail to begin interacting with the posts on each of their assigned Discussion Forums by 9:00 PM/CT on Wednesday. That grade shifts to an "F" for the week when they fail to begin those interactions by 9:00 AM/CT Thursday.

All times are in CENTRAL TIME. 9:00 = 9/Central ... = 10/Eastern ... = 8/Mountain ... = 7/Pacific

- You don't have to post on a Saturday when you attend the End-of-Week Session.
- **RESPECT! RESPECT!! RESPECT!!!** We accept and respect each of our Coursemates (and the Instructor!), even when you can't accept someone's point of view or otherwise diametrically disagree with them! We may not be able to accept what someone says or thinks, but we can – and will in this Course – respect them. No politics and no theology-bashing.

DISCUSSION FORUM GRADING MATRIX

0	1 = D	2 = C	3 = B	4 = A
<ul style="list-style-type: none"> The student fails to respond to <u>ALL</u> the Discussion Forum questions by 9:00 AM on Wednesday The student fails to interact with her/his Coursemates' posts by 9:00 AM on Thursday The student's posts fail to demonstrate they have engaged <u>ALL</u> the week's resources (including VidLecture) The student's responses and/or interactions are in any way disrespectful, derogatory, and/or argumentative 	<ul style="list-style-type: none"> The student fails to respond to <u>ALL</u> the Discussion Forum questions by 9:00 PM on Tuesday The student fails to interact with their Coursemates' posts by 9:00 PM on Wednesday The student's posts fail to demonstrate they have engaged <u>ANY</u> the week's resources (including VidLecture) The student fails to apply their learnings when interacting with their Coursemates The student visits the Discussion Forums at least once each day The student's posts are opinion-based, off-topic, and/or otherwise irrelevant 	<ul style="list-style-type: none"> The student's posts offer no additional insight into the topic The student merely comments rather than interacts with their Coursemates' posts The student's posts demonstrate they have engaged <u>ALL</u> the week's assigned resources but doesn't yet understand some of the content or concepts The student's responses to and interactions with Coursemates' posts are relevant, thought provoking, and promote further conversation The student interacts with Coursemates' posts at least once each day between Wednesday at 9:00 AM and NOON on Saturday. The student's posts demonstrate their ability to apply their learnings to a ministry setting* 	<ul style="list-style-type: none"> The student's posts are clear, concise, thoughtful, and thought-provoking The student's responses to and interactions with their Coursemates' posts are relevant and promote further conversation The student's posts demonstrate they have engaged <u>ALL</u> the week's assigned resources The student's responses to and interactions with Coursemates' posts are relevant, thought provoking, and promote further conversation The student interacts with their Coursemates' posts at least twice each day between Tuesday at 9:00 PM and NOON on Saturday The student's posts demonstrate their ability to apply their learnings to their own ministry setting** 	<ul style="list-style-type: none"> The student's posts are clear, concise, thoughtful, and thought-provoking The student's responses to and interactions with their Coursemates' posts are relevant and promote further conversation The student's posts demonstrate they have engaged <u>ALL</u> the week's assigned resources as well as unassigned resources The student's responses to and interactions with Coursemates' posts are relevant, thought provoking, and promote further conversation The student interacts with their Coursemates' posts at least twice each day between Tuesday at 9:00 PM and NOON on Saturday The student's posts demonstrate their ability to apply their learnings to their own ministry setting The student integrates their learnings with those of their Coursemates

* A *ministry setting* = a church, not necessarily where you attend or participate in ministry.

** Your *ministry setting* = the church or institution in whose ministry you participate, whether in a paid or unpaid position (e.g., as the leader of a ministry, a participant in a ministry, as an Elder or Deacon, as a member of the Board/Council/Vestry/etc.)

