1-1-2005

NT 520 New Testament Introduction

Kenneth D. Litwak

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/1320

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.
Welcome

Greetings. Welcome to NT520. I look forward to exploring the New Testament with you. Take some time to get familiar with our syllabus and the layout of our course. The Introductory Module will be located in the Course Center. This is the same location where I will be placing the other assignments in the future. After familiarizing yourself with the course, please share some information about yourself as part of the first week's discussion questions in the discussion folder (the area in the bottom part of the main window when you open the course in FirstClass).

About Me

I have a B.A. in Religion from Vanguard University, an M.Div. from Fuller Theological Seminary, and a Ph.D. in New Testament studies from the University of Bristol (Trinity College). My doctoral studies focused on Luke-Acts. I began my graduate study at the Graduate Theological Union, where Joel B. Green was my advisor. When he left GTU to go to Asbury, I changed schools as well, and earned my Ph.D. as an external student at Trinity College (University of Bristol). Joel Green served as my external advisor, while my supervisor in Bristol was John Nolland. My current day job is that of a software engineer for Azusa Pacific University in southern California. My wife, Amanda, and I have three children: Matthew, age fourteen, Wesley, age twelve, and Daniel, age nine.
This is my second time teaching in ExL for Asbury, so I got to make all my mistakes with another set of students (I hope). I also teach as an online adjunct for Azusa Pacific University and have taught online for Southwestern College in Wichita, KS. In May and June I taught my first in-classroom seminary course, at Azusa Pacific University.

I am an avid reader of books and articles on the practice of teaching over the Internet. Nevertheless, I am very interested in any ideas regarding how to make this learning experience more valuable to you. I see my own vocational calling as that of an “equipper,” so I am always open to new ways to help you learn. This means that our interactions will, I hope, be educational for all of us.

Contacting the Professor and Office Hours

Email: Please post general questions to me in the Discussion Center of our course. Just as in a traditional classroom, it often benefits the entire class to hear and interact with the answer to these questions. If you are unsure about the requirements for an assignment, for example, your classmates may have the same questions. So if you ask it in the discussion area, your classmates will rise up and call you blessed. When you need to send personal emails, send them to me by clicking on the Office icon in the NT520 folder. I am the only one who will view these materials. If you have an urgent matter, please flag your email with the word "Urgent" in the subject line.

Email address:
Kenneth_Litwak@asburyseminary.edu
During the course please direct all email to the NT520 Course Office
Online Office Hours: MWF 11:00 AM-12:00 PM PST

If you feel the need to actually talk, you may call me during the week.
Telephone: 626-815-6000 x3148 (work)

I plan on checking in sometime most days except Sundays (under the influence of Marva Dawn). In reviewing class discussions and postings, I will read all of the entries that are posted, but I will not necessarily respond to all postings. I will, however, be sure to respond to each of you each week. If the need arises, we can also arrange times to chat or to speak via telephone by special appointment. Let me know if you would like to schedule this and when you might be available for questions and/or conversation.

Course Description

An introduction to (1) the literature of the New Testament in its socio-historical, literary and canonical contexts; and (2) critical study of the New Testament.

Course Objectives
Having completed this course, students should be able:

(1) to articulate how one’s beliefs about Scripture impinge on how one engages biblical texts in interpretation;

(2) to identify a range of questions (e.g., historical, literary, canonical) that might be addressed to particular New Testament texts and explore those questions in the process of interpreting particular New Testament texts;

(3) to identify significant, critical resources for New Testament study and deploy those sources critically in New Testament study;

(4) to probe the interplay of theology and ethics in the various New Testament writers;

(5) to demonstrate awareness of the significance of the original languages for understanding and interpreting the New Testament; and

(6) to integrate these concerns and methodologies in a sound hermeneutical method.

Windows, Icons and Course Navigation:

The Course Center will contain a copy of the course syllabus and course modules. This is the starting point for most class directions. No interaction takes place here but this is where I will be posting course material.

The Discussion Center is the unlabeled bottom half of the window, such as above, and it will be used for all public, class communication. Anytime you have a question or comment about the course, the modules, the assignments, or anything else that would be of interest to me or your classmates, you should post to the Discussion Center.

The NT520 Office is for private correspondence between you and the professor. This will contain items that you do not want to appear publicly before all of your classmates. This is the icon you should click on to send personal correspondence directly to me. Once the semester begins, please discontinue addressing class related messages to my ATS email but rather use this icon exclusively. This is also the icon you will click to submit coursework including assignments, papers, projects, and personal correspondence. This should not be used to ask general course-related questions.

