

## Introduction to the Bible

### COLLEGE OF CHRISTIAN MINISTRIES AND RELIGION INTRODUCITON TO THE BIBLE – BIBL 1703-01

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Steelman Library – Office Hours 8:30 – 4:00

#### TEXTS:

Chatham, James O. *Creation to Revelation: A Brief Account of the Biblical Story*. Grand Rapids: Eerdmans, 2006.

*New Bible Dictionary*. I. Howard Marshall, Editor. InterVarsity Press, 1996

*New International Version Bible*. Grand Rapids: Zondervan, 1984.

#### UNIVERSITY MISSION STATEMENT:

Southeastern, a dynamic, Christ-centered university, fosters student success by integrating personal faith and higher learning. Within our loving Pentecostal community, we challenge students to a lifetime of good work and of preparing professionally so they can creatively serve their generation in the Spirit of Christ.

#### 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 Testaments, and the importance of the Bible in North American culture.

No Prerequisite Required

Credit 3

#### I, INTENDED LEARNING OUTCOMES:

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.

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### **BEHAVIORAL OBJECTIVES:**

1. Discuss the cultural and theological importance of the Bible for North American culture and the North American church respectively.
2. Identify the general factors involved in determining the formation and transmission of the Old Testament and the New Testament.
3. Describe the relationship between the Old Testament and the New Testament.
4. Demonstrate a general knowledge of the themes of the major groups of books of the Old and New Testaments.
5. State how the groups of books in each testament contribute to the theology of the testament in which they are found.
6. Discuss how the themes of the Bible contribute to God's Act of salvation in the death and resurrection of Jesus Christ.

### **COMPUTER COMPETENCY:**

1. Utilize Blackboard (the course software) to locate basic course documents and assignments, and to receive announcements regarding the course.
2. 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.

## **II. TOPICS TO BE COVERED:**

1. How the Bible was formed
2. The themes and historical background of the following groups of Old Testament books:
  - Pentateuch
  - Historical Books
  - Wisdom / Poetry
  - Prophetic Books
3. The themes and historical background of the following groups of New Testament books::
  - Gospels/Acts
  - Paul's Writings
  - General Letters
  - Revelation
4. The Intertestamental Period
5. Relationship between the Old and New Testaments
6. Importance of the Bible in North American Culture
7. The Bible and Christ

## **III. INSTRUCTIONAL PROCEDURES:**

The primary method of instruction will be lecture with time allotted for brief class discussion of relevant issues and assignments. Handouts will be used to clarify materials. The reading of the textbook (Chatham), dictionary articles, and prescribed sections of the Bible will be required and will be included in the testable material. Questions will be used by the instructor to create discussion and test assumptions concerning the content and application of the Bible. Meaningful participation in discussion is encouraged.

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### IV. RESPONSIBILITIES OF STUDENTS:

1. Class attendance: In the real world commitment and professionalism means that people can count on you. In most social and employment contexts if an individual is inconsistent with attendance or habitually late, he/she will be seen as unreliable regardless of the quality of his/her other work. Since this class hopes to prepare the student to live a life of integrity with others as well as develop skills through participation, attendance is required. The student will abide by the class attendance policy of the university that reads as follows.

Students are both expected and encouraged to attend classes regularly. The lack of attendance may affect a student's grade.

For traditional fall and spring semesters, a student may miss a class without penalty equal to the number of times a class meets per week as follows:

- If the class meets once a week a student may miss one class.
- If the class meets two times a week a student may miss two classes.
- If the class meets three times a week a student may miss three classes.

If a student's absences exceed the number of times a class meets per week, a professor may:

- Subject the student to a penalty of not more than one letter grade based on attendance alone.
- Recommend to the Vice President for Academic Affairs that a student with excessive absences be withdrawn from the course.

The class attendance policy above gives some discretion to professors in how they keep class attendance. Within the guidelines presented above, the attendance policy for this class follows:

- Students may miss up to six classes without incurring a penalty based on absences alone. **However, the student is advised that the nature of some class activities (e.g., class participation) is such that they cannot be duplicated through make-up work. If the student is absent during such activities, the student may forfeit all or part of the credit value of the activity. This applies to all absences whether the student has six or less, or more than six absences.**
- Any absence beyond six absences will result in a letter grade drop.
- If a student misses a total of nine classes, a recommendation will be made to the Vice President for Academic Affairs that the student be withdrawn from class due to excessive absences.

