



BIOLA  
UNIVERSITY

## NEW TESTAMENT SURVEY

### THE EPISTLES AND REVELATION

*CSAP 522 & CSSR 520 (3 Units) • Course Outline • Fall 2019*

*Coordinating Professor: Kevin Lewis • ITS Lecturing Professor: Craig Blomberg*

**NOTE: THIS COURSE OUTLINE SUPERSEDES ANY INSTRUCTIONS YOU HAVE RECEIVED FROM THE INSTITUTE OF THEOLOGICAL STUDIES (ITS). READ THIS FIRST BEFORE READING THE ITS MATERIALS.**

## I. PROFESSOR & CLASS INFORMATION

*Professor: Kevin Lewis*

<u>Course Title:</u>	<b>NT Survey: Epistles &amp; Revelation</b>	
<u>Course Code:</u>	CSAP 522 & CSSR 520	<u>Credit Hours/Units:</u> 3 Units
<u>Term:</u>	Fall 2019	<u>Class Days &amp; Time:</u> Modular
<u>Location:</u>	Modular	<u>Dept. Secretary:</u> Megan Stricklin (562) 906-4570
<u>Office Phone:</u>	562-903-6000 X5506	<u>Secretary Email:</u> <a href="mailto:megan.stricklin@biola.edu">megan.stricklin@biola.edu</a>
<u>Office Hours:</u>	By Appointment	<u>Office Location:</u> Biola Professional Building
<u>E-Mail:</u>	<a href="mailto:kevin.lewis@biola.edu">kevin.lewis@biola.edu</a>	<u>Office Mailing Address:</u> Biola University, Christian Apologetics Program,
<u>Course Website:</u>	<a href="http://www.theolaw.org">www.theolaw.org</a>	13800 Biola Avenue, La Mirada, CA 90639
<u>Dept. Website:</u>	<a href="http://biola.edu/apologetics">http://biola.edu/apologetics</a>	<u>ITL Website:</u> <a href="http://www.itlnet.org">www.itlnet.org</a>
<u>School Website:</u>	<a href="http://www.biola.edu">www.biola.edu</a>	

## II. COURSE EXPECTATIONS

This is a required, one semester, core biblical studies course taught entirely in a distance learning format. Students must carefully read the course outline, listen to the audio lectures, complete the assigned readings, complete two sets of study questions, and complete a midterm and final exam. There are no online Canvas discussions and no summer residency lectures for this course.  
(3 units)

## III. REQUIRED TEXTBOOKS

1. *The New Testament* (in a modern version); e.g., ESV, NASB, or NIV.
2. Carson, D. A.; Moo, Douglas, J.; Morris, Leon. *An Introduction to the New Testament*. Grand Rapids: Zondervan, revised edition, 2005.
3. Longenecker, Richard N. *The Ministry and Message of Paul*. Grand Rapids: Zondervan, 1971.
4. Metzger, Bruce M. *Breaking the Code: Understanding the Book of Revelation*. Nashville: Abingdon, 2006.

## ***IV. DISABILITY SERVICES***

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from on campus.

## ***V. NON-DISCRIMINATION POLICY***

As Christian scholars, we are keenly aware of the power of language, and believe in treating others with dignity. As such, it is important that our language be equitable and prejudice free. Good writing and speech do not make unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, sex, or sexual orientation. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the Biola community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of invitation.

Avoid the use of stereotypes or terminology that demeans persons or groups based on age, disability, ethnicity, gender, race, language or national origin. Avoid drawing attention to irrelevant identifiers of race or gender. Avoid gender-specific language when referencing people in general. Avoid terms that assume the universality of human experience, and in particular presume the normativity of the socially dominant group. (Biola Policy Statement)

## ***VI. BIOLA UNIVERSITY MISSION STATEMENT***

### **TRUTH~TRANSFORMATION~TESTIMONY**

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

## ***VII. COURSE DESCRIPTION & TOPICS***

### **CSAP 522 & CSSR 520 – New Testament Survey – Epistles & Revelation:**

This course will survey the New Testament Epistles and the Apocalypse using the English text of the Bible. Of concern will be both the introductory issues as well as the basic content of the books. *Required of M.A. students.* (This course is offered every school year.)