2 = Cool – you're right where you need to be in this Course: striving to understand and apply the readings, resources, and Course's postings and replies

1 = Didn't demonstrate your understanding of and/or ability to use your learnings

0 = Fell short of requirements and/or guidelines

3 = Because you've demonstrated you both understand and can apply the readings and resources to your own and your Coursemates' ministry settings

4 = Additional resources you found were aptly and adeptly applied to both your own and your Coursemates' ministry settings

WEIGHT OF ASSIGNMENTS

25 % Initial responses to the Questions in the *Discussion Forums*

55 % Interactions with Coursemates *in the Discussion Forums*

**If a student misses two weeks of posting without the prior approval of the Instructor, they will fail the Course*

20 % Final Assignment (*due by NOON on Saturday 04 May*)

COURSE EXPECTATIONS

EACH STUDENT WILL:

- Complete each assignment by the due date and time.
- Contact the Instructor whenever you have questions or challenges (whether a challenge is about course content, assignments, the instructor herself, or anything else that might get in the way of successfully engaging and/or completing an assignment and/or the course as a whole). Email: Kris@EffectiveChurch.com. Phone: 573.234.4881 (leave a message/never a text).
- Respond to the Instructor's emails within twenty-four hours.
- Properly acknowledge and cite all sources. Plagiarism will result in a total loss of points for all assignments associated with the plagiarized assignment, will be reported to the CMLT Director, and may result in expulsion.

THE INSTRUCTOR WILL:

- Respond to students' inquiries within twenty-four hours.
- Have assignments graded one week after their due date.

PLEASE NOTE 1. If you have standing appointments or obligations on Tuesdays or Wednesdays, plan to respond early rather than waiting until the hour or two before your initial responses and interactions are due. The Tuesday and Wednesday deadlines are that: DEADLINES. You are expected to begin posting and interacting before then.

PLEASE NOTE 2. Contact Dr. Kris ASAP in the case of an emergency or as soon as you know of a situation or circumstance that will affect your participation in the Course (e.g., an illness, a pastoral emergency, overwhelm, or burnout). NOW is the time to let her know if you have an already-scheduled event such as a surgery, vacation, family member whose death is imminent, or your wedding.

PLEASE NOTE 3. Be sure to check the GRADING MATRIX to understand the correlation between Discussion Forum participation and grading. A "C" is the expected grade; it takes a *lot* to earn a "B" or "A."

PHILLIPS POLICIES TO NOTE

See the CMLT Policies for details and contact Emma if you need a copy

1. **ACADEMIC HONESTY POLICY.** Students are engaging in learning ministry skills in a Christian environment of respect and honesty. This includes respect and honesty when using others' ideas in written work, sermons, and other assignments.
 - Plagiarism is unacceptable. Plagiarism is defined as taking another person's ideas and words and passing them off as one's own. Examples include:
 - Presenting the exact words of an author without citing the source and without putting those words in quotation marks.
 - Using another person's ideas without acknowledging the source of those ideas (even if you rearrange the words).
 - "Cutting and pasting" information from websites and submitting it as one's own work.
 - Avoid plagiarizing at all costs:
 - Cite the source of every fact, idea, or argument that is not your own.
 - Use quotation marks to set off all significant words, phrases, sentences, and multi-sentence quotes that are borrowed from another; and cite their source.
 - Depending on the severity of material from another source claimed by the student as original, the student may be asked by the professor to redo the assignment (with a lower grade given); may receive a "0" for the assignment; or, in severe cases of plagiarism, may fail the Course. This Instructor reports all cases of plagiarism to the CMLT to the Director and works with her to determine the response.

2. ARTIFICIAL INTELLIGENCE (AI) POLICY.

- As with all CMLT academic work, the ideas and contributions of others must be appropriately acknowledged; and work that is presented as original must be, in fact, original. Using an artificial intelligence (AI) content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty and will be treated as plagiarism. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact Leslie LeSieur or your instructor to discuss the issue.
- Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment. There are tools through programs like Grammarly, Turn It In, and GPTZero that can assist in detection of AI technology use.

