



Malyon
THEOLOGICAL COLLEGE

NT501/D
Jesus and the Gospels

Unit Guide

Semester 1, 2019

Table of Contents

WELCOME.....	3
UNIT DETAILS.....	3
UNIT DESCRIPTION.....	3
CREDIT POINTS.....	3
CO AND PRE-REQUISITES.....	3
EXCLUSIONS.....	3
LEARNING OUTCOMES.....	4
UNIT CONTENT.....	4
WORKLOAD REQUIREMENT.....	5
TEXTBOOK.....	5
UNIT SCHEDULE.....	7
UNIT LECTURER.....	8
UNIT ASSESSMENT.....	8
ASSESSMENT INSTRUCTIONS.....	8
GRADE CRITERIA.....	9
ASSESSMENT TASKS.....	10
<i>Task 1: Take Home Exam (1000 words).....</i>	<i>10</i>
<i>Task 2: Annotated Bibliography (1000 words).....</i>	<i>10</i>
<i>Task 3 – Research Essay (2000 words).....</i>	<i>11</i>
<i>Task 4: Multiple choice final exam (1 hour).....</i>	<i>12</i>
UNIT CONTRIBUTION TO GRADUATE OUTCOMES.....	13
RESOURCES YOU MAY FIND USEFUL.....	14
ACT POLICIES AND PROCEDURES.....	16

Welcome

Welcome to NT501 *Jesus and the Gospels*.

This unit guide will orient you to the unit, giving details of what content will be covered, the textbook required and details of the assessments you'll be doing. Especially if it's been awhile since you undertook tertiary study, some of the terms in this guide might seem unfamiliar and confusing. If so, don't panic! We'll walk through the necessary information in class (for contact students) and in a compulsory webinar (for online students). And if you still have questions, you can contact me and we'll sort them out. Many students find they are on a learning curve to start with and it takes a few weeks to feel at home. But you'll find the learning curve is worth the effort as we delve into the Gospels to discover more about Jesus, his life and message.

See you soon!

Denise

denise.powell@malyon.edu.au

Unit Details

NT501/D is offered as part of the Master of Divinity/Ministry & Graduate Diploma of Divinity/Ministry which are accredited awards of the Australian College of Theology (ACT). Malyon Theological College is an approved institution of the Australian College of Theology and is authorised for online and contact delivery of this unit.

Unit Description

This unit is a Bible survey unit which, alongside *The Early New Testament Church* unit (NT502), aims to give students a broad introduction to the whole of the New Testament. Hence, the focus is on the "big picture" rather than "deep" exploration of specific passages. *Jesus and the Gospels* will give you an understanding of the historical and cultural setting of the Gospels, the various distinctives of each Gospel, the formation of the Gospels and the life and message of Jesus portrayed within them. It will encourage reflection on the implications of the Gospels for life and ministry.

This unit (along with NT502) will give you the foundation you need for other units including exegesis of specific books, systematic theology and Christian thought units, Church history, and practical ministry units.

Credit Points

This unit is valued at 4 credit points.

Co and Pre-Requisites

None.

Exclusions

None.

Learning Outcomes

At the end of this unit students should be able to:

A. Knowledge and understanding	know and understand 1. The contents, themes and character of the canonical Gospel traditions 2. The life and ministry of Jesus 3. Selected approaches to Jesus and the Gospels
B. Skills	be able to 1. Explain the influence of the historical, socio-cultural, religious and political setting of first-century Palestine as the context of Jesus' life and ministry 2. Analyse the distinctive features of the four gospels and the interrelationships between them 3. Discuss: a) the life and identity of Jesus; and b) the message and ministry of Jesus 4. Evaluate selected approaches to Jesus and the Gospels
C. Application	be in a position to 1. Integrate perspectives from 'Jesus and the Gospels' with their other theological studies 2. Apply perspectives from 'Jesus and the Gospels' to current issues in Christian life and thought.