The Archives Center will be used for storing conversations that have already taken place during the course of the semester. As the Discussion Center begins to fill up with our threaded discussions I will periodically archive the older part of the discussion in the Archives center. This keeps the Discussion Center from becoming too unmanageable and will speed up down load time when dialing in to FirstClass. You will not be able to post within this section but you will have access to the archived discussions. Please feel free to refer to previous
messages that have already been archived.

The Chat Center is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. Remember: none of the conversations carried on in this location are ever saved. You can save this material if you select all of it and save it to a word processing document, but it is never automatically saved.

The Teams folder is where the class will periodically work collaboratively in smaller groups on certain assignments.

The Resource Center provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, chapel services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a PowerPoint Viewer, and a Real Audio Player.

Expectations:

What you can expect of me:
1. Prompt replies to your questions and postings. Typically this should be by the end of the next day I have scheduled online office hours.
2. Interaction, participation, and direction in the ongoing discussions that will occur over the course of the semester.
3. Timely and substantive feedback on your assignments. For example, when one assignment builds on a previous assignment, you will have received back the first assignment before the second is due. I will strive to make my comments substantive by affirming what you have done well and underscoring areas for improvement.
4. Occasional adjustments as that appears appropriate. I made many of these the first time I taught, but I expect far fewer this time.
5. My genuine enthusiasm for this material and my excitement about what we will be learning.
6. Openness to questions of all sorts on the subject of the New Testament. I do not want anyone sending me email that says "I know this is a dumb/weird/etc. question, but...." I'm here to help you learn, so if you have a question, ask it. This applies as well to class assignments. I knew exactly what I meant when I assigned it but I may not have communicated that fully enough. Asking for clarification is completely appropriate.

What I can expect of you:
1. Active and engaged participation in our online discussions, in the Discussion Center and in your Team Folder.
2. Timely completion of assignments.
3. Your honest questions when you don’t understand the material or the instructions. I always know what I mean when I give instructions, but if you do not understand them, I need to make adjustments.
4. Your patience as we work together in this medium.
5. Your willingness to engage in material that may stretch and challenge you.
6. Your willingness to entertain and engage different perspectives on their own terms in a non-dismissive manner. The purpose of this course is not for you to know what I think about various New Testament texts but to develop the ability to look at the text, consider the viewpoints of others, and reach a conclusion—though you may decide on some points that you are not ready to make a decision, which is perfectly acceptable!

A Word about Course Requirements
My experience previously teaching this course is that it will most likely be more demanding than courses in other areas of the curriculum. As I understand it, biblical studies courses at Asbury on the whole are more demanding than other courses. I can only say for myself that I know of instructors of NT 520 who ask for more than I am asking, so I do not apologize for the class load. Trying to give you all that you might need for understanding and interpreting the New Testament in one semester is a difficult goal, so there is much to do.

A Word About Encountering New Perspectives
If you have not engaged the New Testament in a scholarly way before, you may be concerned about challenges to your faith or at the very least, distressed when you read a view that runs counter to a view that you have held for many years. Let me say a few words on this. First, simply because a scholar makes a statement does not necessarily make it so. You need to read critically, that is, aware that every author has a particular perspective and particular commitments in relation to God and the Bible. These commitments will inevitably affect interpretation of the biblical text. Second, take it from someone who has changed views on many small exegetical matters over time: you can examine new perspectives and even change your view. Or, you may decide that you do not need to change your view after reading the views of others. Either is acceptable, but it is important to allow your view to be tested against the data others present. Either you will be better able to defend your own view, or you will see the need to change your view. It is often helpful to be able to explain a doctrine or biblical text to someone else by being able to express the alternatives and give the best arguments for each view, even if you think that one of these views is wrong. Third, many of the topics we will look at will likely be new ground for you, e.g., social-scientific criticism. These should be viewed as new tools for your toolbox, to be used when and if appropriate. The presentation of these tools is not intended to weaken anyone’s faith, but to deepen your understanding of Scripture.

