INSTRUCTOR: David G. Hellwig, PhD

STUDENT ACCESS TO INSTRUCTOR: Student access to the instructor is something that the BMA Seminary considers of utmost importance. We want to make ourselves available to you whether it is regarding your academics or other matters pertaining to your life that we may aid in counsel. With this course being online and having no weekly classroom instruction, it is even more critical that you have access to the professor.

- Primary contact with the instructor will be accomplished via Moodle messages. Here’s how: Click the participants section of the course; choose the instructor’s name; scroll to the end of the biographical information; choose the tab of messages; type your message; click send message. The instructor will respond to your messages via Moodle.

- Secondary contact with the instructor is through email: david.hellwig@bmats.edu (use only as a backup to the primary contact).

- If it is an emergency and you need to talk to the instructor immediately, you may contact him by phone at his office, (903) 586-2501, ext. 211. If he is not in the office you may leave a message on the voicemail. The instructor’s personal cell phone number is (501) 626-0156. Please no calls after 10:00 PM, or before 8:00 AM.

Americans With Disabilities Act (ADA)
Baptist Missionary Association Theological Seminary supports the American with Disabilities Act (ADA). Students requiring accommodations for classes are responsible for contacting the Dean’s Office located in the main administration building on the central campus. This service is available to all students regardless of their location. Reasonable accommodations will be given in accordance with the federal and state laws though the Dean’s Office. Contact the Dean’s Office in the main administration building in person or:
by mail: Post Office Box 670 (1530 East Pine Street) Jacksonville, TX 75766-5407
by phone: 800/259-5673
by email: bmatsem@bmats.edu
Baptist Missionary Association Theological Seminary is dedicated to helping all students we serve to achieve their Christian, educational, and life goals.
DELIVERY AND TERMS:
This is NOT a self-paced course as some other online courses with which you may be familiar. The instructor has assigned deadlines for specific assignments in the assignment schedule (see at the end of this syllabus).

TEXTBOOKS: (Textbooks required)
- Holy Bible (literal English translation of the student’s choosing)

COURSE DESCRIPTION: NT 512c – NT Introduction & Survey 2
According to the BMATS catalog, this course gives special attention to the background, date of composition, structural outline and authorship of the Pauline epistles, the General epistles, the Johannine epistles, and Revelation. Although some portions of the text will be considered through this course, this course is not designed for in-depth study of the text of the New Testament.

COURSE GOALS: By the end of this course, the student should be able to . . .

- possess a good understanding of the issues surrounding the human authorship of the New Testament books covered in this class.
- know the background, occasion, and purpose of each book discussed.
- be able to state the major concepts and themes of each book discussed.
- have a grasp on the date of composition of each book discussed.
- be able to analyze and evaluate some of the special literary features in each book.
- be able to discuss and assess some of the special issues dealt with in each book.
- be familiar with the major outline of each book, and to formulate a detailed outline of one of the books covered in class.
- be able to appraise the major contributions each book makes regarding the overall message of the New Testament.
- gain a greater appreciation for the New Testament canon as a whole.
- possess a tool for ministry, especially in the area of preaching or teaching through the New Testament books.
# COURSE OBJECTIVES/CONTENT

<table>
<thead>
<tr>
<th>UNIT</th>
<th>The Student will read all assigned text materials</th>
<th>BIBLE READINGS The student will read all assigned Bible materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART ONE</td>
<td>Paul’s Earliest and Greatest Epistles: The student will read Carson &amp; Moo p. 23-76, 331-85, 456-75, 532-51 and PowerPoint slides</td>
<td>Read Paul’s epistles of Galatians, 1 &amp; 2 Thessalonians, 1 &amp; 2 Corinthians, Romans</td>
</tr>
</tbody>
</table>

After completion of this section the student will:

- identify the major components of each New Testament epistle in this section by critically evaluating authorship, date, recipients, outline, thematic and interpretive issues, along with the major contributions each book makes to the overall message of the New Testament.
- comprehend Paul’s strong defense of the pure Gospel of Christ by analyzing Paul’s argument against a false Gospel in his epistle to Galatians.
- compare and contrast what Paul teaches about the coming of Christ to the Thessalonian believers and synthesize his overall teaching regarding Christ’s second coming.
- analyze how Paul addresses the troubled congregation at Corinth in his two epistles addressed to them through a review of the major topics he discusses in these epistles.
- evaluate how Paul describes the righteousness of God by detecting his major points throughout the book of Romans.
- create or design an outline of one of Paul’s epistles.