3. CULTURE OF MUTUAL RESPECT AND PROFESSIONAL BEHAVIOR AND NETIQUETTE.

4. INCLUSIVE LANGUAGE POLICY.

- As a Christian and theological community, we recognize the important role that language plays in shaping, perpetuating, or reshaping our lives. We know that language is not merely a collection of inert tools that enable us to 'say what we want to say,' but is a powerful and subtle force that orders the forms and values through which we perceive and interpret our world.
- As Christians and ministers of the Word, we commit ourselves to avoiding the use of language that damages or excludes persons or perpetuates demeaning stereotypes. This includes language that establishes or reinforces bias against people because of their race, gender, ethnic group, age, profession, religion, economic status, national group, sexual orientation, marital status, etc.
- Phillips recognizes that there is room for legitimate differences of opinion on such matters and does not attempt to prescribe in detail precisely which words, expressions, and usage are acceptable.
- Phillips does not attempt to impose an ideology or arbitrary standard on anyone. It is attempting to raise consciousness regarding language that may be offensive to some.
- Phillips also encourages the community to be aware of the problem of language with reference to God. We need to be sensitive to the metaphorical and analogical nature of all our language about God and to be aware that in addition to masculine images and categories, the Bible and Christian traditions use feminine and non-human images and categories when speak about God.

ASSIGNMENTS BY WEEK

Class weeks run from Monday through Sunday; HOWEVER, this course takes into account that healthy self-care is one of the basic components of effective and sustainable ministry. As such, weekly work is to be completed and submitted up until NOON on Saturdays; this also means that you are to continue reading and responding to your Coursemates' posts on Saturday morning, but not after NOON! Saturday afternoons and Sundays are for God, yourself, your family (however you define that), personal obligations, and then the Church.

DISCUSSION FORUM DEADLINES

INITIAL POSTS: BEFORE 9: 00 PM TUESDAY

INTERACTION POSTS: BEFORE 9: 00 PM WEDNESDAY

All times are in CENTRAL time. 9:00 = 9/Central ... = 10/Eastern ... = 8/Mountain ... = 7/Pacific

WEEK

1 **MARCH 04-10: READING THE NEW TESTAMENT AS LITERATURE** (OBJECTIVES 1, 4, & 6)

READINGS & RESOURCES

1. VIDLECTURE

2. READINGS

- **BIBLE** Read/reread Matthew, Mark, Luke, & John {*keep reading ahead ... don't get behind!*}
Your Study Bible's *Introduction to Hebrews*
The Letter to the Hebrews {Yes, Hebrews: remember we 27 Books / 7 weeks ... *keep reading!*}

- **MILLER & COLLEAGUES**

nothing this week ... but it never hurts to get a jump on the coming weeks' readings!

- **AYMER & COLLEAGUES**

1-30 Introduction and "Reading the Christian New Testament in the Contemporary World"

621-623 "Introduction to Hebrews, The General Epistles, and Revelation"

625-627 Introduction to Hebrews [end where the Commentary begins]

- **ADDITIONAL RESOURCES (A = ASSIGNED ... S = SUGGESTED)**

01-A1 *Studying the Bible as Literature* (kt-b)

01-A2 *A Quick Guide to Biblical Genres* (author unknown)

01-A3 *How should the different genres of the Bible impact how we interpret the Bible? (Got Questions Ministries)*

01-S1 *Literary Features of the Fourth Gospel* (Just)

01-S2 *Summary of Hebrews, the General Epistles, and Revelation* (Akin)

THIS WEEK'S ASSIGNMENTS

1. Read Hebrews 1 & 2 during your daily devotional time this week
2. Your responses to the Discussion Forum Questions Due no later than 9:00 PM TUESDAY
3. Your initial interactions with your Coursemates' posts Due no later than 9:00 PM WEDNESDAY
4. Continue interacting with your Coursemates' posts until NOON Saturday
5. OPTIONAL END-OF-WEEK SESSION Saturday 9:30-10:15 AM

WEEK
2

MARCH 11-17: SETTING THE SCENE & INTRODUCTION TO THE GOSPELS

(OBJECTIVES 1, 3, & 5)

READINGS & RESOURCES

1. **VIDLECTURE**

2. **READINGS TO BE READ BY EVERYONE**

- **BIBLE** Finish reading the *Gospels of Mathew, Mark, Luke, & John*

- **MILLER & COLLEAGUES**

vii-xvi Forward

1-17 Introduction

- **AYMER & COLLEAGUES**

31-45 "Negotiating the Jewish Heritage of Early Christianity"

47-61 "Rootlessness and Community in Contexts of Diaspora"