**Topics:** The New Testament Survey of the Apologetics program surveys the vital topic related to understanding and explaining the meaning of the New Testament.

## VIII. COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

### **CSAP 522 & CSSR 520 – New Testament Survey – Epistles & Revelation:**

This master's-level course is a core course required of M.A. Apologetics and M.A. Science & Religion students. It is offered every semester. Successful completion of this course will prepare students to demonstrate proficiency toward the accomplishment of relevant Program Learning Outcomes listed in the next section.

#### **Apologetics Program Learning Outcomes**

1. Build an intellectual framework, to demonstrate students' understanding of the faith; and to formulate responses to future challenges
2. Display and practice Christ-like character, so as to present and defend the gospel in a winsome manner and gracious spirit
3. Argue effectively to correct misconceptions about historic Christianity; to answer the perennial problems that are offered to discredit Christianity intellectually; and make the case proactively that it is reasonable to put one's faith in Christ

## IX. COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

*By completion of this course including the assigned readings with assigned student responses and the examinations, students will accomplish the following objectives and the following learning outcomes will be assessed and demonstrated:*

**IDEA Objective #1:** Gaining factual knowledge of the assigned Books of the New Testament (*Essential* emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #1 by being able to):

1. **Identify, define** and **investigate** essential terminology and ideas in the assigned New Testament Books. (This is fulfilled by the lectures, written reports, and exams.).
2. **Investigate** some selected topics in the Book of Revelation (Fulfilled by the Metzger reading and exam.).

**IDEA Objective #2:** Learning the essential ideas of the assigned New Testament Books. (*Essential* emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #2 by being able to):

1. **Explain** briefly the essential ideas of the assigned New Testament Books. (This is fulfilled by the lectures, written reports, and exams.).

**IDEA Objective #4:** Developing skills in communicating the essential ideas of the assigned New Testament Books. (*Important* emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #4 by being able to):

1. **Produce** appropriate responses in their written lecture reports and exams.
2. **Develop** in written form an inventory of the student's own ability to argue for these ideas by means of their written lecture reports and exams.

## ***X. ACADEMIC HONESTY***

Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

<http://studentlife.biola.edu/handbook/policies-procedure/academic-integrity/>

<http://plagiarism.org/plagiarism-101/overview/>

## ***XI. LEARNING TASKS (ASSIGNMENTS)***

### **A. COURSE OUTLINE**

1. Students must carefully read the entire course outline prior to the commencement of the course.
2. **Potential Conflicts with the ITS COURSE OUTLINE<sup>1</sup> (Read Carefully Here!)**
  - a. If you discover any information in the ITS course instructions (e.g., information obtained your ITS digital downloads) that conflicts with these course instructions in *this* CSAP 522 Course Outline (i.e., the document you are currently reading), follow the instructions in *this* CSAP 522 Epistles Course Outline.
  - b. **ASSIGNMENTS**
    - (1) Note that students are only required to complete the assignments listed in this (i.e. the one you are currently reading) course outline.
    - (2) Do not complete any of the extra assignments listed in the ITS course outline.
    - (3) Students are only required to submit two exams, two sets of study guide questions, and a reading report for this course.

