



# New Testament Basics: Things We Thought We Knew

## Programmed Syllabus

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# Course Description

**New Testament Basics: Things We Thought We Knew** provides an introduction to the New Testament as it surveys vital information that guides the student's thinking in the study of the New Testament books. This information is both basic and essential to an accurate understanding of New Testament Scriptures.

## Course Objectives

- To introduce students to survey information related to the New Testament
- To help develop critical and practical aptitudes in understanding the Bible.
- To provide scholarly information that will foster a better understanding of the historical and biblical context of the New Testament.

## Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students, and applying the learning to their lives. These methods include the following:

### **Media/Materials**

The course will include media presentations of lectures and supplementary materials to be viewed, listened to, and/or read throughout the lessons of the course. Details on these materials will follow in the Course Requirements section.

### **Interaction**

Whether sitting in a traditional classroom or studying from a distance, students benefit from interaction and collaboration with other students. In order to meet this need in distance theological education, ChristianCourses.com offers structures and resources to encourage effective community interaction in this course.

**ChristianCourses.com Online Interactivity Forum** fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors; students are also encouraged to read and respond to the posts of fellow students.

### **Reflection**

Through journaling and the use of interactive exercises, ChristianCourses.com provides many opportunities for students to reflect on what they have learned, what they believe, and where they are challenged. The goal of these reflections is personal spiritual growth and transformation.

## **Web Journal**

Many of the assignments ask students to record their thoughts in a Course Journal. Students may use a paper notebook for this, or, as an alternative, they may use the Web Journal to record thoughts and reflections as they go through the course. Web Journal entries can be viewed only by the student and by the site administrator, but are not graded.

## **Lesson Objectives**

At the end of each lesson, students should be able to accomplish the objectives listed below.

### **Lesson 1: What Are We Going to Do with the New Testament?**

- Explain how the four hundred years between the Old Testament and New Testament helped shape New Testament culture
- Name and use four types of questions that will guide the study of each New Testament book
- Be equipped to gain an understanding of the New Testament truth and apply it to daily life
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

### **Lesson 2: What Life Looked Like in Jesus' Time**

- Name and explain the meaning of major religious ideas that competed for people's allegiance in New Testament times
- Study each New Testament book with increased insight into the culture in which it was written
- Make informed comparisons between the New Testament culture and current culture as apply first-century truth is applied to present-day issues
- Generate accurate and relevant applications from New Testament literature to daily life
- Demonstrate understanding of the materials by scoring 70% or better on the

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quiz

## Course Requirements

In order to receive credit, the student must complete the course requirements within a 180-day period. Those requirements include

- Listening to (or reading) the lectures for each lesson
- Reading Bible passages as assigned for each lesson
- Reading the Bible commentary sections as assigned for each lesson
- Participating in the Shockwave interactive exercises and presentations
- Participating in the online interactive forum
- Keeping a journal in response to reflection questions
- Taking two quizzes and a final examination, scoring 70% or higher.

Additional information about these requirements is provided below.

### **Video-based teaching**

The primary teaching session in each lesson is provided in streaming video in the Flash video format (FLV). For international or domestic students who do not have the bandwidth required to view the video (384 Kbps DSL minimum), we provide the option of listening to the teaching via Flash audio files or reading the lesson from a transcript of the teaching video. The transcripts contain screen captured images of important images in the video.

### **Multisensory learning**

Because the primary teaching information is provided in video, audio and PDF text documents, students can choose the medium (or combination of media) that most closely aligns with their individual learning styles. Multiple options are also provided for students with auditory and visual learning challenges.

### **Readings and other media**

Students should have a copy of the Bible available in order to read the complete books of the Bible assigned in each lesson. In addition, Scripture passages are linked to online Bible tools for convenience. These online resources also provide an opportunity for students for whom English is a second language to read the Bible passages in one of numerous international translations available.

For all other required reading assignments, ChristianCourses.com provides the texts

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for this course in a downloadable Adobe® PDF format.

- **Bible reading:** The books of the Bible covered in this course should be read completely at least once.

Lesson 1

- Matthew 1-9

Lesson 2

- Matthew 10-18

- **Teaching videos:** The lessons in this course include a 25–30 minute video. These instructional videos are required viewing, and can be watched as many times as needed. The same content is available in an audio file and a text file (PDF) for students who can benefit from these alternative media.

Lesson 1

- What Are We Going to Do with the New Testament?

Lesson 2

- What Life Looked Like in Jesus' Time

- **Shockwave® interactive exercises:** Each of the lessons in this course contains several interactive exercises that are formatted in the Adobe Shockwave format (Free Adobe Shockwave browser plug-in required).

Lesson 1

- Chronology of the New Testament (view Between the Testaments)
- Matthew – Overview
- Related Photos and Interactive Exercises

Lesson 2

- Books of the Bible (memory aid)
- Bible Facts
- Related Photos and Interactive Exercises

- **Philip Yancey Shockwave® presentations:** The lessons in this course contain several related presentations narrated by well-known author, Philip Yancey (Free Adobe Shockwave browser plug-in required). These presentations (required viewing) highlight the people, events, and the consequential circumstances from selected passages covered in each lesson and also provide a devotional element to this study.

- Lesson 1

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- Philip Yancey – A Surprising Messiah (introduction)
- Philip Yancey – Inflammatory Word (Matthew 5)
- Optional: Philip Yancey – Savings Account (Matthew 6)

#### Lesson 2

- Philip Yancey – Kingdom Tales (Matthew 13)
- Philip Yancey – Mathematics of Legalism (Matthew 18)

- ***Adventuring Through the Bible by Ray Stedman:*** The lessons in this course contain the following required readings from *Adventuring Through the Bible*.