Procedures for taking attendance will be discussed on the first day of class, and any fabrication of signature or check in for another will face disciplinary action for all parties involved. Three tardies will be considered as one absence. Students should stand quietly just inside the door if Bible reading or prayer is in progress. At the end of a class period in which a student is tardy, it is that student's responsibility to check with the instructor to be certain any recorded absence is changed to a tardy. Failure to so check with the instructor may result in the recorded absence remaining an absence. Leaving

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class early may be treated as a tardy or absence. It is the student's responsibility to keep track of her or his absences and tardies.

2. **The last day to officially withdraw from this course is Friday, October 23, 2009. A Course Withdrawal form (available in the Office of the Registrar or on the University website under Academics/Registrar/Forms) must be submitted no later than 11:59 PM on October 23, 2009.**
3. **Before class, read all assigned reading including the textbook, Bible, and dictionary terms** as assigned in the Course Calendar. **Bring your Bible to class daily.** The student is expected to read the entire textbook (Chatham), all Bible readings, dictionary articles, and any other reading assignments as scheduled. To document successful reading of assignments, the student will prepare multiple-choice questions (with four possible answers for each question) from the reading material. Two questions will be prepared for each textbook reading (Chatham), one question from each Bible chapter assigned, and one question from each dictionary article assigned. The student will also provide the correct answer to each question. Further documentation of reading the assignments may be obtained by questions and answers being discussed in class. **In other words, reading assignments should be ready for submission no later than the beginning of the class for which they are scheduled.** Reading assignments may be submitted as attachments to emails, but must be submitted by the beginning of class on the date the reading is due. Any late reading assignment will receive a grade deduction of 50%. If the assignment is not submitted after three class periods beyond its original due date, the grade is 0.
4. Accurate class notes, in a form useful for objective and/or essay test preparation, are to be maintained. Keep in mind that any notes that are given in class will be in outline format. You should take more detailed notes.
5. The student will present a typed **three page** reflection and personal application paper based on one Old Testament or New Testament Book. **Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon are not to be used.** The heading (place in the upper left-hand corner) should consist of the student's name on the first line; date on the second line; the title (on the third line) is to be the name of the book. The reflection paper will be graded on grammar, required elements, and thoughtfulness. **This must not be a summary of the book.** Use at least 4 specific passages from different locations in the book to make four different spiritual applications. Reference at least one example from our modern culture that has addressed one of the spiritual applications in a cultural form (a film, book, work of art, etc.) and provide your assessment of how it was handled. If the book you select has one or more readings listed in the Course Calendar, one of your passages must include one of the readings. You must give chapter and verse references (e.g., Gen. 3:15). Use a one-inch margin with 12 point Times New Roman font, and double-space your work. Do not use folders or covers, but staple the paper in the upper left-hand corner. This paper will be due on **November 16** at class time. **If you are not in class, send the paper by a friend! Each student must do her/his own work. Two or more students submitting essentially the same work may result in an "F" on the paper for all parties involved. Late papers will be penalized at the rate of one letter grade drop per late class period.**
6. Successfully complete three unit exams and a comprehensive final with a minimum of 60 points each. Students should be prepared for all exams at the time they are scheduled.

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Only students with valid illnesses/emergencies may be given make-up exams. **Make-up exams must be made up within five days** of returning to class after the excused absence and may be either essay or objective. There is no extra credit project in this class. **The final exam for this class is scheduled on Friday, December 18, 2009 from 8:00 – 9:50 AM.** Please note Southeastern's Final Exam Schedule 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.

Cell phones, PDAs, paging devices, etc., must be turned off and be out of sight during the entirety of the exam.

7. Participate in class discussions and activities, and class assignments placed in Blackboard and/or distributed in class. In addition to possible use of student-prepared questions from the readings, terms/issues from the previous or current class may be the basis for discussion or written exercises. Students must be prepared to participate in such discussions or exercises.
8. Class Evaluations Statement: 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 the course before your grade can be posted.