What to expect from this course:
This course offers a basic introduction to the history, culture and content of the New Testament. We will focus on how the message of the New Testament was shaped, influenced, and heard within its original cultural and historical contexts and we will grapple with the interplay of culture, theology, and ethics.
As a survey of the New Testament, this course rapidly covers a lot of ground. In addition to reading the New Testament in its entirety, there will be a good deal of required reading, particularly early on in the course. No doubt the nature of this reading will stretch you, both in terms of the amount covered and in terms of the challenging ideas and information in the works themselves. Nevertheless, this reading will lay a vital foundation for much of our class discussion and “hands on” interpretive work. Please make a commitment to set aside ample time to stay on schedule with your reading. I would also suggest picking up a copy of Patzia and Petrotta’s Pocket Dictionary of Biblical Studies, listed in the recommended bibliography, to help you with any unfamiliar terms or concepts encountered in your reading.

This is a rigorous course (not too rigorous I hope!!), so please be sure to keep on schedule with your work. If you get behind, it may be a challenge to catch up. The general guideline is that you will be spending around ten to twelve hours per week on this class, and it is my goal to abide by that guideline.

Course Guidelines:

Postings: Postings in the Discussion Center should strive for substantive engagement without being excessive. As a rule of thumb, your postings should fall in the range of 50 to 75 words. Your initial responses to the discussion questions should be at least 50 words in length, though this does not apply necessarily to your responses to other students. Each week’s assignments run from 8:00 A.M. PST Tuesday to 8:00 A.M. PST on the following Tuesday. (Since I live in California, most, if not all, times given are Pacific Standard Time) In a typical week I will be posting initial questions or assignments to the class by 8:00 Tuesday morning. You will need to post one substantive response to each of my initial question(s)/assignments for that week and two substantive responses to your classmate’s postings for that week in the Discussion Center or your Team folder, as directed. You must post your initial response to my question(s)/assignment by Friday 5:00 P.M. All students are expected to read ALL the initial posts of the class. Watch the discussion as it unfolds and then jump in again at some point with your responses. Substantial responses will demonstrate some critical reflection and content in relation to the question or posting being addressed. Hence, three postings per module (assuming only one question) is just the MINIMUM requirement to fulfill this part of the course. Additional postings are always welcomed and encouraged.

Then, your responses to your classmates must be completed by 8 PM PST Monday of the week of the class. I will read each post, but may not interact with every post. However, you should expect to receive at least one response from me each week. My responses will be aimed at pointing you to think through the issue or related issues further. You should not interpret my posts as seeking to criticize your comments.
When you post your "first" message, i.e. your own contribution to the discussion, please post it as a NEW message. In the Subject header, use the following form:

QUESTION # YOURLASTNAME

If I were posting my first response, the subject header would read
Question 1 Litwak

When you reply to a colleague's message, please use the "Reply" command. It will subordinate your reply to the one you are answering, making it possible to read the discussion in sequence.

Timeliness of Posts

Discussions require multiple participants. Since your classmates need your posts in order to respond to them, you are responsible to post in a timely manner. Any posts that you submit after the week in which they are due will not count towards your participation grade and I will not interact with them.

Grammar and English Usage: Proper English grammar should be used at all times. Please always incorporate complete sentences, punctuation, capitalization, and correct spelling. Poor grammar will have a negative impact on the final grade. Granted, communication in the Discussion Center will certainly be more conversational and spontaneous. Nevertheless, we should aim for clarity and precision in all communication. This is particularly important given the constraints of online communication.

Discussion: A crucial element of this course is the dialogue that we enter into with each other. All discussions are to be in the vein of encouragement, gentleness, patience, persistence, and hope. This does not mean that we will not challenge, confront, or question each other. It does mean that these things will be undertaken for the purpose of growth and stimulation to think and understand the subject at hand more deeply and more intimately.

In my posts in response to students in the class, my purpose will not be to shut down conversation because "the professor has spoken." Rather, I will be seeking to help you reflect more fully on the topic at hand. I may offer correctives at points, but these will be, I trust, constructive, and helpful as you continue to work on deepening your understanding of the New Testament.

Course Requirements:

The assignments in this course are meant both to introduce you to foundational concepts and skills and to build towards integration in your final research paper. That is, we will develop interpretive skills for engaging our primary text, the New
Testament, and critical skills for engaging secondary literature, our course texts. These will both be integrated in our final research assignment which will incorporate both of these skills.

Preparation and Participation: Students should prepare for each module by completing all biblical and other readings and actively participating in group discussions and/or team assignments. Your participation grade will be based upon quality of participation in online discussions, and evidence of appropriate preparation. Your comments should give evidence of careful thought about the topic of discussion or question posed and careful reading of class sources.