| PART TWO | Paul’s Prison and Pastoral Epistles: The student will read Carson and Moo p. 479-529, 554-94; Paul: Apostle of the Heart Set Free by F. F. Bruce; PowerPoint slides | Read Paul’s epistles of Ephesians, Philippians, Colossians, Philemon, Titus, 1 & 2 Timothy |

After completion of this section the student will:

- identify the major components of each New Testament epistle in this section by critically evaluating authorship, date, recipients, outline, thematic and interpretive issues, along with the major contributions each book makes to the overall message of the New Testament.
- discover the richness and beauty of Paul’s doctrinal teaching on Christ and the Church by analyzing the main content of Colossians, Ephesians, and Philippians.
- evaluate Paul’s approach to encourage Philemon to forgive his runaway slave in his epistle to Philemon.
- detect Paul’s teaching on church organization through an evaluation of the Pastoral Epistles.
- appreciate and appraise Paul’s final words to Timothy as a disciple-maker to his disciple.
- critique a classic autobiography on Paul written by F. F. Bruce.
- create an outline of one of Paul’s epistles if he or she has not done so for one of the epistles from the previous section.

<table>
<thead>
<tr>
<th>PART THREE</th>
<th>Hebrews and the General Epistles: The student will read Carson and Moo p. 596-68, 688-95; PowerPoint slides</th>
<th>Read Hebrews, James, 1 &amp; 2 Peter, Jude</th>
</tr>
</thead>
</table>

After completion of this section the student will:
- identify the major components of each New Testament epistle in this section by critically evaluating authorship, date, recipients, outline, thematic and interpretive issues, along with the major contributions each book makes to the overall message of the New Testament.
- evaluate and critique the views relating to the authorship of Hebrews.
- examine the richness of the book of Hebrews to gain a clearer understanding of how the author addresses the doctrine of Christianity and points the reader to the superiority of Christ.
- evaluate the major teachings of Peter related to salvation, holiness, suffering, truth, false teachers and eschatology by analyzing his two epistles.
- compare and contrast the teaching of 2 Peter and Jude.
- create an outline of Hebrew or one of the General Epistles.

<table>
<thead>
<tr>
<th>PART FOUR</th>
<th>The Johannine Epistles and Revelation: The student will read Carson and Moo p. 669-86, 697-742; PowerPoint slides</th>
<th>Read 1-3 John and Revelation</th>
</tr>
</thead>
</table>

After completion of this section the student will:
- identify the major components of each New Testament epistle in this section by critically evaluating authorship, date, recipients, outline, thematic and interpretive issues, along with the major contributions each book makes to the overall message of the New Testament.
- identify and analyze the major themes of John’s epistles.
- evaluate John’s unique perspective of eschatological events given to him through a series of visions while on the Island of Patmos.
- have been introduced to various views surrounding the interpretation regarding the book of Revelation.
- create an outline of 1 John or the book of Revelation if the student did not outline Hebrews or one of the General Epistles.

**CIVILITY:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Some student interactions will involve opinion which is neither right/wrong nor good/evil. Especially when responding in the forums, it is important to remember that everyone’s personal values, experiences, and denominational traditions may be slightly different and to demonstrate respect for these differences.
ASSIGNMENTS DUE: Assignments are due according to the schedule presented on the course schedule and the dates presented on Moodle. Again, this is not a self-paced course and the assignments must be turned in as if in a traditional classroom setting. This instructor understands that extenuating circumstances at times can interfere with one’s academic pursuits. If you feel you have an extenuating circumstance that will not allow you to complete an assignment on time, please contact the instructor ahead of time so that he can evaluate your situation to determine if it is extenuating or not.

LACK OF ENGAGEMENT: Online courses are designed for the student to become engaged quickly, early, and to the maximum for the successful completion of the course. The instructor will follow the current Baptist Missionary Association Theological Seminary Student Handbook process of assigning the grade of “F” due to the student’s non-participation/engagement in the course.

COURSE EVALUATION FOR STUDENT GRADE:

SEMESTER GRADE COMPUTATION

There is a total of 1,000 points that may be earned through this course. The point and percentage values for each item is included below. Note that grades will not be rounded up.