NOTE: The student is encouraged to make copies of his or her assignments and projects before submitting them to the instructor. It is the student's responsibility to make provisions for any lost materials. **Unless otherwise indicated, all work is to be ready for submission at the beginning of class on the day it is due.**

### V. EVALUATION:

Unit Exam I = 100 points  
Unit Exam II = 100 points  
Unit Exam III = 100 points  
Final Exam = 100 points  
Reflection Paper = 100 points  
Participation = 50 points  
Reading Assignments = 50 points

Total = 600 points

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### Grading Scale:

600 – 540 points = A

539 – 480 points = B

479 – 420 points = C

419 – 360 points = D

Below 360 points = F

NOTE: All academic, policy, and financial aid holds must be removed from the student's account in order to view his or her grades online.

### VI. 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 of 1973. If you think you may qualify for these accommodations, notify your instructor. You will be directed to contact the Director of Academic Success at 863-667-5157.

### VII. COURSE CALENDAR:

This is a tentative schedule for the semester. Changes may become necessary as the semester progresses. Any changes will be announced in class and/or through Blackboard. The student is expected to routinely monitor the schedule and Blackboard to remain current with the schedule.

	<u>Chatham</u>	<u>Bible</u>	<u>Terms (Dictionary)</u>
Aug. 26	Welcome and Syllabus		
28	How the Bible was formed		
31			
Sept. 2	Chapters 1		
4	Chapters 2-3		Agriculture, Galilee, Bashan, Ebal (the Mount)
9	Chapters 4-5	Gen. 1-2, Ps. 8	
11	Chapter 5	Gen. 3, 6, 10	
14	Chapter 6	Gen. 12, 15, Joseph	Hammurabi, Beersheba, Angel of the Lord
16	<b><u>Unit Test I</u></b>		
18	Chapter 7	Ex. 3, 12, 20; Num 14, Deut. 6:4-9	Jethro, Divination, Magic/Sorcery (biblical view and judgment), Vow
21	Chapter 8	Jos. 1-5	Gilgal, Ai
23	Chapter 9	Jud. 2, 21	High Places, Teraphim, Jebusite, Baal

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	25	Chapter 10	I Sam. 15; II Sam. 7	Edom (biblical)
	28	Chapter 11	I Kgs. 12; Isa. 53	Seraphs/Seraphim, Sheol, Damascus
	30			
Oct.	2	Chapter 12	II Kgs. 17-19; Jer. 7	Cistern, Tyre/Tyrus
	5			
	7	Chapter 13	II Kgs. 25; Lam. 3; Hab. 1-2	Hinnom (Valley of), Sennacherib
	9	<b><u>Unit Test II</u></b>		
	12	Chapter 14	Ezra 1-2; Hag. 1	Atonement, Redeemer/ Redemption, Day of the Lord, Servant of the Lord Sanctuary, Talmud and Midrash
	14	Chapter 15	Job 1-2, Ecc. 1-2	
	19	Intertestamental Period		
	21			
	23	Chapter 16	Ps. 51; Mt. 22-23	Judaism, Maccabees, Dispersion, Synagogue, Incarnation Gospels, Matthew (person), Kingdom of God, Transfiguration
	26	Chapter 17	Mt. 5-7, 12, 16	Pharisees, Sadducees, Mark (John) Luke (person), Sanhederin
	28	Chapter 18	Mk. 7	John (the Apostle), Cross (Crucifixion) Corinth
	30	Chapter 19	Lk. 4	
	2	Chapter 20	Jn. 1, 21	
Nov.	4	Chapter 21	1 Cor. 15	Ascension, Antioch (Syria), Deacon, Galatia, Rome
	6	<b><u>Unit Test III</u></b>		
	9	Chapter 22	Acts 1-2	Paul (life), Ephesus, Idols (Meat offered to), Body of Christ, Ministry, Timothy, Titus
	11	Chapter 23	Rom. 12-13, Phil. 2	
	13			
	16	<b><u>Reflection Paper Due</u></b>		
	18	Chapter 24	James 1, Rev. 1-3	Hebrews (Epistle to – authorship and date), James (person #4)
	20	Chapter 25	Ps. 90	
	30	Chapter 26		
Dec.	2			
	4			
	7			
	9			
	11	Review		

**VIII. BIBLIOGRAPHY:**

**Old Testament:**

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: Wm. B. Eerdmans Publishing Co., 1968. The author examines a few of the major themes, motifs or images which are used as vehicles of revelation in the OT and considers how the NT writers continue to use them to present the perfected revelation in Christ. 114 pages.