### **B. CONFIRMATION EMAIL**

1. After reading the course outline, students must send a confirmation email to the professor at [kevin.lewis@biola.edu](mailto:kevin.lewis@biola.edu) indicating the student has read the entire course outline.
2. **SUBJECT LINE OF EMAIL:** The “Subject” line of this email shall read **“Epistles F19 Confirmation Email.”**
3. If the student has a question about the requirements for this course, the student should ask for clarification of any part of the course outline in the confirmation email.
4. **DUE DATE:** The due date for the Confirmation Email is **September 10, 2019.**
5. **Biola Email Accounts**
  - a. Use your Biola email account for all required communications for this course.
  - b. As I may send notifications to the entire class via the Biola email system during the semester, students must regularly check their Biola email account.
  - c. Be certain to include your full name, course name, and the semester in which you are enrolled (e.g. Fall 2019) in each email you send.

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<sup>1</sup> Note that a Course Outline, which defines the content, criteria, and assignments for a course, is commonly designated as a “syllabus.” The ITS Course Outline included in your ITS materials you received is also designated as a “syllabus.”

### C. READING ASSIGNMENTS

#### 1. *New Testament*

To accompany each recorded lecture, read the corresponding portion of the New Testament covered in that lecture, along with the introductory material for each New Testament book in the appropriate chapters of *Carson, Moo, and Morris*, or the equivalent.

#### 2. *Textbooks*

- a. Read the entire Longenecker text in preparation for the midterm exam.
- b. Read the entire Metzger text in preparation for the final exam.

#### 3. **READING REPORT**

- a. After completing the assigned textbook readings, students must send an email to the professor at [kevin.lewis@biola.edu](mailto:kevin.lewis@biola.edu) reporting the total percentage of reading completed for all the assigned textbook readings.
- b. The “Subject” line of this email shall read as “**F19 Epistles Reading Report.**”
- c. **DUE DATE: The due date for the Reading Report email is December 16, 2019.**

### D. LECTURES & STUDY GUIDE QUESTIONS

#### 1. **Basic Procedure**

Answer the **Study Guide Questions** during or immediately after completing the recorded lectures. The questions will serve as a review of the major points in each lecture and will direct you toward personal application of these point and prepare you for the exams.

#### 2. **Written Assignments for Study Guide Questions**

##### a. **Study Guide Questions:**

- (1) The Study Guide Questions are located in the ITS EXPANDED STUDY GUIDE beginning on page 195.
- (2) Students will receive a link to download all course materials from ITS.

##### b. **Guidelines for Study Guide Questions [READ CAREFULLY HERE]**

- (1) Students shall submit papers in the format specified in *this* course outline.
- (2) *Word Count:* The word count for each set of Study Guide Questions is 500 words (+ or – 50) for each lecture. For example, for Lecture Number 1, students should answer all of the questions in 500 words.
- (3) Do not include the headers, footnotes, and student information in the reported word count. Your answer should be 500 words for each lecture.
- (4) The written responses shall be typed, double-spaced with one-inch margins, using a 12 point font.
- (5) At the top of the page, type the title of the assignment, your name, student number, and course information (e.g., CSAP 522-Epistles, *et al.*). See the example outline, *infra*, for further clarification on formatting.

**c. Submitting Study Guide Responses**

- (1) When submitting your study questions, do *not* submit each set of lecture responses as individual files. For example, do not send 12 separate files for lectures 1-12.
- (2) Submit all lecture responses assigned for the Midterm, that is, Lectures 1-12, in a *single* Microsoft Word document. As well, submit all lecture responses assigned for the Final, that is, Lectures 13-14, 16-24, in a *single* Microsoft Word document.
- (3) Note that while you will have a single document with multiple lecture responses included, be certain to begin each new lecture response at the top of a new page and include all of the required information for that lecture (e.g., Word Count). See the sample at the end of this course outline.

**3. DUE DATES for Study Guide Questions**

- a. *Midterm Study Guide Questions (1-12): DUE – October 14, 2019*
- b. *Final Study Guide Questions (13-14, Skip #15, 16-24): DUE – December 9, 2019*

**E. EXAMINATIONS****1. Lecture Materials for the Exams**

The midterm and final exams are based on a sequence of lectures that cover the following material:

- a. *Midterm Exam:* Galatians, 1-2 Thessalonians, 1-2 Corinthians, Romans, Philemon, Colossians and Ephesians.
- b. *Final Exam:* Philippians, the Pastoral Epistles, James, Hebrews, 1 Peter, Jude and 2 Peter, 1, 2, 3 John and Revelation.
- c. *Lecture Sequence:* This sequence of the exam material is identical to the sequence of the material in the audio lectures.

