

SOUTHEASTERN UNIVERSITY
COLLEGE OF CHRISTIAN MINISTRIES AND RELIGION
INTRODUCTION TO THE BIBLE — BIBL 1703 01
Professor Cedrick Valrie, MA
Classroom A115, 1:00 - 1:50, MWF
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Office: Spence Lobby, Room 1

I. COURSE TEXTS

Duvall, J. Scott and J. Daniel Hayes. *Living God's Word: Discovering Our Place in the Great Story of Scripture*. Zondervan, 2012.
McKnight, Scot. *The Blue Parakeet: Rethinking How You Read the Bible*. Zondervan, 2008.
The Bible (Digital or Hard format). NIV is standard throughout the university.

II. UNIVERSITY MISSION STATEMENT

Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership

III. OFFICIAL COMMUNICATION STATEMENT

Southeastern University requires all faculty, staff and students to use their Southeastern email address for official university communication. Students are required to check Southeastern email daily as they will be held accountable for all communications sent through this medium.

IV. CATALOG DESCRIPTION

A general overview of the Old and New Testaments emphasizing the themes and historical background of the following groups of books: the Pentateuch, Historical, Wisdom, and Prophetic books of the Old Testament and the Gospels/Acts, Paul's Writings, the General Letters and Revelation in the New Testament. The course will also include a study of how the Bible was formed, how the Intertestamental Period contributes to the study of the New Testament, the relationship between the Old and New Testaments, and the importance of the Bible in North American culture.

Prerequisites: None

Credit hours: 3

V. INTENDED LEARNING OUTCOMES

Students who successfully complete this course will demonstrate the ability to:

1. Explain the cultural importance of the Bible for North American society and its theological importance for the North American Church.
2. Know the general factors involved in determining the formation and transmission of the Old Testament and New Testament.
3. Understand the relationship between the Old Testament and the New Testament.
4. Explain how the Intertestamental Period contributes to the study of the New Testament.
5. Know the themes and general background of the specific groups of books in the Bible and how they contribute to the theology of the specific testament in which they are found.
6. Emphasize how the themes of the Old Testament and the New Testament contribute to God's Act of salvation in the death and resurrection of Jesus Christ.

VI. INSTRUCTIONAL PROCEDURES

- A. Lecture
- B. Discussion
- C. Small group activities
- D. Interaction Papers

VII. RESPONSIBILITIES OF STUDENTS

- A. *Class attendance.* Please be on time. Those who arrive late but within 10 minutes of class start time will need to sign the tardy sheet to be included in the attendance for the day. Three tardies equal one absence. Three absences are permitted in this three-credit course.
- B. *Participation.* Students should be prepared to come to voice and meaningfully contribute to class discussions. Various in-class assignments will be given, thus increasing the importance of attendance. During the initial weeks of class, students will read *The Blue Parakeet* and will complete written reflections on the various chapters at the professor's discretion.
- C. *Notes.* All information from books, lectures, powerpoints, and class discussions are noteworthy study guide material.
- D. *Quizzes.* Quizzes will randomly occur and cover the required reading.
- E. *Examinations.* Students will complete three unit exams in this course.
- F. *Creative Expression Project.* See MyFIRE for detailed guidelines.

See the *Course Chart* for specific due dates and more detail about how each graded assignment contributes to your overall final grade in this course.

****The professor reserves the right to make changes to the syllabus and course chart as necessary and will provide students with proper notice.***

VIII. EVALUATION

A. Evaluation Activities

1. Attendance and Class Engagement	10%	
2. In-Class Assignments/Quizzes	10%	
3. Exam 1	20%	
4. Exam 2	20%	
5. Exam 3	20%	
6. Creative Expression Project		20%

B. Grading Scale

A	(94-100%)
A-	(90-93%)
B+	(87-89%)
B	(84-86%)
B-	(80-83%)
C+	(77-79%)
C	(74-76%)
C-	(70-73%)
D+	(67-69%)
D	(64-66%)
D-	(60-63%)
F	(0-59%)

IX. CLASS PARTICIPATION

Class attendance and participation are vital parts of the academic experience. Failing to hear the class discussions and experience the context of the lectures will greatly diminish the benefit of this class. Students may be asked to leave class if they choose to sleep or to entertain social media unrelated to the class discussion. The attendance policy of the university will be enforced.