For each session, there will be a "lecture" of some kind to read, as well as other possible handouts on specific topics. It is not my aim to present the equivalent of three hours of lecture material each week. Some lectures will be fairly detailed, such as the first two. Others will serve more to orient you to the topic or focus on one specific subject.

Quantity of interaction will only prove relevant in terms of the depth of your treatment of the topic. Quantity just for quantity’s sake or at the expense of quality should be avoided. In short, think through the issue and think about what others—your professor, your classmates and other authors—have said about the subject.

In my own assessment I will attend to the following: Have you posted the minimum number of postings per assignment? How many total postings did you make per module? How many were significant and substantive postings? How well did you respond when questions were posed to you by the professor or other students? Did your postings show evidence of interacting with course readings? You may write all sorts of posts, even a simple “I had not thought of that” to another student. These are fine, but when it comes to grading your responses, I am only going to look at posts that are either adequate or outstanding (they contribute to and extend the conversation—though this is based on content, not size!). (15%)

General Note on Written, Submitted Work
1. For the benefit of the instructor, who is significantly near-sighted, all written, submitted assignments must use a font like Arial and be in 12-point type (due to the instructor's eye sight, Times New Roman, or 10-pt type is too hard to read). Work submitted in Times New Roman or 10-point type will receive less credit. I have to be able to read it.
2. Exegesis papers and other materials that require documentation must follow formatting guidelines for Turabian, found in Carole Slade, Form and Style: Research Papers, Reports, Theses (10th ed.; Boston: Houghton Mifflin, 1997). The use of Slade is an Asbury standard, so if you have not used it before, you likely will do so more in the future. However, it is easy to find online examples of
Turabian style. There is a document in the Course Center entitled "Style Guides," which also provides links and information.

Critical Book Review: Each student will write a critical book review. The book review is to be on a book by one of the following authors: Gonzales, Gorman, Green or Jeffers (see required and recommended reading list below). Reviews should be 1,000-1,250 words in length (4-5 pages), typed, and double-spaced. These will be submitted to the NT520 Office. Please follow the guidelines for writing critical book reviews as found in the Course Center in the Guidelines Folder. (15%)

Special Note on Book Review
In general, I do not offer extra credit. There is, however, an opportunity for extra credit on your book review. In order to obtain the extra credit, you must write your review on the following book: N. T. Wright, The New Testament and the People of God: Christian Origins and the Question of God. Minneapolis: Fortress, 1992. I will give 1/2 more points for this review than for reviews of any other books (i.e., this is your score on this assignment x 1.5). This reflects the fact that the book is very significant and will be very informative, but this is also a challenging book for those without background in the subject.

Interpretive Assignments: For (at least) two of the eight interpretive assignments, the student will prepare an interpretive assignment. Each close reading should be 750-1,000 words (3-4 pages). Your observations should always be supported by reference to the passage under consideration and your work should be carefully written with attention to grammar and spelling. However, these essays are not intended to be research assignments. Hence, consultation of secondary materials is not allowed. Nor are they intended to be application papers or sermons. Rather, they should give evidence of a close reading of the assigned New Testament text, attending to literary form and structure, with sensitivity to social, cultural, historical and theological issues. Interpretive Assignments are NEVER accepted late. If you do not have it in on time, then you will have to do a different one. Remember you have at least eight opportunities to complete the necessary two assignments. However, I would encourage your to do one of the first two assignments so that I can begin to give you feedback early on. Please follow the handouts and guidelines for writing interpretive assignments as found in the Course Center in the Guidelines Folder. (2 x 10% = 20%).

Team Exegesis Presentation: Each team will create an exegesis presentation. The preferred format is PowerPoint, but HTML or PDF are acceptable. The components of the presentation include:
1. Overview of the historical, cultural, social and literary background of the assigned text (at least two pages)
2. Discussion of the exegetical/theological problems presented by the text, including major views, if appropriate (at least two pages)
3. Your team's interpretation of the text (at least two pages)
4. Application to ministry (at least one page)
For each of these components, which present high-level elements, each team will submit a six- to eight-page handout, in which you provide a detailed "script." Imagine that you are required to present this material in person: what do you need to tell your audience for them to understand your presentation and the issues involved. Once assignments are graded, they will be placed in the course folder for others to see if they wish. Each member of the team is expected to participate. Once the class begins, I will create teams of four to five people. More information on the procedures and requirements of this project will be given later. (20%)