Unit Content

The content of the unit focuses on the life and ministry of Jesus, with special reference to the following:

- a. Context and setting:
 - i. The historical, socio-cultural, religious and political setting of first century Palestine
- b. One Gospel and four Gospels:
 - i. A detailed study of one or more gospels
 - ii. Distinctive features of the Gospels
 - iii. The interrelationship of the Gospels
- c. The identity and life of Jesus:
 - i. The designations and titles of Jesus
 - ii. The passion and resurrection narratives
- d. The message and ministry of Jesus:
 - i. The Kingdom of God in the proclamation of Jesus
 - ii. The significance and interpretation of the parables
 - iii. The ethics of Jesus, including the Sermon on the Mount
 - iv. The miracles of Jesus and their significance

- e. Reflection on the significance of Jesus Christ for contemporary life and ministry.

Workload Requirement

A 4-credit point unit requires about *10 hours per week* for both contact and online students. This generally averages out as follows:

1. Contact students:
 - a. Lectures – 3 hours per week;
 - b. Preparation and reading – 2 hours per week;
 - c. Assignments – 5 hours per week.
2. Online students:
 - a. Working through the online material & forum posts – 3 hours per week;
 - b. Preparation and reading – 2 hours per week;
 - c. Assignments – 5 hours per week.

In addition, two study weeks are included in each semester.

Please note: Contact students will be expected to attend all lectures. The material on moodle, quizzes and forum posts are the online student's equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is COMPULSORY for online students. Online students are also required to attend two COMPULSORY online webinars as noted on the Unit Schedule. If you are unable to attend one of the two time options given for each webinar, contact your lecturer Denise asap so other arrangements can be made for you.

Textbook

Students are required to have access to the following textbook which serves both NT501 (first semester) and NT502 (second semester):

Powell, M.A. 2018. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. 2nd ed. Grand Rapids: Baker Academic.

Please note: In the past few years, the assigned textbook was the first edition (2009) of Powell's *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Since only minor changes have been made for the 2nd edition, you may use the first edition if you wish. You will, however, have to account for changes in the chapter numbers of each week's reading.

Copies are available from:

Koorong: <http://www.koorong.com/search/product/introducing-the-new-testament-mark-allan-powell/9780801028687.jhtml>

Kindle: https://www.amazon.com.au/Introducing-New-Testament-Historical-Theological-ebook/dp/B0752SZSWZ/ref=sr_1_fkmr0_1?ie=UTF8&qid=1544683639&sr=8-1-fkmr0&keywords=Introducing+the+New+Testament%3A+A+Historical%2C+Literary%2C+and+Theological+Survey

Kindle reader for PC: <http://www.amazon.com/gp/feature.html?docId=1000426311>

Kindle reader for Mac: <http://www.amazon.com/gp/feature.html?docId=1000464931>

Contact students will be required to complete the pre-reading from the textbook before the lectures each week. For some modules, online students will be required to complete a quiz based on the readings and moodle material. The final exam will draw from the textbook readings as well as lecture/online material.