Craige, Peter C. The Old Testament: Its Background, Growth, and Content. Nashville: Abingdon Press, 1986. The book provides good background material from a balanced scholarly approach. 351 pages.

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

Harrison, R. K. Introduction to the Old Testament. Grand Rapids: Eerdmans Publishing Co., 1969. A monumental work on the Old Testament which can be used as a compendium of the entire field of Old Testament study. Its details study makes it an excellent resource which reflects an evangelical stance.

\_\_\_\_\_. Old Testament Times. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1970. Deals with the broad social and cultural context in the events in the OT occurred; conservative. 333 pages.

LaSor, William S., David A. Hubbard, and Frederic W. Bush. Old Testament Survey: The Message, Form, and Background of the Old Testament. Grand Rapids: Eerdmans, 1982. A comprehensive evangelical interpretation by OT professors at Fuller Seminary; A critical examination of the historical/cultural setting with judicious use of the JEDP theory; numerous charts, tables, maps, photographs, extensive bibliography; seminary level.

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

Young, Edward J. An Introduction to the Old Testament. Grand Rapids: Eerdmans, 1949. An older but invaluable work that treats the major critical issues from a scholarly conservative viewpoint.



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### **New Testament:**

- Barrett, C. K., ed. The New Testament Background: Selected Documents. Revised and expanded. New York: Harper and Row, 1989. A collection of documents that illustrate the background of the NT and the history of the early church; an excellent collection of primary sources.
- Bruce, F. F. The Books and the Parchments. New York: Revell, 1950. An account of the history of the text of the New Testament, its canonicity and versions.
- \_\_\_\_\_. The Defense of the Gospel in the New Testament. Rev. ed. Grand Rapids: Wm. B. Eerdmans, 1977. Shows how the early Christians defended the gospel against other religions and Christian deviations.
- \_\_\_\_\_. The Message of the New Testament. Grand Rapids: Wm. B. Eerdmans, 1972. Presents the distinctive contribution of each book or group of books in the NT.
- \_\_\_\_\_. New Testament Development of Old Testament Themes. Grand Rapids: Wm. B. Eerdmans, 1968. Examines a few major themes, motifs or images which are used as vehicles of revelation in the OT and considers how the NT writers continue to use them to present the complete revelation in Christ.
- \_\_\_\_\_. The New Testament Documents. Downers Grove, IL: InterVarsity Press, 1966. Evaluates the canon, the role of archaeology, the reliability of miracles, and the validity of the NT documents.
- \_\_\_\_\_. New Testament History. New York: Doubleday and Co., Inc., 1972. A detailed presentation and analysis of the Roman and Jewish background of the NT, the life of John the Baptist and Jesus Christ, and the history of the first two generations of the Church.
- Ferguson, Everett. Backgrounds of Early Christianity. Grand Rapids: Wm. B. Eerdmans, 1987. Excellent treatment of the Roman and Jewish background of the NT.
- 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.
- Guthrie, Donald. New Testament Introduction. Downers Grove: InterVarsity Press, 1971. Discusses the latest developments of the study of the NT and deals with historical problems in a thorough manner.
- Jeremias, Joachim. Jerusalem in the Time of Jesus. Philadelphia: Fortress Press, 1969. An investigation into the economic and social conditions during the NT period.
- Metzger, Bruce M. The New Testament: Its Background, Growth, and Content. Nashville: Abingdon Press, 1965. Emphasizes the historical background of the NT. Russell, D. S. Between the Testaments. Philadelphia: Fortress Press, 1965. A concise treatment of this time period.

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Fee, Gordon D. and Stuart, Douglas. How to Read the Bible for All Its Worth. Grand Rapids: Zondervan Publishing House, 1982. Provides guidelines for the different parts of Scripture and confronts the reader with questions of application; 217 pgs.