83-125 Begin reading "Jesus and the Christian Gospels"

- **ADDITIONAL RESOURCES (A = ASSIGNED ... S = SUGGESTED)**

02-S1 *Chronological Order of the Books of the New Testament* (Bible Study Tools Ministry)

THIS WEEK'S ASSIGNMENTS

1. Read Hebrews 3 & 4 during your daily devotional time this week
2. Your responses to the Discussion Forum Questions Due no later than 9:00 PM TUESDAY
3. Your initial interactions with your Coursemates' posts Due no later than 9:00 PM WEDNESDAY
4. Continue interacting with your Coursemates' posts until NOON Saturday
5. OPTIONAL END-OF-WEEK SESSION Saturday 9:30-10:15 AM

READINGS & RESOURCES

1. VIDLECTURE

2A. READINGS TO BE READ BY EVERYONE

- **BIBLE** Complete your read/reread of the *Gospels of Mathew, Mark, Luke, & John*
Your Study Bible's Intro to Mark's *Gospel*
Your Study Bible's Intro to Matthew's *Gospel*
Your Study Bible's Intro to Luke's *Gospel*
Your Study Bible's Intro to John's *Gospel*
Get a jump on Acts & the *Pauline Epistles* {*Read on! Read on! Read on!*}
- **MILLER & COLLEAGUES**
257-278 *The Q Gospel*
19-22 Intro to the *Gospel of Mark*
61-64 Intro to the *Gospel of Matthew*
121-124 Intro to the *Gospel of Luke*
185-189 *The Signs Gospel*
205-208 Intro to the *Gospel of John*
- **AYMER & COLLEAGUES**
83-125 Finish reading "Jesus and the Christian Gospels"
173-174 Intro to the *Gospel of Mark* [end where the Commentary begins]
127-131 Introduction to the *Gospel of Matthew* [end where the Commentary begins]
173-179 Intro to the *Gospel of Luke* [end where the Commentary begins]
265-269 Intro to the *Gospel of John* [end where the Commentary begins]
- **ADDITIONAL RESOURCES (A = ASSIGNED ... S = SUGGESTED)**
03-A1 *The Four Gospels: Some Comparative Overview Charts* (Just)
03-A2 *Contrast Between John and the Synoptics* (Just)
03-A3 *The Gospels and Acts* (American Bible Society)
03-A4 "Chapter 14: The Gospels and Acts" (Bible Study Tools Ministry)
03-A5 *Resurrection of Jesus in the New Testament* (Just)
03-S1 *Death of Jesus in Mark vs. John* (Just)
03-S2 *Three Ways John is Different from the Synoptic Gospels ...* (Edwards)
03-S3 *Various Outlines of the Fourth Gospel* (Just)

2B. READINGS TO BE ASSIGNED

- **BIBLE** Mark's *Gospel* _____
Matthew's *Gospel* _____
Luke's *Gospel* _____
John's *Gospel* _____
- **MILLER & COLLEAGUES**
257-278 *The Q Gospel* _____
19-120 *The Gospel of Mark* _____
61-120 *The Gospel of Matthew* _____
121-184 *The Gospel of Luke* _____
185-204 *The Signs Gospel* _____
205-255 *The Gospel of John* _____

• **AYMER & COLLEAGUES**

173-215 Mark's Gospel

127-172 Matthew's Gospel

217-263 Luke's Gospel

265-307 John's Gospel

THIS WEEK'S ASSIGNMENTS

1. Read Hebrews 5 & 6 during your daily devotional time this week
2. Your responses to the Discussion Forum Questions Due no later than 9:00 PM TUESDAY
3. Your initial interactions with your Coursemates' posts Due no later than 9:00 PM WEDNESDAY
4. Continue interacting with your Coursemates' posts until NOON Saturday
5. OPTIONAL END-OF-WEEK SESSION Saturday 9:30-10:15 AM

WEEK

4 **MARCH 25-31: ACTS AND INTRODUCTION TO THE PAULINE LETTERS** (OBJECTIVES 1, 2, 4, 5, 6, & 7)

