

**01NT601**  
**NEW TESTAMENT STUDIES FOR COUNSELING**  
**Reformed Theological Seminary**  
Spring 2019  
3 Credit Hours

**Instructors: Dr. Benjamin L. Gladd, Dr. Guy Prentiss Waters**

**Class meeting time: Wednesday, 8:00-10:55 A.M.**

**Class Location: TBA**

**Course Description**

This course is designed to provide a basic introduction to the New Testament. In this course, the New Testament will be approached from a canonical, covenantal, and redemptive-historical perspective with sensitivity to the original historical and literary context out of which it arose. This approach should provide students with the ability to contextualize the course material in a variety of personal and vocational contexts with special attention to the role of the New Testament in Christian counseling.

**Course Outcome Goals:**

By the end of the semester, students will be able to:

1. Explain with confidence the nature, design, and message of the New Testament from a Reformed, covenantal perspective.
2. Understand the basic contribution of each individual book in the New Testament.
3. Understand and interact with some of the basic challenges related to the interpretation and application of the New Testament to the Christian life, especially Christian counseling.
4. Be familiar with quality, secondary sources that may be used in subsequent research.

This course will meet the following CACREP standards:

1. **Critiquing Research** - The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (2.F.8.a)
2. **Evidence-based practices** - Identification of evidence-based counseling practices (2.F.8.b)

3. **Data Interpretation** - Gathering and interpreting data about the need for programs and services (2.F.8.c)
4. **Outcome Measures** - Development of outcome measures for counseling programs (2.F.8.d)
5. **Evaluation of Counseling** - Evaluation of counseling interventions and programs (2.F.8.e)
6. **Research Methods** - Qualitative, quantitative, and mixed research methods (2.F.8.f)
7. **Research Design** - Designs used in research and program evaluation (2.F.8.g)
8. **Review of Statistics** - Statistical methods used in conducting research and program evaluation (2.F.8.h)
9. **Data Analysis** – Analysis and use of data in counseling (2.F.8.i)
10. **Ethics in Research** - Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (2.F.8.j)

### Assignments

1. **Reading** (20% of course grade). Students will read the following in their entirety:
  - a. The New Testament
  - b. Carson and Moo, *Introduction to the New Testament*
  - c. Kruger, *A Biblical-Theological Introduction to the New Testament*
  - d. Burridge, *Four Gospels, One Jesus?*
  - e. Gaffin, *By Faith, Not by Sight*
2. **Assessment of Reading** (20% of course grade). Students will be assessed weekly via Canvas on their reading of the textbooks and the New Testament. See handout for further explanation of this assignment.
3. **Write up #1 (15%)**. Students are required to compose and submit a brief paper. See handout for further explanation of this assignment.
4. **Write up #2 (15%)**. Students are required to compose and submit a brief paper. See handout for further explanation of this assignment.
5. **Final, Synthetic Assignment (30%)**. Students will be required to submit a final assignment that synthesizes topics surveyed in the course. See handout for further explanation of this assignment.

### Required Resources

Standard Bible Translation (ESV, NIV, RSV, NASB, NKJV, Holman, etc.)

Burridge, Richard A. *Four Gospels, One Jesus?* (2nd ed; Grand Rapids: Eerdmans, 2005)

Carson, D.A. and Douglas J. Moo, *An Introduction to the New Testament* (Grand Rapids: Zondervan, 2005)

Gaffin, Richard, *By Faith, Not by Sight: Paul and the Order of Salvation* (2nd ed.; Phillipsburg, NJ: P & R, 2013)

Kruger, Michael ed. *A Biblical-Theological Introduction to the New Testament: The Gospel Realized* (Wheaton, IL: Crossway, 2016)

### **Policies and Important Information**

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Materials should be in 12 pt Georgia font and double spaced (Georgia font has been selected because research indicates it gets the best grades). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

#### **Access to Research Database.**

RTS provides MAC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

#### **Submission of work.**

Written assignments are to be emailed to the instructor or uploaded to Canvas for this course by 11:59 PM on the date due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MAC office by 4:00 PM on the date due.

#### **Late work.**

All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

#### **Anonymity.**

All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

#### **Return of work.**

All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

**Grading Scale:**

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

### Attendance Policy:

Regular attendance is expected and required. Excessive absences (more than 2 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

### Class Participation:

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

### Student Learning Outcome Table

The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

Course Objective	Reading(s)*	Lecture(s)	Assignment(s)	CACREP Standard(s)
CO1 Critiquing Research	M1(1,3), M3	L1-2	A3, A4	2.F.8.a
CO2 Evidence-based practices	M4	L18	A3, A4	2.F.8.b
CO3 Data Interpretation	M1(16)	L18	A3, A4	2.F.8.c
CO4 Outcome Measures	M1(16)	L18	A3, A4	2.F.8.d
CO5 Evaluation of Counseling	M1(16)	L18	A3, A4	2.F.8.e
CO6 Research Methods	M1(4-6)	L19, 23	A3, A4	2.F.8.f
CO7 Research Design	M1(14)	L12, 16	A3, A4	2.F.8.g
CO8 Review of Statistics	M2(1-11,15-17)	L3-11, 13, 15, 17, 20-22	A1, A2	2.F.8.h
CO9 Data Analysis	M1(7, 12), M2	L4, 14	A1, A2	2.F.8.i
C010 Ethics in Research	M1(2)	L2	A3, A4	2.F.8.j

\* Textbook chapters are denoted in parenthesis

**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: NT 601  
 Professor:  
 Campus:  
 Date: Spring 2019

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Moderate	Students will write papers and respond to the participate in class both in written discussions. papers and exams as well as in an oral exam
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	This course stresses the organization and teaching of the whole Scripture, especially the New Testament, and the Scripture's implication for ministry.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	Introduction to the shape of Reformed theology.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Sustained focus upon the sanctifying and therapeutic significance of Bible study.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Strong	Stresses the biblical framework for thinking about therapeutic practice in theological categories.
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	moderate	Focuses on the wider catholic heritage and also the Reformed distinctives that mark approach to biblical studies.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	None	N/A
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	N/A

<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Moderate	The forming of "servant-leaders" and those invested in the practice of soul care is the goal.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	The intent is to contextualize the study of the New Testament for the formation of counselors and the care of the church.