

**M-BS2311 New Testament Survey II**  
**Midwestern Baptist Theological Seminary**  
**Online**  
**3 Credit hours**

**INSTRUCTOR/FACILITATOR CLASS INFORMATION**

For the instructor's contact information, please see the Course Instructor section in the Canvas course.

**COURSE DESCRIPTION**

A historical and expositional survey of the Epistles and the book of Revelation

**COURSE OBJECTIVES AND INDICATORS**

Upon completion of this course, the student will be able to:

1. Give a general overview of the background, formation, preservation and inspiration of the New Testament
2. Explain the basic background, purpose and contents of the New Testament epistles and Revelation
3. Interpret various passages from those twenty-two New Testament books, in accordance with sound principles of hermeneutics, and utilizing reliable Bible study helps
4. Apply accurately the truths of those twenty-two New Testament books to people's lives today

All content and assignments in this course will correspond to one or more of these objectives.

**TEXTBOOKS & REQUIRED READING**

- Andreas Köstenberger, L. Scott Kellum, and Charles L. Quarles, *The Cradle, the Cross, and the Crown: An Introduction to the New Testament*. Nashville, TN: B&H Publishing, 2016. 1168 pages (558 pages of reading for NT Survey 2). **ISBN: 978-1433684005.**
- Andrew David Naselli, *How to Understand and Apply the New Testament: Twelve Steps From Exegesis to Theology*. Phillipsburg, NJ: P&R Publishing, 2017. 432 pages. **ISBN: 978-1629952482.**
- Patrick Schreiner, *The Visual Word: Illustrated Outlines of the New Testament Books*. Chicago: Moody Publishers, 2021. 192 pages. **ISBN: 978-0802419279.**
- Students will read or listen to assigned books of the New Testament in a faithful translation.
- *Midwestern Style Manual* (Current Edition)

Required textbooks can be purchased at the MBTS Online Textbook Store:  
<https://shop.mbts.edu/textbooks>.

**REQUIREMENTS FOR GRADUATE CREDIT**

	A	96+ points	A-	93-95 points
B+		90-92 points	B	87-89 points
	B-			84-86 points
C+	C	80-83 points	C-	77-79 points
				73-76 points
D+	D	70-72 points	D-	67-69 points
				64-66 points
F		63 or fewer points		

**Grades for this course will be based upon the following percentages:**

<b>Hearing the NT Discussions</b> (Earned through weekly in-person attendance)	<b>20%</b>
<b>Teaching the NT Overviews</b> (Credit Only)	<b>40%</b>
<b>Exegeting the NT Paper</b> (All Students)	<b>35%</b>
<b>Local Mentor Assignments</b> (Earned through weekly in-person attendance)	<b>5%</b>

## COURSE ORGANIZATION

### Hearing the NT Discussions (20% of Course Grade)

**Relates to Course Objectives:** 2, 4

**Purpose:** To provide students the opportunity to interact with their classmates while they practice and discuss the material taught in the class, building toward each unit's Teaching the NT Overviews.

Discussions are an excellent way to reflect on what you're learning and sharpen your thinking alongside your classmates. After careful viewing of each unit's video lessons, students will participate in discussion, laying a foundation for the more thorough Teaching the NT Overviews due at the end of the unit. You do not need to complete the textbook reading before participating in this discussion. You are encouraged to complete any assigned Scripture reading before participating, but this is not required.

For the initial post, students will discuss one of the NT books covered in the video lesson. (For units that cover more than one NT book, each student should choose which book to consider for the discussion.)

In your own words, what is the message of this book in one sentence? Explain your answer, interacting with Scripture and the lesson video. Be sure to include the particular emphases and distinctives of this book, even though other books may have a similar message. Initial posts should conform to the following style:

1. The hypothetical audience for your initial post is a brand-new believer with very little biblical knowledge.
2. The post should be written in your own words, not those of the video lesson.
3. The post should demonstrate thorough familiarity with the video lesson, citing it parenthetically.