READINGS & RESOURCES

1. **VIDLECTURE**

2A. **READINGS TO BE READ BY EVERYONE**

- **BIBLE** Complete your read/reread of Acts
Read your Study Bible's Intro to Acts
Read your Study Bible's Intro to the *Pauline Epistles* (aka *Paul's Letters*) – if it has one
Get ready to finish-up your read/reread of Paul's Letters
Read ahead {*In the words of Willy Wonka: "So much time, so little to do. Wait a minute. Strike that. Reverse it!"*}
- **MILLER & COLLEAGUES**
304-307 Intro to *Secret Book of James*
379-380 Intro to *Infancy Thomas*
- **AYMER & COLLEAGUES**
309-326 "Acts as a History of the Early Church"
365-393 "Situating the Apostle Paul in His Day and...."
- **ADDITIONAL RESOURCES (A = ASSIGNED ... S = SUGGESTED)**
04-A1 *Why Study ... Early Christianity* (O'Loughlin)
04-A2 *Overview of the book of Acts in around 5 minutes* (Parr)
04-A3 *Acts of the Apostles* (USCCB)
04-A4 "Chapter 14: The Gospels and Acts" [*yes, you read it last week: it's here for review*]
04-S1 *Overview: Acts 1-12* (Bible Project)
04-S2 *Overview: Acts 13-28* (Bible Project)
04-S3 "Chapter 14: The Gospels and Acts." *A Guide to Bible Study* (Bible Study Tools)
04-S4 *What are the Infancy Gospels* (Johnson)
04-S5 *What are the Protevangelium of James and ... Infancy Thomas?* (Pratt)
04-S6 *Infancy Gospel of Thomas* (Pilgrim)
04-S7 *The Infancy Gospel as Pilgrimage Guidebook* (Burke)
04-S8 *The Nag Hammadi Library* (Gnostic Society Library)
04-S9 *The Gnostic Gospels* (PBS)
04-S10 *The Secret Book of James* (Kirby)

- 04-S11 *A Chronology of the Apostle Paul* (Tanner)
- 04-S12 *Jesus and Paul: Different Gospels?* (Wright)
- 04-S13 *The Apostle Paul* (Crossan)
- 04-S14 *Powerful Practices: Paul's Powers and Principalities Revisited* (Moses)
- 04-S15 *Why Study the Protevangelium of James?* (O'Loughlin)
- 04-S16 *The Birth of Jesus to the Virgin Mary ... in the Infancy Gospel of James* (Robbins)

2B. READINGS TO BE ASSIGNED

- **BIBLE** Acts 1.1 – 6.7 _____
- Acts 6.8 – 9.31 _____
- Acts 9.32 – 12.25. _____
- Acts 13.1 – 15.35 _____
- Acts 15.36 – 21.16 _____
- Acts 21.16 – 28.31 _____
- **MILLER & COLLEAGUES**
- Secret Book of James _____
- Infancy Gospel of Thomas _____
- **AYMER & COLLEAGUES**
- 328-335 Acts 1.1 – 6.7 _____
- 335-342 Acts 6.8 – 9.31 _____
- 342-346 Acts 9.32 – 12.25 _____
- 346-351 Acts 13.1 – 15.35 _____
- 351-355 Acts 15.36 – 21.16 _____
- 356-361 Acts 21.16 – 28.31 _____

THIS WEEK'S ASSIGNMENTS

1. Read Hebrews 7 & 8 during your daily devotional time this week
2. Your responses to the Discussion Forum Questions Due no later than 9:00 PM TUESDAY
3. Your initial interactions with your Coursemates' posts Due no later than 9:00 PM WEDNESDAY
4. Continue interacting with your Coursemates' posts until NOON Saturday
5. OPTIONAL END-OF-WEEK SESSION Saturday 9:30-10:15 AM

WEEK

5 APRIL 01-07: THE PAULINE LETTERS (OBJECTIVES 1, 2, 4, 5, 6, & 7)

READINGS & RESOURCES

1. VIDLECTURE

2A. READINGS TO BE READ BY EVERYONE

- **BIBLE** Complete your read/reread of Paul's Letters
- Your Study Bible's Intro to *Romans*
- Your Study Bible's Intro to *1st Corinthians*
- Your Study Bible's Intro to *2nd Corinthians*
- Your Study Bible's Intro to *Galatians*
- Your Study Bible's Intro to *Ephesians*
- Your Study Bible's Intro to *Philippians*
- Your Study Bible's Intro to *Colossians*
- Your Study Bible's Intro to *1st Thessalonians*