**2. Format of the Midterm and Final Exams**

The exams will test: (1) material from the lectures by a variety of objective questions and (2) readings from Longenecker and Metzger will be tested by a selection of essay questions (see below for the list of possible questions).

**3. Examination Due Dates**

The midterm and final examinations will be emailed to you during the semester.

- a. *Midterm Examination: DUE DATE – October 14, 2019*
- b. *Final Examination: DUE DATE – December 9, 2019*

#### 4. Guidelines for Exams

##### a. *Open Book & Open Note Exams* **[READ CAREFULLY HERE]**

- (1) Both exams are open book, open note, and there is no time limit for the exam.
- (2) **Note, however, that as an open book, open note, and unlimited time exam, students must be thorough and detailed in their answers for all portions of the exam. Your work should be excellent given the nature of the exam.**
- (3) Students may *not* consult with anyone regarding the test answers. The student must take the test without discussing the test questions with anyone.
- (4) The student may use any books, notes or Bibles for the exam.

#### 5. Completion Time for Exams

- a. You may take as much time as you desire to complete each exam. There is no time limit.
- b. However, your exam must be submitted on Canvas on or before the due date.

#### 6. Receiving Exams & Submitting Exams

- a. The professor will email the exams to the student during the course of the semester.
- b. When the course is completed, students must delete the original copy of the exam.
- c. The student must not make a copy of the original exam.

### F. SUBMITTING ASSIGNMENTS ON CANVAS

#### 1. Required Information

Students must have their student name, student number, course name, semester, title of the assignment, and any other required information on each submitted assignment.

#### 2. Submitting Assignments on Canvas

- a. For all assignments, please submit them on Canvas on or before the due date.
- b. All assignments must be submitted as Microsoft Word documents.

#### 3. Required Labeling of Student Assignments **[READ CAREFULLY HERE]**

Each assignment you submit as a MS Word document must be properly labeled.

- a. The file name shall contain the following information:
  - (1) Semester
  - (2) Course Name
  - (3) Assignment Name
  - (4) Full Student Name (last name first name)
- b. *Midterm Assignments File Names*
  - (1) Study Questions: “F19 Epistles Midterm Study Questions Last Name First Name”
  - (2) Midterm Exam: “F19 Epistles Midterm Exam Last Name First Name”
  - (3) Example: F19 Epistles Midterm Exam Lewis Kevin
- c. *Final Assignments File Names*
  - (1) Study Questions: “F19 Epistles Final Study Questions Last Name First Name”
  - (2) Final Exam: “F19 Epistles Final Exam Last Name First Name”
  - (3) Example: F19 Epistles Final Exam Lewis Kevin



## ***XII. IMPORTANT DUE DATES***

Date	Events & Assignments Due
9/10	Confirmation Email Due
10/14	Midterm Study Guide Questions Due
10/14	Midterm Exam Due
12/9	Final Study Guide Questions Due
12/9	Final Exam Due
12/16	Reading % Due for all textbooks

## ***XIII. ASSESSMENT (GRADING)***

### **B. GRADING CHART (ASSIGNMENT WEIGHT)**

The value of each assignment as it relates to your final grade can be seen in the following scale:

Assignment	% of Final Grade
Study Guide Questions-Midterm	20%
Study Guide Questions-Final	20%
Midterm Exam	20%
Final Exam	20%
Reading (all texts)	20%

### **C. GRADING SCALE**

Final grades will be awarded according to the following scale:

Graduate	Scale
A = 96-100 points (Excellent)	C = 78-80 points (Average)
A- = 93-95 points	C- = 75-77 points
B+ = 90-92 points	D+ = 73-74 points
B = 87-89 points (Above Average)	D = 71-72 points (Below Average)
B- = 84-86 points	D- = 69-70 points
C+ = 81-83 points	F = 0-68 points (Fail)

### **D. GRADING CRITERIA**

#### 1. Quality of Student Work

- a. In order for a student to receive an "A" grade on any assignment, the student must do *outstanding*, graduate level work.
- b. If the student submits *average* or *above average* graduate level work, the assigned letter grade will reflect the quality of the work submitted.

## 2. Formalities & Mechanics of Assignments

- a. **Format & Required Information:** At the top of the first page of all written assignments the student *must* have the following:
  - (1) Title of the assignment,
  - (2) Student's name,
  - (3) Student's identification number,
  - (4) Title of the course,
  - (5) Date of the course (e.g., Fall 2019),
  - (6) Name of the professor, and
  - (7) Additional information requested for that specific assignment (e.g., word count). The student may examine the exemplars of the assignments given at the end of this Course Outline for further clarification.
- b. **Failure to Follow Instructions:** The grade for student papers and assignments will be reduced if the student fails to follow the directions listed in this course outline. Please consult the course outline when completing your assignments.
- c. Note that the paper grade will be *reduced one point* for each instance of a failure to conform to the guidelines. Please check your work before you submit it for grading.

## 3. Late Work

- a. All assignments must be submitted on time. Late assignments will *be reduced one percentage point* for each calendar day they are tardy.
- b. Only in the case of *extreme* emergencies will an exception to this policy be granted.

## 4. Guidelines for Citations

- a. Students must cite the source (e.g., have a footnote) for any idea found in the student's paper that is not the student's original idea or a matter of common knowledge.
- b. Secondary source citations must be properly cited with reference to the primary text. Thus, if an author cites another author, the footnote must reflect this citation-in-a-citation relationship. See the footnote below for an example.<sup>2</sup>

## 5. Grading Standards for All Written Work

Whereas Biola University desires to maintain the highest standards with respect to the composition of all written work, any student paper exhibiting poor grammar, spelling errors, typographical errors, or other substandard academic expression shall have the overall grade for that paper reduced accordingly. Generally, a paper will be deemed substandard and ineligible to receive an "A" grade when it averages three or more compositional errors per page. Moreover, at the discretion of the professor, the substandard paper may be returned to the student for correction and resubmission with appropriate grade penalties. Graduate papers are expected to demonstrate a higher level of academic expression than undergraduate papers. Students deficient in writing skills may seek assistance at the Biola Writing Center.

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<sup>2</sup> Bruce R. McConkie, *Mormon Doctrine*, first ed. (Salt Lake City: Bookcraft, 1966), 109, cited in Walter Martin, *The Maze of Mormonism*, revised and enlarged edition (Ventura: Regal Books, 1978), 178-179. [Example of a secondary source citation]

**6. “Incomplete” Grade**

- a. A temporary mark of "IN" (Incomplete Grade) will be issued in special cases when approved by the Associate Provost of Academic Administration for undergraduate students or the dean of the respective graduate school. “IN” grades course assignments are normally completed no later than five weeks after the end of the term. In the event of the inability of a student to complete the coursework by the approved deadline, the Office of the Registrar will assign the grade which the student has earned by the end of term.
- b. To read more about Biola’s policies and procedures regarding absences, view [Biola’s Student Handbook](#).

***E. THE PRIVACY ACT***

In order to comply with the Privacy Act, professors are not able to leave graded papers and exams in offices or designated areas for the purpose of returning those items to students.