**Discussions will follow a three-part format:**

1. Initial Post: In 250–350 words, answer the prompt in Canvas with parenthetical references to Scripture and the unit's video lesson. Initial posts are due by **Tuesday at 11:59 PM (CST)**.
2. Responses: In 50–100 words each, respond to two other students' initial posts. While encouragement and affirmation are welcome, responses should be thoughtful and critical. Ask clarifying questions, present alternative positions, and be sure to end each response with a meaningful question that keeps the discussion moving forward. Responses are due by **Thursday at 11:59 PM (CST)**.
3. Replies: Reply to each response on your post, addressing each major point and attempting to answer each question. Replies are due by **Saturday at 11:59 PM (CST)**.

### **Teaching the NT Overviews (40% of Course Grade)**

#### **Relates to Course Objectives: 1, 2**

**Purpose:** To practice summarizing, synthesizing, and applying various NT books or concepts (in light of the course lessons, reading, and discussions) in a style that is thorough yet accessible to the average church member.

God's Word in the New Testament deserves a lifetime of serious study, and yet it is meant to be shared with every believer, no matter his or her level of theological education. Throughout this course, students will write book overviews to aid other believers who may not have formal training.

In each unit, students will choose one of the NT books covered in that unit and write an overview of the book, synthesizing and summarizing the required video lessons and reading, according to the following expectations:

1. Overviews will be written in a tone that is accessible to the average church member (e.g., for a church blog or Sunday School class)
2. Overviews will be 3–6 pages total
3. Overviews will be formatted according to the current edition of the *Midwestern Style Manual* (Current Edition)
4. Overviews should briefly explain the setting, occasion, author, and dating of the book (to the degree that we confidently know those details) (1–2 pages)
5. Overviews should summarize and elaborate on the message and structure of the book, (e.g., key verses, major themes, or important quirks) (1–2 pages)
6. Overviews should suggest ways that the book is relevant and applicable to Christians today (1–2 pages)
7. Overviews should meaningfully cite the relevant video lessons (at least 3 times per overview) and readings (at least 5 times per overview)

**See the instruction pages provided in Canvas for more details.**

### **Exegeting the NT Paper (35% of Course Grade)**

#### **Relates to Course Objectives: 1, 2, 3, 4**

**Purpose:** To practice in-depth study of a passage of the New Testament in its literary, historical, and theological context

Consulting Bible commentaries (provided digitally by MBTS), students will apply the study methods taught in *How to Understand and Apply the New Testament* to a selected passage of Scripture (8–14 pages total). Such a study could easily occupy weeks, months, or even years of a believer's life. Thus, the assignment below should be approached as a robust introduction using limited resources. Submissions should be formatted according to the *Midwestern Style*

*Manual* (current edition).

Note: In addition to the assigned reading in *How to Understand and Apply the New Testament*, students may consider reviewing Dr. Jason DeRouchie's [accompanying blog series hosted by For the Church](#) for this assignment. Though the blog series is specific to the OT instead of the NT, many of the principles will apply to this assignment.

**Topic Selection (worth 5% of course grade) is due at the end of Unit 2 via text entry.**

Students will select one of three passages of Scripture to study, accompanied by freely available digital commentaries via the Mark T. Coppenger Library (<https://library.mbts.edu/>):

1. James 1:13–18. The following commentary is available digitally via the MBTS Coppenger Library for all students: (Douglas J. Moo: *James: An Introduction and Commentary*. Tyndale New Testament Commentaries. Downers Grove, IL: IVP Academic).
2. 2 Corinthians 4:1–6. The following commentary is available digitally via the MBTS Coppenger Library for all students: (Colin G. Kruse. *2 Corinthians: An Introduction and Commentary*. Tyndale New Testament Commentaries. Downers Grove, IL: IVP Academic, 2015).
3. Revelation 5:1–6. The following commentary is available digitally via the MBTS Coppenger Library for all students: (G.K. Beale, and David H. Campbell. *Revelation: A Shorter Commentary*. Grand Rapids, MI: Eerdmans, 2015).

**Students must interact with the assigned commentary and cite the study method used from *How to Understand and Apply the New Testament*.** Additional commentaries and resources are available via the MBTS Coppenger Library on a limited basis (i.e., some resources may be “checked out”).