Unit Schedule

Mod	Date	Preparation	Topic
1	13 Feb	Read Powell, "Preface" and the Unit Guide	Unit introduction Introducing the Gospels
7:00pm Tues 12 Feb OR 8:30am Sat 16 Feb COMPULSORY webinar for online students only*			
2	20 Feb	Read Powell, Chapter 1, "New Testament Background: The Roman World" Note that in Powell's 1 st ed., chapter 1 covers this week's and next week's reading.	The world of first century Palestine: the historical, cultural, religious and political setting of the Gospels
3	27 Feb	Read Powell, Chapter 2 "New Testament Background: The Jewish World"	The Gospels as sequels to the Jewish scriptures
4	6 Mar	Read the Gospel of Mark and Powell, Chapter 7 "Mark"	The Gospel of Mark
7-9 Mar		Take home exam	
5	13 Mar	Read the Gospel of Matthew and Powell, Chapter 6, "Matthew"	The Gospel of Matthew
6	20 Mar	Read the Gospel of Luke and Powell, Chapter 8, "Luke"	The Gospel of Luke
7	27 Mar	Read Jeffrey John's "The Meaning in the Miracles" available on moodle	Miracles and the Kingdom of God
30 Mar		Annotated bibliography due	
7:00pm Thur 4 Apr OR 8:30am Sat 6 Apr COMPULSORY webinar for online students only*			
8	3 Apr	Read Luke 15	Parables
10 Apr		Study Week	
17 Apr		Study Week	
20 Apr		Research essay due	
9	24 Apr	Read the Gospel of John and Powell, Chapter 9, "John"	The Gospel of John
10	1 May	Read John Drane's "Who did Jesus think he was?" available on moodle	Who do the Gospels say Jesus is?
11	8 May	Read Scott McKnight's "Introduction" in <i>Sermon on the Mount</i> available on moodle	Ethics of Jesus
12	15 May	Read Luke 22-24 and John 18-21	The passion and resurrection narratives
13	22 May	Read John Carroll's "From Ancient Gospels to the Twenty-First Century" available on moodle	Who do you say that I am?
29 May		Study Week	
5 June		Final exam	

*Contact your lecturer Denise asap if you are unable to attend either of these compulsory webinars and other arrangements will be made for you

Unit Lecturer

Dr. Denise Powell holds a PhD in Religious Studies from the University of Queensland and a BTh (Hons) from the Australian College of Theology. She's loved biblical narrative since the first time she opened a Bible and is committed to reading it well. In recent years, Denise has been a student tutor at Malyon, a full-time student, an associate pastor and a stay-at-home mum – not all at the same time. Denise is married to Andrew and is mother to two young men, Josh and Matt. The Powell family spent 10 years living in California, where Denise established a Kid's Club at her children's public school, led Bible studies at her local Church and did some part-time study at Fuller Theological Seminary. Both before and after her time in the US, she worked as an associate pastor at Arana Hills Church of Christ, spending a total of nine years in pastoral ministry there. Denise enjoys hanging out with friends and family, running with her dog in the forest and watching a good movie. Her life's goal is never to learn how to sew, a goal she is on track to achieve.



Contact details:



denise.powell@malyon.edu.au



07 3354 5656

Unit Assessment

Assessment Instructions

We will talk about assessment in class (for contact students) and in the compulsory webinar (for online students), so don't panic if you don't understand the following information – it will become clear:

Students should access, read and apply the *Student Assignment Guide*, available from the Student Resources Moodle page. Section 8 is especially relevant for those who need help with referencing. Resources appropriate to tertiary level study must be used. Assessment task 2 will help you understand what are "appropriate resources".

All assessment items are to be submitted through the **Turn-it-in** hyperlinks on the Unit Moodle page. The Turn-it-in software will check your work for plagiarism. If you are concerned about the Originality Report that Turn-it-in returns, contact your lecturer.

Assignments can be submitted either as Word (preferable) or .pdf documents. When saving an assignment for submission, the following file name format is to be used:

Format: Unit Code – Requirement number – Surname, Initial

Example: NT501D R1 Smith J

In completing assessments, students should note that:

The College requirements for the writing and submission of assignments are to be adhered to at all times; marks will be deducted for incorrect and poor presentation. The official College title page is to be used (found on the Student Resource moodle page), and the word length is to be indicated.

The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. The penalty for late submission without permission is 3% per day.

With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Where an assessment submission exceeds the number of required words by more than 10%, a penalty of 10% of the total possible marks will normally apply.

Grade Criteria

Graduate Diploma and Masters students at the foundational graduate degree 500-level should note that grades are awarded on the following criteria:

Units at a foundational level introduce graduate students to the foundational features and principles of a discipline or topic. The critical and evaluative faculties of students are developed.