## ***XIV. GENERAL CLASS INFORMATION & PROFESSOR POLICIES***

### **A. DOCTRINAL EXPECTATIONS FOR STUDENTS:**

#### **BIOLA'S ARTICLES OF FAITH & STATEMENT OF BIBLICAL PRINCIPLES**

1. Since its inception, Biola has been a conservative evangelical protestant institution. Biola's theological views are affirmed in its Articles of Faith & Statement of Biblical Principles (AFSBP), which function as the doctrinal standard for the university. This course is taught with a presumption that these doctrines are true. As such, students may not actively argue against Biola's doctrinal views in this course. Biola's AFSBP can be viewed at <http://www.biola.edu/about/doctrinal-statement/>.
2. Since Biola's AFSBP does not address every possible theological issue, the university permits a diversity of opinion on issues not covered by the AFSBP, such as the doctrines involved in the Calvinism-Arminianism debate.
3. Finally, note that this expectation is not intended to hinder important reflection, discussion, or queries on these matters. Students are encouraged to engage in candid discussions, ask questions about any theological issue, raise counterarguments they have encountered, or even express genuine doubts or confusion about these items. The goal is to foster genuine camaraderie, unity, and *koinonia* among students as fellow travelers in their theological education.

### **B. LECTURES, SYLLABUS & COPYRIGHT**

1. The course syllabus, handouts, Power Point presentations, and class lectures are the intellectual property of the professor. As such they are subject to the protections of Federal Copyright Law (Title 17 of the United States Code).
2. Students desiring to copy course materials, printed or electronic, or record lectures must first obtain permission from the professor. The professor reserves all rights unless explicitly waived.

### **C. MISCELLANEOUS POLICIES**

1. **Fairness to All Students**
  - a. Please do not request an exemption from the rules or to have a deadline extended unless there is an unanticipated emergency. It is presumed that all students and faculty are busy with jobs, church, family and other issues. Students must adjust their schedules to meet the deadlines. If not, they will receive the appropriate grade penalty.
  - b. Please do not ask me to change your grade unless I have made an error in calculating the grade. There is a single grading standard for all students. I will not create a different grading standard for any individual student.

**2. Email Etiquette**

- a. Use your Biola email account for all communications for this course.
- b. Please treat your emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
- c. Be certain to include your full name and the course name in each email until I direct you to do otherwise.
- d. Be certain to include the program in which you are enrolled such as Talbot, or the M.A. Apologetics Program.

***XV. M.A. APOLOGETICS MISSION STATEMENT***

The primary purpose of the MA in Christian Apologetics program is to provide Christian men and women with the academic and personal preparation they need to intelligently proclaim and defend the historic doctrines of the Christian faith and the Christian worldview at a time when challenges on all levels continue to increase.

***XVI. EXAMPLE ASSIGNMENTS***

**A. SAMPLE OUTLINE  
MIDTERM STUDY GUIDE QUESTIONS  
LECTURE 1**

Student Name: Steven Universe  
Student Number: Student ID #  
CSAP 522-Epistles  
Fall 2019 –Lewis  
Word Count: e.g., 499 (each lecture)

**A. Heading**

**B. Heading**

Be certain to list any other headings or subheadings you believe are necessary to a clear and precise presentation of the topic.

**B. SAMPLE STUDENT ANSWER TO STUDY QUESTION #1**  
**(NOTE: THIS IS AN “A” QUALITY ANSWER.)**

***MIDTERM STUDY GUIDE QUESTIONS***  
**LECTURE 1**

Student Name: Duncan MacLeod  
Student Number: 8675309  
CSAP 522-Epistles  
Fall 2019 - Lewis  
Word Count: 528<sup>3</sup>