Submissions (8–14 pages total) should include a title page, a bibliography, and the following sections:

- I. Introduction: Identify the passage of Scripture and preview its importance (0.5–1 page)
- II. Text: Begin to answer the question, “What is the makeup of the passage?” (1–2 pages). Answers should briefly include the following:
  - a. Genre: What is the genre of the passage? How can you tell? Why does the genre matter for the interpretation of the passage?
  - b. Text-criticism: Referring to commentaries (and/or a critical apparatus), note any textual variants present in the passage. What difference might they make to the interpretation of the passage?

- c. Translation: Read several English translations of the passage, note their key similarities and differences, and suggest the implications of these similarities and differences. *Note: Students with advanced Greek knowledge may comment on the grammar and syntax of the passage, but several English translations should still be consulted.*
- III. Observation: Begin to answer the question, “How is the passage communicated?” (1–2 pages). Answers should briefly include the following:
- a. Word and concept studies: Referring to commentaries (and/or a Greek lexicon), note and clarify the meaning of key words, phrases, and concepts. *Note: Students with advanced Greek knowledge may comment on the grammar and syntax of the passage, but several English translations should still be consulted.*
  - b. Outline: What is the structure of the passage? Segment the passage with a multi-level outline or diagram.
- IV. Context: Begin to answer the question, “Where does the passage fit?” (1–2 pages). Answers should briefly include the following:
- a. Historical-cultural context: Referring to commentaries and the assigned reading in *Cradle, Cross, and Crown*, describe the historical situation from which the author composed the text and identify any historical details that the author mentions or assumes.
  - b. Literary context: What role does the passage play in the rest of this NT book? How does it relate to key verses or themes before it and after it in this book?
- V. Meaning: Begin to answer the question, “What does this passage mean?” (2–3 pages). Answers should briefly include the following:
- a. Biblical theology: How does the passage connect to the Bible’s overall flow and message? How does it assume or explain the gospel? Does it quote or allude to earlier passages of Scripture, and if so, where and how? Is it quoted or alluded to by later passages of Scripture, and if so, where and how?
  - b. Systematic theology: How does this passage especially explain or express any or all of the following (most passages will not speak directly to all categories; include only the most relevant connections)?:
    - i. God: the nature and attributes of God
    - ii. Trinity: the Persons of the Trinity and their relations to one another
    - iii. Creation and Providence: God’s creation of and providence over the world
    - iv. Angels and Demons: the nature, character, and/or works of angels and/or demons
    - v. Revelation: God’s general revelation in nature or His special revelation in theophany, prophecy, and/or Scripture
    - vi. Humanity: the nature, character, callings, genders, and roles of men and women
    - vii. Sin: the perversion, guilt, shame, hatred, condemnation, and

- consequences of sin
- viii. Christ: the one Person, two natures (human and divine), virgin birth, perfect life, teachings, miracles, mission, atoning death, burial and descent to the dead, victorious resurrection, and/or ascension of Jesus
  - ix. Holy Spirit: the divine nature, distinct Person, procession, and/or mission of the Spirit
  - x. Salvation: the election, calling, repentance, faith, regeneration, sanctification, perseverance, resurrection, and/or glorification of the believer
  - xi. Church: the members, mission, character, or calling of the new covenant Church; its relation to the ancient nation of Israel; baptism and/or the Lord's Supper
  - xii. End Times: the return of Christ, the nature of the millennium and/or Kingdom of God, the final judgment, the new creation and/or heavenly existence
- VI. Application: Begin to answer the question, "Why does this passage matter?" (2–3 pages). Answers should briefly include the following:
- a. Practical theology: Does the passage call its hearers to believe anything in particular or do anything in particular? If it has promises or commands, how might they apply to Christians today? How can you apply the text to yourself, the church, and the world, in light of justification by faith and the necessity of holiness?
- VII. Summary and Conclusion (0.5–1 page)