573-588 1st & 2nd *Thessalonians*

589-600 1st *Timothy*

601-606 2nd *Timothy*

607-611 *Titus*

613-620 *Philemon*

THIS WEEK'S ASSIGNMENTS

1. The Final Assignment will be introduced this week & discussed at the End-of-Week Session
2. Read Hebrews 9 (yes, only Chapter 9!) during your daily devotional time this week
3. Your responses to the Discussion Forum Questions Due no later than 9:00 PM TUESDAY
4. Your initial interactions with your Coursemates' posts Due no later than 9:00 PM WEDNESDAY
5. Continue interacting with your Coursemates' posts until NOON Saturday
6. OPTIONAL END-OF-WEEK SESSION Saturday 9:30-10:15 AM

WEEK

6 APRIL 08-14: JOHANNINE AND APOCALYPTIC LITERATURE (OBJECTIVES 1, 2, 4, 5, 6, & 7)

READINGS & RESOURCES

1. VIDLECTURE

2A. READINGS TO BE READ BY EVERYONE

- **BIBLE** Complete your read/reread of John's *Letters* and *Revelation*
 Your Study Bible's Intro to *John's 1st Epistle*
 Your Study Bible's Intro to *John's 2nd Epistle*
 Your Study Bible's Intro to *John's 3rd Epistle*
 Your Study Bible's Intro to *John's Revelation*
 Keep reading {We're almost there!!!}
- **AIMER & COLLEAGUES**
 691-693 Intro to the 1st, 2nd, and 3rd *Letters of John*
 715-718 Intro to *John's Revelation*
- **ADDITIONAL RESOURCES (A = ASSIGNED ... S = SUGGESTED)**
 06-A1 Structural Outlines of John's Letters (Just)
 06-A2 *What You Need to Know About the Book of Revelation* (Wilmington)
 06-A3 7 Tips for Understanding Revelation (Zondervan Academic)
 06-S1 *Revelation – Whom Will You Worship?* (Finger)

2B. READINGS TO BE ASSIGNED

- **BIBLE** 1st *John*
- 2nd & 3rd *John*
- Revelation 1*
- Revelation 2 – 5*
- Revelation 6 – 9*
- Revelation 10 – 12*
- Revelation 13 – 15*
- Revelation 16 – 19.10*
- Revelation 19.11–20*
- Revelation 21 – 22*

2B. READINGS TO BE ASSIGNED

- **BIBLE** *James' Epistle*
 1st Epistle of Peter
 2nd Epistle of Peter
 Jude's Epistle

- **AYMER & COLLEAGUES**
655-666 *James' Epistle*
667-683 *1st Epistle of Peter*
685-690 *2nd Epistle of Peter*
711-714 *Jude's Epistle*

THIS WEEK'S ASSIGNMENTS

1. Read Hebrews 12 & 13 during your daily devotional time this week
2. Your responses to the Discussion Forum Questions Due no later than 9:00 PM TUESDAY
3. Your initial interactions with your Coursemates' posts Due no later than 9:00 PM WEDNESDAY
4. Continue interacting with your Coursemates' posts until NOON Saturday
5. OPTIONAL END-OF-WEEK SESSION Saturday 9:30-10:15 AM

WEEK

8 **APRIL 22-28: So WHAT?** (OBJECTIVES 1 & 2)

THIS WEEK'S ASSIGNMENTS

1. Read at least two Chapters of Scripture during your daily devotional time this week
2. Your responses to the Discussion Forum Questions Due no later than 9:00 PM TUESDAY
3. Your initial interactions with your Coursemates' posts Due no later than 9:00 PM WEDNESDAY
4. Continue interacting with your Coursemates' posts until NOON Saturday
5. OPTIONAL END-OF-WEEK SESSION Saturday 9:30-10:15 AM