Pass – The candidate demonstrates an engagement with primary sources, has begun to grasp the foundational features of the discipline, and evidences engagement with a range of scholarly viewpoints.

Credit – The candidate demonstrates ability in engaging the primary sources, evidences a grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.

Distinction – The candidate demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.

High Distinction – The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of critically evaluating and assessing empathetically a range of scholarly points of view.

Assessment Tasks

Task 1: Take Home Exam (1000 words)

You will be given a four-part essay question to complete in your own time over three days (Thur 7 – Sat 9 Mar). You will be expected to use what you have learnt from your textbook readings and the lecture material to answer the question. Except for direct quotes (which you may use, but are not required to use), no referencing is necessary. You will be asked to sign a declaration that you have completed the exam without help from others.

Length: 1000 words

References: Students must demonstrate evidence of engagement with the lecture material and textbook. No other research sources are necessary.

Due: Sat 9 March by no later than 11:55pm on Moodle

Mark allocation: 20%

Time allocation: 20% of 65 hours = 13

Learning Outcomes addressed: B.1; C.1; C2.

Task 2: Annotated Bibliography (1000 words)

Part 1 (300 words)

Imagine you were writing an academic essay on the distinctives of the **Gospel of Matthew**. The following resources are available online (some are from Malyon library/EBSCO) Find them and give them a star rating from 1-5 to reflect their credibility/reliability. Give reasons why you didn't rate them with a higher star rating and reasons why you didn't rate them with a lower star rating. (Obviously, if you gave them a 1 or a 5 star rating you cannot give both reasons.)

1. <https://www.biblicaltraining.org/library/distinctive-theologies-mark-matthew/biblical-theology/van-pelt-blomberg-schreiner>
2. <https://www.sparknotes.com/lit/newtestament/section1/>
3. Talbert, Charles H. 2010. *Matthew*. Paideia Commentaries on the New Testament. Grand Rapids: Baker Academic.
4. https://en.wikipedia.org/wiki/Gospel_of_Matthew
5. Kim, Hak Chol. 2012. "The Worship of Jesus in the Gospel of Matthew." *Biblica* 93 (2): 227–41

Part 2 (700 words)

You will soon be writing an essay on the distinctives of the **Gospel of Luke**. (See Task 3) Find five resources that you could use for your essay that you would rate as 5 star resources. Create an annotated bibliography using the Chicago author-date referencing style. For each entry, give some detail about the resource and its relevance to your essay topic.

For example:

Green, Joel B. 1997. *The Gospel of Luke*. NICNT. Grand Rapids: Eerdmans.

At the time of publication, Joel Green was professor of New Testament interpretation at Ashbury Theological Seminary. His commentary is one of the highly regarded New International Commentary on the New Testament series, edited by Gordon D. Fee and endorsed by several other New Testament scholars. Green informs his readers about the historical and cultural background of the Gospel of Luke but also approaches it as a narrative that gives insight into Luke's theology. Relevant to my essay are pages 21-25 where Green gives an overview of Luke's purpose and theology. He notes several key themes of the narrative and gives examples of specific passages that shed light on Luke's distinctive aims in writing his Gospel. Green's commentary is somewhat dated, being written 21 years ago.

The **key assessment criteria** for this requirement are how well you demonstrate:

1. The ability to distinguish between a more credible and a less credible resource (Part 1) (30%)
2. The ability to find credible academic resources relevant to the field of Gospel studies (Part 2) (25%).
3. The ability to evaluate the credibility and usefulness of such resources (25%)
4. The skill of correct referencing (Part 2) (20%)

Length: 1000 words

Due: Sat 30 Mar by no later than 11:55pm on Moodle

Mark allocation: 20%

Time allocation: 20% of 65 hours = 13 hours

Learning Outcome addressed: A.1, A.2, B.2, B3.