**See the instruction pages provided in Canvas for more details.**

**Local Mentor Assignments (5% of Course Grade)**  
**Possibly Related to Course Objectives: 1, 2, 3, and 4**

~~At the Global Campus, you study where you're called, how you can, fully connected.~~

~~In all Global Campus courses, you will meet at least once with a qualified Local Mentor, learning from his or her unique experience and expertise. The Mentor's role is to help you consider how to apply what you're learning to where you're called.~~

~~Read the instructions below for requirements and recommendations to enlist your Mentor, meet with your Mentor, and reflect on the conversation.~~

**Enlisting Your Mentor**

- ~~You'll identify and enlist a qualified and available Mentor in your area, according to the following requirements and recommendations:~~

- ~~Mentor Requirements: Mentors contribute to your theological and spiritual formation for ministry. Thus, Mentors must (1) wholeheartedly affirm basic Trinitarian and Evangelical convictions, (2) agree to supervise according to the mission and doctrinal standards of MBTS, and (3) hold an appropriate combination of education and experience (see the Local Mentor Qualifications). At the beginning of the course, you will submit your proposed Mentor's information for a member of the Global Campus team to verify (see the Week 3: Enlist Your Local Mentor assignment).~~
- ~~Mentor Recommendations: Mentors play a valuable role in connecting your theological education to your unique gifts, calling, and context. Thus, students should consider enlisting a Mentor who is familiar with that context, especially in the same local church when possible. Consider whether one of your pastors, another pastor or retired pastor in a like-minded church, a denominational or para-church employee, or another qualified person who knows you well might be able to serve. **Students may enlist the same person as Mentor for more than one course; in many cases, this continuity is preferred.**~~

**Note: Students who are unable to enlist a qualified Mentor should ask their Instructors for direction and alternative instructions.**

### **Meeting with Your Mentor**

- ~~You'll collaborate with your Mentor to determine when to meet and what to discuss, according to the following requirements and recommendations:~~
  - ~~Meeting Requirements: Local Mentor Meetings must be (1) in person except in cases of health emergencies, (2) at least one hour long, and (3) focused on applying the course content to the student's calling and context. **Staff meetings, project planning meetings, etc. do not count toward this requirement unless they are directly focused on the course topics and/or requirements.**~~
  - ~~Meeting Recommendations: Mentors and students should consider discussing specific course content (e.g., one of the textbooks or videos) and assignments (e.g., one of the writing assignments, projects, or discussion prompt), how to apply them in the student's current ministry context, and how they connect with the Mentor's own experience and expertise. Mentors may consider setting an agenda or asking the student to set an agenda ahead of the meeting. If multiple students in the same area are taking the course together, they should consider meeting together with the same Mentor.~~

### **Reflecting on the Conversation**

- ~~You'll share about your Local Mentor Meeting, according to the following requirements and recommendations:~~

- ~~Reflection Requirements: At the end of the course, you will submit a 2–4-page reflection on the Local Mentor Meeting. Reflections should include a title page and the following sections in Midwestern Style:~~
  1. ~~A section titled “Date and Time” with a single sentence giving the date and time of the Local Mentor Meeting.~~
  2. ~~A 1–2 page section titled “Meeting Summary” that summarizes the key points of the conversation.~~
  3. ~~A 1–2 page section titled “Meeting Reflection” that shares what you have learned from the conversation and how you might apply what you are learning in this course to your life and ministry context.~~
  
- ~~Reflection Recommendations: Students should consider taking notes during the conversation and writing a brief summary immediately afterwards. Students should also consider journaling about their ministry application throughout the course to better recollect and reflect for this assignment.~~

**Note:** You will submit your Reflection in the Week 7: Local Mentor Meeting and Reflection assignment.

### **Evaluating Your Engagement**

- ~~Mentors will verify and evaluate students’ engagement in the Local Mentor Meeting, according to the following requirements and recommendations:~~
  - ~~Evaluation Requirements: At the end of the course, the Local Mentor will submit an evaluation of the student’s engagement in the meeting. Mentors will rate the students’ preparedness for the meeting and engagement during the meeting. **Staff meetings, project planning meetings, etc. do not count toward this requirement unless they are directly focused on the course topics and/or requirements.**~~
  - ~~Evaluation Recommendations: Mentors should consider sharing their evaluations with students before or after submission to offer encouragement and constructive feedback. Mentors should consider requesting the course syllabus from students in order to assess the student’s progress regarding the course objectives.~~

**Note:** You will be provided a link for the Mentor's Evaluation and complete a quiz in the Week 7: Local Mentor Evaluation and Confirmation assignment.