Grading. The grading for this project will be based upon three things:
a. Content and quality of the presentation and supporting documents
b. Substantive contribution to team discussion on project
c. Team member evaluations (each team member will be asked to rate the participation of other team members)

Exegetical Paper: This will be a 2500-3000 word (10-12 pages) research paper typed, double-spaced, with appropriate notes and bibliography (the appropriate number of sources is the amount needed to adequately cover your chosen topic; there is a limit of 3 scholarly internet sources), presenting an interpretation of a New Testament passage. You may choose from a text for an interpretive assignment you did not turn in or a text from a list I will provide later. This essay should exhibit both a close reading of the New Testament text(s) selected for study (as in the Interpretive Assignments, above) and critical engagement with fellow interpreters of the NT (as in the Critical Review Assignment, above--e.g., commentaries, special studies, articles). Students are encouraged to discuss their projects beforehand with the instructor and to peruse other bibliographical tools for relevant secondary literature. (30%)

When submitting your assignments as an attachment please follow the format as outlined here: Your last name followed by IA for Interpretive Assignment followed by the number, 1,2, 3, etc., BR for Book Review, TP for Team Project, and RP for Research Paper. For example, if I were turning in my first interpretive assignment using an attachment I would call it LitwakIA#1. If I were turning in my book review I would label the attachment LitwakBR. Additionally, messages sent to me and message threads should always have an accurately filled Subject line. Your assistance in this manner will go a long way toward helping manage and organize the course. Also, please keep a copy of all of your assignments until your final grade is issued.

It is critical that you put your name in the name of the file. More than once a student has ignored this and I have had difficulty figuring out who wrote the paper once it's stored on my computer for grading. If that happens, your score will reflect it.
Online Class Meeting: You are required to participate in one online class meeting. I have chosen two different time slots, 11/7 (12-1 PM PST) and 11/8 (7-8 PM PST). You can participate in either or both but you must participate in at least one. I will raise a topic to begin the discussion, but you are welcome to raise any relevant topic you wish. If you are unable to make either of these times, please let me know well in advance (by 10/15/2004).

Grading:

Asbury Seminary defines grades using the following criteria (catalog, p. 24):

- **A**= Exceptional work: outstanding or surpassing achievement of course objectives
- **B**= Good work: strong, significant achievement of course objectives
- **C**= Acceptable work: essential achievement of course objectives
- **D**= Marginal work: minimal or inadequate achievement of course objectives
- **F**= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (–) indicates positions between categories (for example, B+ = very good; C– = slightly below acceptable, etc.).

Incompletes: "A grade of 'I' denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment" (Catalog, 29). I know that all of us feel overworked and face a variety of time related pressures, but please note that this policy is strictly adhered to. Plan accordingly.

The Bottom Line: What this means, according to the Dean, is that if you do what I ask, and do a good job on it, that is a B, not an A.

Specific Grading Policies for NT520:

1. You may complete as many Interpretive Assignments as you wish and I will assign your grade based upon your top two assignments. However, Interpretive Assignments will not be accepted late.
2. Other late papers will not receive written comments and will be marked down 1/3 of a letter grade per day late. For example, a “B” paper will become a “B-“ if a day late. In order to be consistent and fair, late means that if the paper is due at 12 Noon PST, 12:01 PST is late.
3. Poor grammar and spelling will have an effect on your final grade. Using a spell-checker is not enough. You (or someone else) must proofread your work as well. WordPerfect can tell me if a word is misspelled, and suggest alternatives. That is no guarantee that I carefully chose the correct alternative. Nor is correct spelling any guarantee that I have written a coherent sentence. I have seen papers with perfect spelling that had lots of sentence fragments and I grade down for poor grammar.
4. I do not grade on a curve. I grade by strict percentages.

93-100% = A
90-92% = A-
88-89.9% = B+
83-87.9% = B
80-82.9% = B-
78-79.9% = C+
73-77.9% = C
70-72.9% = C-
60-69.9% = D
Below 60%: don't go there.

Incompletes: If you get into a situation in which you think that you will not be able to complete the course work, you may be tempted to request an incomplete. This means that you need to finish your course work after the course is over. I strongly recommend against this option. I have seen more than one student go from an I to an F because they never finished their work. Here is the official policy on incompletes in the catalog:

"A grade of 'I' denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as 'F'."