X. MAKE UP WORK POLICY

If a student misses class on the day of a quiz, the quiz must be taken within one week. All students should present on exam days.

XI. LATE WORK

Late work is highly discouraged. All assigned work is due at the beginning of class and should be printed and stapled, emailed to the professor, or uploaded to MyFIRE as directed. In the event that late work is submitted, a 10 point deduction will be incurred for each day of the week that it is delayed. After 48 hours, the student will not receive credit.

XI. OFFICIAL WITHDRAWAL

See the Southeastern University Academic Calendar for drop/add deadline & last day for course withdrawal.

XII. ACADEMIC DISHONESTY

Please consult your student handbook regard Southeastern University's policy on academic plagiarism. Also please fill out and sign the attached agreement.

XIII. FINAL EXAM POLICY

Every professor is obligated to administer a final exam or hold an appropriate class during the regularly scheduled exam period. Every student is obligated to take the final exam or attend that appropriate class during the regularly scheduled exam period. Please plan accordingly and carefully for final exams. *You must not plan vacations, ministry appointments, weddings, airline flights, or any other similar activity or engagement that will conflict with the final exam schedule. Also, do not schedule any of these activities so close to your final exam that the commute to the activity conflicts with the final exam schedule.*

Final exams will be administered in the room where the class normally meets. Students with *more* than 3 exams scheduled on one day can petition the instructor and department chair/college dean to take one of the exams another day.

XIV. COURSE EVALUATIONS

In order to help us to assess the effectiveness of our courses and instructors, all registered students must complete a course evaluation at the end of the semester. You must complete a course evaluation form for this course before your grade can be posted.

XV. STUDENTS WITH DISABILITIES

Southeastern University is committed to the provision of reasonable accommodations for students with learning and or physical disabilities, as defined in Section 504 of the Rehabilitation Act 1973. If you think you may qualify for these accommodations, notify your instructor. You will then be directed to contact the Director of Academic Success at 863-667-5041.

XVI. ADDITIONAL ASSISTANCE

Tutoring (Academic Center for Enrichment, Modular 5)
Provides tutoring for all students.

Retention (Addison Building, Office 222)

Provides counseling for students planning to withdraw. Helps withdrawing students find financial and other resources to be able to stay in school.

XVII. SELECTED BIBLIOGRAPHY

Archer, Gleason. *A Survey of Old Testament Introduction*. Rev. ed. Chicago: Moody Press, 1974. Among the finest examples of conservative, evangelical scholarship

Bright, John. *A History of Israel*. 3rd ed. Philadelphia: Westminster Press, 1981. A standard work in the field; outlines the international background of the Biblical narrative with illuminating references to archaeological evidence; places the Scripture in a historical context. 511 pages.

Bruce, F. F. *New Testament Development of Old Testament Themes*. Grand Rapids: Eerdmans, 1968. Examines a few of the major themes, motifs or images used as vehicles of revelation in the O.T. and considers how the NT writers continued to use them to present the complete revelation in Christ. 114 pages.

Bruce, F. F. *New Testament History*. Garden City: Doubleday and Co., 1972. A detailed presentation and analysis of the Roman and Jewish background of the NT, the lives of John the Baptist and Jesus Christ, and the history of the first two generations of the Church.

Bruce, F. F. *The Defense of the Gospel in the New Testament*. Rev. ed. Grand Rapids: Eerdmans, 1977. Shows how the early Christians defended the gospel against paganism, other religions and forms of heresy, and points to ways this defense would be made today.

