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**VIRTUAL CAMPUS**

**School of Christian Studies**

**WAYLAND BAPTIST UNIVERSITY MISSION STATEMENT:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

### COURSE NAME:  *RLGN 1302 – New Testament History*

**TERM:** *Summer 2025*

## Instructor:Dr. Donald Raney

* Phone Number: 806-781-2576
* Email address: raneyd@wbu.edu

**CATALOG DESCRIPTION:** An introductory survey of the historical literature in the New Testament with special attention to the background and origins of Christian beliefs and practices, and to the life of Jesus Christ and the early Christian community.

**PREREQUISITE:** *None*

**REQUIRED TEXTBOOK AND RESOURCES** Introducing the New Testament, 2nd ed. Mark Allen Powell. Published by Baker, 2018. ISBN 9780801099601

This course includes an Automatic eBook version of this textbook. If you prefer to order a print version, you must opt out of the eBook version to avoid being charged for it. If you choose to do so, you must opt out by June 3. To opt out, click on the eBook link in the Blackboard site.

**COURSE OUTCOME COMPETENCIES**: At the end of the semester, the student will

The student will demonstrate a knowledge of textual, historical, and literary-critical

 methods scholars use understanding the New Testament.

The student will demonstrate an understanding of the basic message and main teachings

 of the New Testament.

The student will demonstrate a knowledge of the historical, religious, and social context

 of the NT writings.

The student will demonstrate an understanding of the formation of the Christian canon

 (the process whereby the NT writings became recognized as Christian Scripture).

The student will demonstrate the ability to apply the teachings of the NT in contemporary

 ministry settings.

**ATTENDANCE REQUIREMENTS**: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. All absences must be explained to the satisfaction of the instructor who will decide whether the omitted work may be made up.

Regardless of course format (face-to-face, online, or hybrid), it is the student's responsibility to understand and meet the attendance requirements set forth in the course syllabus.

Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:**

[Link to WBU’s Statement on Academic Integrity](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

 All work must be the work of the student. In addition to normal means of plagiarism, the following policy concerning AI generated works also applies:

While I understand that generative AI is here to stay and will only expand in its presence in society, it must never be allowed to replace human personal reflection and critical thinking. Each person brings a variety of perspectives, thoughts and opinions shaped by their social and cultural background and lived experiences that algorithms and computer codes will never have. This is especially true in relation to "soft sciences" such as philosophy, sociology, psychology and theology. The discussion board posts and research paper assigned in this course are designed to encourage YOUR personal thoughts and interaction with the questions raised during your reading of the material. Therefore, no use of any generative AI tools permitted. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.

* All assignments must be fully created, designed, and prepared by the student(s).
* Any work that uses generative AI will be treated as plagiarism.

**DISABILITY STATEMENT**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.”

**COURSE REQUIREMENTS AND GRADING CRITERIA:**

#### Students are expected to complete all of the weekly readings as outlined in the course schedule. This includes readings from the textbook and PowerPoint slides. These readings will enable students to participate in the weekly discussion boards as well as complete the weekly quizzes.

There will be a quiz each week covering the assigned readings. These quizzes will contain questions which will test the student’s comprehension of the key people, places, and terms related to the weekly reading. These should be taken without any written aids. The quizzes are not proctored and should be taken by midnight Central Time on Saturday each week.

Two questions will be posted each week on the discussion board dealing with that week’s material. Each student will post a response (at least 75 words each) to each of them. These responses should reflect the student’s perspective on the issues presented and will be evaluated for relevance, clarity, and critical thinking. Each student will also respond to the comments of at least two other students each week. These responses should be more than "I agree" or "good post" and should be at least 30 words each. All postings should also be completed by midnight Central on Saturday Time each week.

Each student will write a minimum 350-word essay each week reflecting on the readings from the textbook, Bible and Powerpoint slides for that week. Each essay should demonstrate the student’s personal and thoughtful reflection on the materials rather than a summary of the readings. It may include any questions which arise as well as any new insights gained. Essays should be submitted by midnight Central Time each Saturday night.

1. **Measurement Instruments and Grading Chart**

 Reflection Essays 35%

 Weekly Quizzes 30%

 Discussion Board Participation 35%

1. **Grading Scale**

 90 – 100% A 60 – 69% D

 80 – 89% B Below 60% F

 70 – 79% C

**Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation**

**TENTATIVE SCHEDULE:**

June 2- 7 Introduction to the Study of the New Testament

 Reading: Introducing the New Testament chapters 1-3

June 8-14 Jesus in the 1st Century

 Reading: Introducing the New Testament, chapters 4-5

June 15-21 The Four Gospels

 Reading: Introducing the New Testament, chapters 6-9

June 22-28 The Early Church and Paul

 Reading: Introducing the New Testament, chapters 10-12

June 29-July 5 Pauline Letters

 Reading: Introducing the New Testament, chapters 13-17

July 6-12 Pauline Letters cont’d

 Reading: Introducing the New Testament, chapters 18-21

July 13-19 Pastoral Epistles, Hebrews and James

 Reading: Introducing the New Testament, chapters 22-25

July 20-26 Peter, John and Revelation

 Reading: Introducing the New Testament, chapters 26-30

***From the cowardice that shrinks from new truths,***

***From the laziness that is content with half-truths, and***

***From the arrogance that thinks it knows all truth,***

***Oh, God of Truth, Deliver us.***

***Old Hebrew Prayer***