Required Reading:
A modern translation of the Bible, preferably the New American Standard Bible (NASB), the English Standard Version (ESV), or the New Revised Standard Version (NRSV).

There will be additional reading and worksheet assignments listed each week in the "Instructions" document for that session.

Recommended Reading:
Camery-Hoggatt, Jerry. Speaking of God: Reading and Preaching the Word of
Recommended Reference Works:


All of the above reference works are also available in the Logos Library System accessible through Prolepsis on FirstClass.

An additional resource is also available to you is an on-line library from Cokesbury, which includes
dictionaries, handbooks, and encyclopedia
commentaries
worship, sermon, and lectionary materials
teaching resources
Bible translations (English)
etc.

You can access this material through the Information Commons link on the Asbury webpage. Go to http://www.asburyseminary.edu/icommunes/index.shtml enter your Borrower ID, and scroll down to iPreach. I encourage you to take advantage of this resource.

Course Schedule:

MODULE ONE: THE WORLD OF THE NEW TESTAMENT

9/6-12 The World of the New Testament (1).
   Assignment: Introducing the New Testament (hereafter INT), ch. 1;
Begin reading deSilva. Follow instructions in Session01 folder.

9/13-19 The World of the New Testament (2). Assignment: INT, ch. 2; Finish reading deSilva; Begin reading Gorman. Follow instructions in Session02 folder.

MODULE TWO: MODELS AND METHODS FOR UNDERSTANDING THE WORLD OF THE NEW TESTAMENT


MODULE THREE: JESUS AND THE GOSPELS


MODULE FOUR: PAUL AND HIS LETTERS
11/1-7 Paul and the Ministry of Reconciliation.
  Assignment: INT, chs. 10, 11, 12 (and 17 on Philemon)
  New Testament Reading: Romans, Philemon
  Interpretive Assignment 4: Philemon.

11/8-14 The Corinthian Correspondence.
  Assignment: INT, chs. 13-16
  Interpretive Assignment 5: 1 Cor 11:2-16. Follow instructions in Session10 folder.

11/15-20 The "Pastoral" Epistles.
  Assignment: INT, chs. 17-19
  New Testament Reading: Colossians, 1-2 Thessalonians, 1-2 Timothy, Titus
  Team Exegesis Presentation due 11/20 5 PM PST. Follow instructions in Session11 folder.
  Responses to threaded discussion questions due by 11/20 8 PM PST

11/21-25 Fall Reading Week

MODULE FIVE: LATTER NEW TESTAMENT FAITH

11/29-12/5 James and Peter
  Assignment: INT, chs. 20-22
  New Testament Reading: Hebrews, James 1 Peter

12/6-13 Revelation
  Assignment: INT, chs. 23, 24, 25
  New Testament Reading: 2 Peter, Jude, Revelation
  Interpretive Assignment 8: Revelation 5. Follow instructions in Session13 folder.

12/14 Final Paper: Due 5 P.M. PST

ExL Support Team:

For general questions regarding the ExL program, email
ExL_Office@asburyseminary.edu
For technical support, email ExL_Office@asburyseminary.edu

For library research support, contact Information Commons at Information_Commons@asburyseminary.edu

For library loans, contact Dot James at Dot_James@asburyseminary.edu

Bookstore: texlbooks@asburyseminary.edu

Regardless of your computer, we are all very well supported by our support staff. Please keep me apprised if there are instructions that don't seem to make sense as you look at your computer screen (after trying to figure them out for a reasonable amount of time) and let me know if there are documents which you are unable to read or open.

Obtaining Library Materials and Reference Assistance

Email: [mailto:Ats_Reference@asburyseminary.edu Ats_Reference@asburyseminary.edu]
Toll-Free Reference Help Line: 1-866-454-2733

ExL students are encouraged to make use of local libraries, if possible. However, Library services are always available to students through Asbury's B. L. Fisher Library. All requests for books and journal articles should be e-mailed to the Reference Desk ([mailto:ATS_Reference@asburyseminary.edu ATS_Reference@asburyseminary.edu]). The Reference workers (Hannah, Robbie, and Nina) will also assist ExL students with reference requests, using various online databases, or doing research on a specific topic. For library loans, contact Dot James at Dot_James@asburyseminary.edu.

“The development of this extended learning syllabus is intended for distribution to members of the course and others by my permission. It is not intended for general distribution on the internet. Permission to copy, in whole or in part, must be requested from the professor (Kenneth Litwak).