Task 3 – Research Essay (2000 words)

There are many diverse approaches to reading the Gospels, including historical criticism, social-scientific criticism, narrative criticism and reader-response criticism. Each of these yield different insights into the text of the Gospels. Commentaries will often be weighted towards one of these approaches. After giving a brief description of each approach, read Luke 23:32-49* four times, using a different approach each time. What insights do you glean from each reading?

The **key assessment criteria** for this requirement are how well you demonstrate:

1. Engagement with credible academic resources. (10%)
2. An understanding and use of historical criticism. (15%)
3. An understanding and use of social-scientific criticism. (15%)
4. An understanding and use of narrative criticism. (15%)
5. An understanding and use of reader-response criticism. (15%)
6. The ability to synthesise diverse ideas into a coherent argument. (15%)
7. The ability to express yourself concisely and clearly with attention to correct grammar, punctuation and spelling. (15%)

*It would be preferable to use either the NET, ESV or NASB)

Length: 2000 words
References: at least 6
Due: Sat 20 Apr by no later than 11:55pm on Moodle
Mark allocation: 35%
Time allocation: 35% of 65 hours = 23 hours
Learning Outcome addressed: A.1, A.2, B.2; B.3.

Task 4: Multiple choice final exam (1 hour)

1 Hour final exam with multiple choice questions making up 40% of the marks and the remaining 60% consisting of short answer questions.

Due: Wed 5 June 19 (Exam week)
Mark allocation: 25%
Time allocation: 25% of 65 hours = 16 hours
Learning Outcome addressed: A.1, A.2, B.1; B.2; B.3.

Unit Contribution to Graduate Outcomes

	1.	2.	3.	4.
Graduate Attribute 1: Personal Maturity				
a. cultivates a growing personal relationship with God that leads to developing spiritual maturity			√	
b. understands and seeks to practice the biblical character qualifications for Christian leadership				√
c. humbly depends on God through prayer for personal and ministry effectiveness				√
d. disciplines one's life to achieve the fulfilment of goals			√	
e. pursues personal growth through lifelong learning and mentoring relationships				√
f. discerns, acknowledges and reflects on personal strengths and weaknesses with a view to personal development				√
g. builds positive, healthy relationships and serves others				√
h. recognises and follows God's call to influence others			√	
Graduate Attribute 2: Theological Maturity				
a. displays a thorough knowledge of the Bible and its history, culture, geography, and theology	√			
b. possesses a confidence in the integrity and authority of Scripture and in its relevance in contemporary ministry		√		
c. locates and critically engages sources that enable biblical and theological understanding	√			
d. articulates a personal theological understanding in terms of both biblical truth and church history		√		
e. applies the Bible and one's own theological understanding to ministry contexts and situations;	√			
f. processes new ideas and practical challenges in a reflective and reconstructive manner	√			
g. communicates one's biblical/theological understanding with clarity and conviction	√			
Graduate Attribute 3: Ministry Maturity				
a. reflects on and understands the context(s) in which the graduate ministers			√	
b. possesses a range of basic ministry skills with particular focus on communicative and relational skills			√	
c. works collaboratively and effectively in a team				√
d. manages a project efficiently by planning, organising, implementing and evaluating			√	
e. is equipped to and commits to the sharing of the Gospel			√	
f. develops ministry in keeping with gifting, culture and calling				√
g. is able to lead others in keeping with gifting				√
Scale:				
1. A major thrust of this unit				
2. A contribution that this unit should make				
3. A possible function of this unit, but not targeted				
4. An unlikely product of this unit				