1. The most important piece of historical background for understanding Galatians is probably its timing, which appears to immediately precede the Jerusalem Council. After Paul had established churches in the Roman Province of Galatia, Jewish “Christians” began instructing his converts that they needed to keep the law to be saved, and many of those converts apparently believed them. This epistle was part of an escalation of the disagreement, which was so serious that a Church Council was called. Galatians was probably written as Paul was on the verge of leaving for the council. The gravity the heresy that one must keep the Mosaic Law to be saved explains Paul’s calling down of curses on the Judaizers and is underscored by his omission of the generally obligatory thanksgiving for the recipients’ wellbeing.
2. The first portion of Galatians, 1:1-2:14, defends Paul’s apostolic authority as deriving from God. He recounts his conversion and describes his meetings with the other apostles on a footing of independent equality. He also notes that at a later meeting in Antioch he even rebuked Peter. The second section, 2:15-4:31, is the heart of the epistle, stressing that the justification of the believer, both legal declaration and real transformation, is by faith, not by law. Paul then lays out several arguments to defend this concept. In the third section, 5:1-6:10 he forestalls objections by explaining that the freedom of the Christian is not an

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<sup>3</sup> All word counts are for answer text only.

antinomian freedom, but rather consists in living through the spirit, not seeking justification through the law.

3. Protestant thought about Paul has been much influenced by Martin Luther, whose experience in the Catholic Church consisted of desperately trying to keep “the rules” to achieve justification before God. His inability to do so haunted him until he discovered Paul’s message of salvation through faith. Protestants tend to think of Paul’s experience as similar, but actually, Paul was quite satisfied with the Jewish Law until God confronted him. He notes that he was zealous for the traditions of his fathers and advancing in them, and he even says in Philippians 3:6 that he was “blameless” under the Mosaic standards.
4. The Judaizers believed that one must keep the Law of Moses in order to be saved. One must believe in Christ *also*, but belief was not sufficient to salvation. Acts records the coming of Judaizers from Judea to Antioch and their specific teaching of some of Paul’s converts that Gentile Christians needed to undergo circumcision. Paul vigorously insisted that salvation was by faith alone, not works.
5. The law alone was never able to produce eternal life. There has always been both a good and a bad way to use it. The wrong use consisted in trying to keep every command perfectly in order to merit salvation. This is not possible, and Deuteronomy lays a curse on anyone who does not keep it so, therefore everyone relying on perfectly keeping the law for salvation is cursed. The right way was to seek to obey it as a result of faith in God. Under the old covenant, this was the appropriate expression of faith, but under the new, the appropriate response is belief in Jesus.



## ***XVII. STUDY GUIDE FOR THE MIDTERM & FINAL EXAMS***

### **A. KEY CHAPTERS IN THE NEW TESTAMENT EPISTLES AND REVELATION**

Be able to identify the book and chapter of each reference.