## GENERAL INFORMATION

1. No late work will be accepted, except in extraordinary circumstances. What constitutes an extraordinary circumstance is at the discretion of the course instructor. Be aware that work responsibilities, church activities, mission trips, family vacations/events, or other such activities do not constitute extraordinary circumstances. Adjustments to this policy may be made by the course instructor. Any questions concerning this policy and its enforcement should be directed to the instructor.
2. Plagiarism is a serious ethical and legal matter and instances of plagiarism will result in an “F” for an assignment and possibly an “F” for the course. Students are to read and abide by the section entitled “Integrity in Seminary Studies” in the MBTS Academic Catalog.
3. Midwestern is committed to facilitating students with disabilities. Students seeking effective auxiliary aids for a current documented disability including exams, classroom participation or assignments, should contact the instructor at the beginning of the semester or term in order for special arrangements to be considered. Students should conform with institutional policies and procedures as listed in the Midwestern Students with Disabilities Information Brochure available on the website at <http://www.mbts.edu/consumer-information>.
4. Class Attendance: Attendance is considered a necessary factor in the learning process. **Absences, for any reason, should not exceed 25% of the total class time.** Withdrawal from the course is required after a student is absent from more than 25% of the class sessions, except in cases of confining illness or serious circumstance.
5. To assist Midwestern in the ongoing assessment of student learning and achievement, students are asked to complete the confidential, internet-based assessment of learning for each classroom experience. Course assessment(s) are available at the end of each semester or term and may be accessed at [https://portal.mbts.edu/student\\_portal/login.asp](https://portal.mbts.edu/student_portal/login.asp). Students have the option of completing the online course assessment after the end of the semester or term and then being able to retrieve the grade(s) for their course(s). Students who do not have internet access may obtain access and/or assistance in Midwestern’s Library. Students having difficulty accessing their online course information should contact the Information Technology department at (816)414-3763 or [helpdesk@mbts.edu](mailto:helpdesk@mbts.edu).
6. Questions regarding: course content, a correct understanding of the course syllabus, or assignments should be addressed to the instructor.
7. In Christian higher education institutions, it can be assumed that each believer-learner is at a different place of personal maturity and educational preparedness. For these reasons, it is requested and expected that each student exhibit mutual respect, even when divergent viewpoints are expressed in the classroom. Students should refrain from behaviors that negatively affect the teaching environment. Students should conduct themselves as ministerial professionals who give, and are worthy of, a high level of respect.

## MBTS Policy Regarding Academic Misconduct

*Academic Misconduct.* Academic misconduct includes cheating and plagiarism. Students are to refrain from the use of unauthorized aids on examinations and assignments. Students are to turn in only those assignments that result from their own efforts and research.

*Cheating* is utilizing unauthorized materials or aids to complete an assignment or part of an assignment. Cheating may include:

- cutting and pasting from the internet
- taking ideas from peers
- copying answers from a textbook in a manner prohibited by the Professor.

*Plagiarism* is presenting an assignment or part of an assignment as your work when it has been compiled, written, produced, or substantially edited or revised by others, **including artificial intelligence or any other software**. In this manner, it is also a form of cheating. Proper citation is to be given for all quotations and/or paraphrasing in accordance with the current edition of the *Midwestern Style Guide*. Students with questions should consult with their faculty or the *Midwestern Writer's Studio*.

*Self-Plagiarism* is presenting work developed by the student that has already been submitted in full or in part in a different class. Self-plagiarism constitutes a form of cheating as the student is “double-dipping” and seeking credit from work that has already contributed to the final grade of a different course. Students are expected to produce new, unique contributions in every course.