Resources you may find useful

- Achtemeier, Paul J., Joel B. Green and Marianne Meye Thompson. 2001. *Introducing the New Testament*. Grand Rapids: Eerdmans.
- Barton, John, and John Muddiman. 2010. *The Gospels*. Oxford Bible Commentary. Oxford: OUP Oxford. [\(available as an ebook\)](#)
- Bauckham, R. 2008. *Jesus and the Eyewitnesses*. Grand Rapids: Eerdmans.
- Blomberg, Craig L. 2002. *Jesus and the Gospels*. Leicester: Apollos.
- Blomberg, Craig L. 2012. *Interpreting the Parables*. 2nd ed. Downers Grove: IVP.
- Boring, M. Eugene. 2006. *Mark: A Commentary*. New Testament Library. Louisville: Westminster John Knox.
- Bruner, Frederick Dale. 2012. *The Gospel of John: A Commentary*. Grand Rapids, Michigan: Eerdmans. [\(available as an ebook\)](#)
- Carroll, John T. 2016. *Jesus and the Gospels: An Introduction*. Louisville: Westminster John Knox.
- Carroll, John T, and Joel B Green. 2007. *The Death of Jesus in Early Christianity*. Grand Rapids: Baker Academic.
- Carter, Warren. 2004. *Matthew: Storyteller, Interpreter, Evangelist*. Peabody: Hendrickson.
- Dornisch, Loretta. 1996. *A Woman Reads the Gospel of Luke*. Collegeville: Liturgical Press.
- Gooder, Paula, ed. 2008. *Searching for Meaning: An Introduction to Interpreting the New Testament*. Louisville: Westminster John Knox Press.
- Green, Joel B. 1997. *The Gospel of Luke*. NICNT. Grand Rapids: Eerdmans.
- Green, Joel B. and Lee Martin McDonald eds. 2013. *The World of the New Testament*. Grand Rapids: Baker Academic.
- Huat, Tan Kim. 2011. *The Gospel according to Mark*. Asia Bible Commentary Series. Manila: Asia Theological Society.
- Karris, Robert J. 1985. *Luke, Artist and Theologian: Luke's Passion Account as Literature*. New York: Paulist Press.
- Longenecker, Bruce W. 2012. *Hearing the Silence: Jesus on the Edge and God in the Gap*. Eugene: Cascade.
- Matera, Frank. 2001. *Passion Narratives and Gospel Theologies: Interpreting the Synoptics through their Passion Stories*. Eugene: Wipf and Stock.
- Neyrey, Jerome H. 1998. *Honor and Shame in the Gospel of Matthew*. Louisville: Westminster John Knox.
- Neyrey, Jerome H, ed. 1999. *The Social World of Luke-Acts: Models for Interpretation*. Grand Rapids: Baker Academic.
- Osborne, Grant R. 2014. *Mark*. Teach the Text Commentary Series. Grand Rapids, Michigan: Baker Books. [\(available as an ebook\)](#)
- Powell, Mark Allan. 2018. *Introducing the New Testament: A Historical, Literary and Theological Survey*. 2nd ed. Grand Rapids: Baker Academic. [\(available as an ebook\)](#)
- Powell, Mark Allan. *What is Narrative Criticism?* Minneapolis: Fortress, 1990.

- Snodgrass, Klyne. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. Grand Rapids: Eerdmans, 2008.
- Talbert, Charles. H. *Matthew*. Paideia. Grand Rapids: Baker Academic. ([available as an ebook](#))
- Thompson, Marianne Meye. *John: A Commentary*. New Testament Library. Louisville: Westminster John Knox.
- Warrington, Keith. 2015. *The Miracles in the Gospels*. London: SPCK.
- Woodward, James, Paula Gooder and Mark Pryce. 2015. *Journeying with Luke : Reflections on the Gospel*. Louisville: Westminster John Knox.
- Yamasaki, Gary. 2012. *Perspective Criticism: Point of View and Evaluative Guidance in Biblical Narrative*. Eugene: Cascade.

ACT Policies and Procedures

KEY POLICIES

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

ACCESSING DOCUMENTS

These and other policy documents are publicly available in the following handbooks, through links on ACT's home page (www.acttheology.edu.au):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the home page.