- 8 Forum opportunities (@ 25 pts. each) 200 pts. (20%)
- 4 quizzes (@50 pts. each) 200 pts. (20%)
- 4 sectional assessments (@ 50 pts. each) 200 pts. (20%)
- Research Paper 100 pts. (10%)
- Critical Review of F. F. Bruce 50 pts. (5%)
- 4 Reading Synopses (@ 50 pts. each) 200 pts. (20%)
- Pauline Epistle Outline 25 pts. (2.5%)
- General Epistle Outline or Revelation 25 pts. (2.5%)

1,000 pts.

There is one bonus opportunity during the first week of the course to have a telephone conversation with the instructor to discuss the beginning and nature of the course, as well as the student’s own expectation for this course (25 points).

FORUMS: Forums are opportunities for the students to engage one another with discussions regarding the readings for this course. Discussion opportunities are to be returned via Moodle. For each forum, the student must:
- have his/her name on all discussion threads
- post his/her reply plus a response to another student for full credit
- have at least 100 words in each post
- formulate complete sentences using good English
- be attentive of civility in responses

CRITICAL REVIEW: The student will write a 3-5 page critical review, double-spaced, using Times New Roman 12 pt. font, of F. F. Bruce’s, Paul: Apostle of the Heart Set
**Free.** This review is to be written according to the critical review rubric that is placed on the Moodle site for this course under the last topic entitled *Resources.*

**RESEARCH PAPER:** The student will prepare a 10-12 page research paper on any one of the topics listed below. The paper should contain a title page, contents page, main body of text, and a bibliography of sources used. The paper is to be cited using footnotes below the text. The paper should be double-spaced using Times New Roman 12 point font. Be sure to consult commentaries or books pertinent to your topic, and at least two journal articles. Internet sources may be used, but should not comprise more than 20% of the paper. Internet sources must be footnoted in the paper and cited in the bibliography. The student’s work will be evaluated according to the institution’s rubric for research and writing, and grades will be assigned according to the chart below for this assignment. **This paper is to be written according to Turabian, 7th edition.**

The following are suggested topics for research. The student may choose a topic that is not covered in this list just as long as it pertains to the New Testament books covered in this course and met with approval by the instructor.

- Authorship
- Purpose and Occasion
- Thematic issues
- Specific literary features
- Issues surrounding date of composition
- Pauline Theology
- Issues surrounding the life of Paul (for example: Roman citizenship, life prior to Christianity, examination of his conversion, his sufferings, preaching, missionary journeys, etc.)
- Special issues surrounding any one book
- Word studies of key words in a specific book
- Choose any pericope for an exegetical examination

<table>
<thead>
<tr>
<th>100-POINT Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following is the rubric for evaluating the Research Paper:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Possible points</th>
<th>Achieved points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial instructor contact for approval of topic, text, issue and process</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Present draft to instructor for idea, and process, or premise revision</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Requirement</th>
<th>Possible points</th>
<th>Achieved points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows logical sequence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Relates specifically to content in NT 512</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Is clear and develops a clear and concise thesis</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Follows overall Turabian format</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Makes no grammatical errors; all terms correct</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Application of research to present day Christianity</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Has use of relevant resources</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Demonstrates research appropriate for post-baccalaureate level</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Is appropriate length</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**NT BOOK OUTLINES:** The student will choose one Pauline epistle and one General epistle (or Revelation) and create a detailed outline of that book. These outlines should be 2-3 pages in length, single-spaced, and should be uploaded to the Moodle site from a Word Document. The student may consult commentaries or other resources for this project, but the final outline should be the student’s very own. This assignment must be uploaded from a Word Document or PDF.

**READING SYNOPSISES:** In each of the four sections for this course, the student will be reading from Carson and Moo’s Introduction to the New Testament. At the end of each section, the student will be required to provide a 2-3 page synopsis for each reading. The student should interact with Carson and Moo’s commentary stating what was learned from the reading and providing a critical analysis of their commentary (what the student strongly agreed with or disagreed with). This assignment must be uploaded from a Word Document or PDF.

**QUIZZES:** Following each major section of this course, the student will take a quiz on Moodle that will relate to the reading and Power Point slides. These will be objective type questions such as multiple choice and True/False. Each quiz is worth fifty points. The quizzes will mainly cover the PowerPoint slides and the student will only have 35 minutes to take these quizzes. It is imperative that the student study the PowerPoint slides carefully before taking the quizzes as the student will not have time to look up answers.
ASSESSMENT: Not only will objective type questions be used to determine the student’s grasp of the information, but the student will be further assessed after each unit is covered. These assessments are worth 50 points each and will be in the form of essay questions. Each assessment will have five questions that will be related to that particular unit. Each question will be worth 10 points and should take the student no more than a half page to a page (2-3 paragraphs) to answer each question.