- |   |                              |
|---|------------------------------|
| 1. Role of general revelation                             | Romans 1                     |
| 2. Universal sinfulness; salvation in Christ              | Romans 3                     |
| 3. All sinned in Adam                                     | Romans 5                     |
| 4. I do what I don't want; I don't do what I want         | Romans 7                     |
| 5. Nothing shall separate us from God's love              | Romans 8                     |
| 6. Thus all Israel will be saved                          | Romans 11                    |
| 7. Submit to the government                               | Romans 13                    |
| 8. Christ crucified is foolishness but center of gospel   | 1 Corinthians 2              |
| 9. Instructions regarding sex, marriage, & divorce        | 1 Corinthians 7              |
| 10. Food sacrificed to idols                              | 1 Corinthians 8, 10          |
| 11. Love as more valuable than spiritual gifts            | 1 Corinthians 13             |
| 12. Detailed teaching on the resurrection                 | 1 Corinthians 15             |
| 13. Reconciliation as the heart of apostolic ministry     | 2 Corinthians 5              |
| 14. Detailed instructions on the offering for Jerusalem   | 2 Corinthians 8-9            |
| 15. Paul's thorn in the flesh                             | 2 Corinthians 11             |
| 16. Paul vs. Peter in Antioch                             | Galatians 2                  |
| 17. The purposes of the Law                               | Galatians 3                  |
| 18. The fruit of the Spirit                               | Galatians 5                  |
| 19. Mystery of Christ: Jew-Gentile unity in church        | Ephesians 3                  |
| 20. Keep on being filled with the Spirit                  | Ephesians 5                  |
| 21. Spiritual warfare in the Christian life               | Ephesians 6                  |
| 22. Christ emptied Himself...even unto death on a cross   | Philippians 2                |
| 23. Pray & be content in all circumstances                | Philippians 4                |
| 24. Christ the firstborn of all creation & Lord of church | Colossians 1                 |
| 25. Husband-wife; parent-child; master-slave roles        | Colossians 3-4 (or Eph. 5-6) |
| 26. Being caught up to meet the Lord in the air           | 1 Thessalonians 4            |
| 27. Signs which must precede Christ's return              | 2 Thessalonians 2            |
| 28. On women teaching in the church                       | 1 Timothy 2                  |
| 29. Criteria for overseers and deacons                    | 1 Timothy 3                  |
| 30. Paul to Timothy--keep passing on the faith            | 2 Timothy 2                  |
| 31. About a runaway slave                                 | Philemon                     |
| 32. Severe warnings against apostasy's irreversibility    | Hebrews 6                    |
| 33. Jesus as priest after the order of Melchizedek        | Hebrews 7                    |
| 34. The obsolescence of the old covenant vs. the new      | Hebrews 8                    |
| 35. Roll call of the heroes of the faith in OT times      | Hebrews 11                   |
| 36. Faith without works is dead                           | James 2                      |
| 37. Reasons for unanswered prayer                         | James 4                      |

38. Christ's "descent into hell"	1 Peter 3
39. Instructions for elders/pastors/shepherds	1 Peter 5
40. Why the Lord's return is delayed	2 Peter 3
41. They went out from us because they were not of us	1 John 2
42. Assurance of eternal life for believers in Jesus	1 John 5
43. Love and the elect lady	2 John
44. To Gaius on church divisions	3 John
45. A one-chapter epistle against heresy	Jude
46. Letters to the 7 churches of Asia minor	Revelation 2-3
47. John's vision of heavenly worship	Revelation 4-5
48. 144,000 and the numberless multitude	Revelation 7
49. The Satanic trinity	Revelation 12-13
50. Return of Christ and marriage feast of Lamb	Revelation 19
51. Millennium	Revelation 20
52. New heavens and new earth	Revelation 21-22

**B. ESSAY QUESTIONS FOR THE MIDTERM AND FINAL EXAMINATIONS****1. Midterm Exam Questions**

The professor will choose two of the following four questions covering Longenecker's book, to be answered in detailed, prose, paragraph, complete sentence (i.e., standard essay) form:

- a. Describe Paul's life as a Jew, up to and including his conversion. How is this background significant for interpreting his epistles?
- b. Choose one of the most significant events that occurred during each of the following three stages of Paul's ministry: first missionary journey, Jerusalem council, second missionary journey. Describe each event and explain its significance for interpreting one or more of Paul's letters.
- c. Choose one of the most significant events that occurred during each of the following three stages of Paul's ministry: third missionary journey, imprisonment in Rome, subsequent release. Describe each event and explain its significance for interpreting one or more of Paul's letters.
- d. Summarize the most significant aspects of Paul's theology and note their significance for contemporary Christianity.

**2. Final Exam Questions**

The professor will choose two of the following four questions covering Metzger's book, to be answered in detailed, prose, paragraph, complete sentence (i.e., standard essay) form:

- a. Assuming Metzger is generally on target in his approach, what are some major principles to be followed in interpreting the Book of Revelation?
- b. What are several of the key theological themes Revelation stresses, and what does John teach about them?
- c. Select three particularly controversial passages in Revelation and briefly summarize Metzger's interpretation of them.
- d. If Metzger's approach is generally on target, how should we be applying Revelation to contemporary Christian living? What should we not do with the book that many Christians today do?