#### Lesson 1

- The Goal of God's Word

#### Lesson 2

- God Has Spoken in These Last Days, The New Testament

## Glossary

Sometimes unfamiliar words appear in the teaching. Those words are necessary to an understanding of the subject matter and, therefore, are listed for students' review and learning.

#### Lesson 1

- Apocalypse
- Epistle
- Exegesis
- Gospel
- Hanukkah
- Hellenism
- Intertestamental Period

#### Lesson 2

- Essenes
- Gnosticism
- Josephus, Flavius
- Pharisees
- Qumran
- Sadducees
- Zealots

## Exams

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The exams will cover the material from the recorded lectures, Bible reading, other reading, and the presentations. The Bible reading and textbooks should be read in accordance with the schedule of lectures as outlined in this syllabus (i.e., assigned chapters and pages should be read along with listening to each lecture).

## Online Forum

Participants will interact with other students worldwide in an ongoing asynchronous threaded discussion of several course topics in each lesson.

In order to get the fullest benefit from the Forum, students should complete the forum assignment after they have listened to both of the lectures. Then they should return to the forum after finishing the course to see how others respond. The following steps are instructions to the students for completing the assignment:

- Read the question(s) posted by the instructor.
- Choose the corresponding discussion topic.
- Read the question again and the share your thoughts with others.
- Take the time to read other students' postings.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

## Personal Reflection and Evaluation

To integrate academic studies with the walk of faith, students are asked to reflect on the content of the course and evaluate their lives in light of what has been learned. The following questions will guide that individual reflection process:

### Step 1: Review

Think about the material you have studied in this course. Then ask these questions: What are one or two things you learned that you did not know before this study? What was there in the teaching that made you look at the Bible or something in the Bible in a new way?

### Step 2: Assess

Think about your life, both past and present. Given the insights or understanding that you gained in this course, what changes do you need to make in the way you think or behave?

### Step 3: Apply

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What specific steps will you take in order to put these positive changes (from Step 2) into practice in your life?

Step 4: Record

Write your responses to the above reflections in your journal (web, notebook, or computer)

## Community Reflection and Interaction

Step 1: Choose

Since the Holy Spirit uses the input of others to guide and form His people, share what you learned from this course with another person. You might choose from these categories of people in your life:

- Someone with whom you have a close relationship
- Someone who is a mature Christian ministry leader
- Someone who is not a family member
- Someone who values the spiritual formation process
- Someone who is familiar with and values the subject of the course
- Someone who has experience using the content of the course in ministry

Step 2: Discuss

Ask that person what advice, deeper insights, or broader applications they might offer from their own life and experience.

Step 3: Respond

In light of the course content and your discussions with another person, do you believe that the assessment and application decisions you reached are appropriate? Why or why not? Add your thoughts and insights to your journal.

NOTE: The degree of effort students put into this assignment will determine its benefit. If by the end of this course students have not yet reflected critically on life in light of what has been studied, this assignment will be a helpful guide in that spiritually transforming process.

## Course Grading and Requirements

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## Quizzes and Exams

Quizzes .....	40% of Course Grade
Final Exam .....	60% of Course Grade

## Other Course Requirements

Other course requirements noted in this syllabus will be validated before a Certificate of Completion is awarded to any student.

## Course Use in Church Settings and Small Groups

This course can easily be used in a small group or church setting. In that case, the following suggestions might be helpful in order to gain maximum benefit from all of the resources available relate to this study.

### Step 1: Online access

You might choose to promote the program as Transform University, "Transform U" (see Romans 12:2) and point participants to their free registration at <http://christiancourses.com/tu>.

### Step 2: Study method

Select the course or course series that the group will study together and suggest that participants study the lessons on their own during the week.

### Step 3: Group meetings

*Option 1:* The course facilitator, after previous study of the course, reviews the lesson objectives with the group (see lesson objectives) and then opens the discussion based upon the Online Forum questions and the Personal Reflection and Evaluation questions offered for each course.

*Option 2:* The course facilitator, using an Internet-connected video projector, plays select portions of the course and then opens the discussion around the Online Forum questions for each lesson. Subject to time availability, the facilitator may also use the Personal Reflection and Evaluation questions in group discussion. If live Internet connection is not convenient, some courses are also available for download or on disc.

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Step 4: Certification

Upon completion of each course, students can submit their completed requirements to ChristianCourses.com for validation and then bring their Course Completion Certificate to the facilitator.

Step 5: For Further Study

Teachers have the option of combining courses into learning units by using multiple courses together. Examples:

- Bible Basics (using *Old and New Testament Basics* and *How to Study the Bible* courses)
- Theology Basics (using the *First Steps in the Christian Faith* series)
- First Steps in Christian Counseling (using the *SoulCare* series)
- Introduction to Christian Apologetics (using the *10 Reasons to Believe* series).

Step 6: Curriculum feedback

Submit your curriculum ideas to ChristianCourses.com so we can evaluate them and promote the ideas to others!

### **Notes Regarding This Syllabus**

This syllabus is designed to provide learners with an overview of the course. Specific assignments are contained in each lesson.

Individuals taking the class for academic credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to add additional reading requirements and to alter the syllabus to meet their accreditation requirements. Students seeking academic credit should check with their academic institution for details.

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