The four quizzes and assessments will be returned via Moodle at the specified times. The student will have use of all their materials to take both the quizzes and the assessments (but remember, the quizzes are timed).

The dates for quizzes and assessments are in the class syllabus. The student must assure that he/she will be on the computer the day these quizzes and assessments are required. If an extenuating circumstance prevails that will not allow the student to participate on those days, he/she must contact the instructor ahead of time.

STUDENT VERIFICATION:

BMATS uses a technology called BioSig (Biometric Signature) to ensure student verification. The student will create a password in this course that uses biometrics and drawing patterns. This password will be needed to access all the quizzes and assessments, so it is imperative that the student creates a password that he or she will remember. Once the student has access to the Moodle class at the beginning of the semester, he or she will find a link to watch a short 4 minute video on how to create a password using this technology. For each assessment and quiz, the student must first sign in successfully through BioSig. If you already have a click-ID and password, you will sign in with the same click-ID and password. If this is your first online class at BMATS, BioSig will ask you to create a click-ID and password when you attempt to sign into Quiz #1.

IMPORTANT!! IMPORTANT!! IMPORTANT!! IMPORTANT!!

All assignments must be turned in or completed by the due dates according to the class schedule. Failure to do so will result in a zero score for that assignment. So, pay careful attention to due dates!!
## ASSIGNMENT SCHEDULE

<table>
<thead>
<tr>
<th>Assignment Due</th>
<th>What it's Worth</th>
<th>When it's Due</th>
<th>When it will appear on Moodle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper Topic</td>
<td>10</td>
<td>Jan. 30</td>
<td>Always Available*</td>
</tr>
<tr>
<td>Forum #2 / Quiz #1</td>
<td>25 / 50</td>
<td>Jan. 30 / Feb. 6</td>
<td>Jan. 26 / Feb. 2</td>
</tr>
<tr>
<td>Assessment #1 Reading Synopsis #1</td>
<td>50 / 50</td>
<td>Feb. 6 / Feb. 9</td>
<td>Feb. 2 / Always Available*</td>
</tr>
<tr>
<td>Forum #3 Forum #4 Pauline Epist. Outline</td>
<td>25 / 25 / 25</td>
<td>Feb. 13 / Feb. 20 / Feb. 27</td>
<td>Feb. 9 / Feb. 16 / Always Available*</td>
</tr>
<tr>
<td>Quiz #2 Assessment #2</td>
<td>50 / 50</td>
<td>Mar. 6 / Mar. 6</td>
<td>Mar. 2 / Mar. 2</td>
</tr>
<tr>
<td>Critical Rev. of Bruce Reading Synopsis #2</td>
<td>50 / 50</td>
<td>Mar. 16 / Mar. 20</td>
<td>Always Available* / Always Available*</td>
</tr>
<tr>
<td>Forum #5 Forum #6</td>
<td>25 / 25</td>
<td>Mar. 27 / Apr. 3</td>
<td>Mar. 23 / Mar. 30</td>
</tr>
<tr>
<td>Research Paper Draft Gen. Epistle Outline</td>
<td>15 / 25</td>
<td>Apr. 6 / Apr. 10</td>
<td>Always Available* / Always Available*</td>
</tr>
<tr>
<td>Quiz #3 / Assessment #3</td>
<td>50 / 50</td>
<td>Apr. 17 / Apr. 17</td>
<td>Apr. 13 / Apr. 13</td>
</tr>
<tr>
<td>Reading Synopsis #3</td>
<td>50</td>
<td>Apr. 20</td>
<td>Always Available*</td>
</tr>
<tr>
<td>Forum #7 / Research Paper Due</td>
<td>25 / 75</td>
<td>Apr. 24 / Apr. 27</td>
<td>Apr. 20 / Always Available*</td>
</tr>
<tr>
<td>Forum #8</td>
<td>25</td>
<td>May 1</td>
<td>Apr. 27</td>
</tr>
<tr>
<td>Quiz #4 / Assessment #4</td>
<td>50 / 50</td>
<td>May 8 / May 8</td>
<td>May 4 / May 4</td>
</tr>
<tr>
<td>Reading Synopsis #4</td>
<td>50</td>
<td>May 11</td>
<td>Always Available*</td>
</tr>
</tbody>
</table>

* All written assignments are always available on Moodle once the semester begins, meaning that they may be turned in early or by the latest on the date that they are due.