Bruce, F. F. *The Message of the New Testament*. Grand Rapids: Eerdmans, 1972. Presents the distinctive contribution of each book or group of books in the New Testament.

Bruce, F. F. *The New Testament Documents*. Downers Grove: InterVarsity, 1966. Evaluates the canon, the role of archeology, and the reliability of miracles and various NT document.

Davis, Stephen L. *The New Testament-A Contemporary Introduction*. Hagerstown: Torch Publishing, 1989. Designed for introductory courses to encourage students to interact directly with the NT.

Fee, Gordon, and Douglas Stuart. *How to Interpret the Bible for All Its Worth: A Guide to Understanding the Bible*. Grand Rapids: Zondervan, 1982. An excellent text on interpreting biblical literature. A MUST for all serious Bible students. Reflects an evangelical position.

Ferguson, Everett. *Backgrounds of Early Christianity*. Grand Rapids: Eerdmans, 1987. Excellent treatment of the Roman and Jewish background of the NT.

Francisco, Clyde T. *Introducing the Old Testament*. Nashville: Broadman Press, 1977. Contains excellent summaries of the Old Testament books and contains many interesting insights from the conservative perspective.

Geisler, Norman, L. *A Popular Survey of the Old Testament*. Grand Rapids: Baker, 1977. Conservative and evangelical; contains summary paragraphs covering content of each book; strongly Christocentric; argues for traditional authorship.

Gundry, Robert H. *A Survey of the New Testament*. Rev. edition. Grand Rapids: Zondervan, 1981. A well-illustrated volume that introduces the background and contents of the NT and encourages the reader to respond to the text of the NT.

Hamilton, Victor P. *Handbook on the Pentateuch*, Second edition. Grand Rapids: Baker Academic, 2005.

Harrison, Everett G. *Introduction to the New Testament*. Grand Rapids: Eerdmans, 1971. A very good text on NT introduction. Reflects a basic evangelical viewpoint.

Harrison, R. K. *Old Testament Times*. Grand Rapids: Eerdmans, 1970. Deals with the broad social and cultural context in the events in the OT occurred; conservative.

Jeremias, Joachim. *Jerusalem in the Time of Jesus*. Philadelphia: Fortress Press, 1969. A very useful investigation into the economic and social conditions during the NT period.

Kummel, George W. *Introduction to the New Testament*. Rev ed. Translated by Howard Clark Kee. Nashville: Abingdon Press, 1975. A moderate approach to the background information of each NT book. Excellent surveys of the origin and development of the NT canon and history of the NT text.

LaSor, William Sanford. *The Dead Sea Scrolls and the New Testament*. Grand Rapids: Eerdmans, 1972. A conservative assessment of the bearing of the DSS on the NT and the origins of Christianity.

Russell, D. S. *Between the Testaments*. Philadelphia: Fortress Press, 1965. A concise, treatment of the Intertestamental period.

Schultz, Samuel. *The Old Testament Speaks*. 3rd ed. San Francisco: Harper and Row, 1980. A balanced evangelical approach to the Old Testament.

Tenney, Merrill C. *New Testament Times*. Grand Rapids: Eerdmans, 1965. A companion volume to *New Testament Survey*. Surveys the historical and cultural background of the NT from an evangelical perspective.

Consent to Comply

I _____ (print student's name) have read, understand, and will keep in my possession the Course Syllabus for BIBL 1703 Introduction to Bible, Southeastern University, 2013/2014. I understand that in compliance with the syllabus and the Student Handbook, for both instructional and evaluation purposes, I may be responsible for electronically submitting my written work to Turnitin®. In addition, I am informed that excessive absences and limited class participation will largely impact my overall grade. This includes, but is not limited to, the use of electronic devices for non-class purposes. I also understand that sleeping in class will result in an unexcused absence for that day of class and that the professor may ask me to leave class. With the affixing of my signature below, I agree to comply to the terms therein.

My Signature

Date