

New Testament Teaching and Preaching TÛ.01.04

Workload 4 ECTS. 18 contact hours (45') in school, 2 contact hours in web, 84 individual work hours.

Lecturer Fred Hansen

Assessment: Non-differentiated

Language of Instruction – English, but special dispensation can be granted for Estonian.

Learning outcomes. After passing the course successfully, the student should be able to...

- Have overview of the books of New Testament and their connections to each other and to the contemporary church life
- Identify and communicate the big idea of a New Testament passage based on its genre
- Plan and prepare sermons or lessons, both for longer thematic period and for the individual event

Assessment Methods and Criteria

Assessment Methods	Due date	Assesment Criteria
Narrative Passage Outline	Jan. 8, 2024	<ul style="list-style-type: none">• Students will submit a narrative outline of Matthew 17:1-13, or 1 Thessalonians 4:13-18. This outline is based on narrative/epistle handout given in face to face lecture in December.
Sermon/Lesson	Jan. 19, 2024	<ul style="list-style-type: none">• Student submits a lesson outline or sermon outline or sermon/lesson manuscript based on Matthew 17:1-13 outline or 1 Thessalonians 4:13-18 outline. Outline should be 2-4 pages or manuscript should be 4-5 to pages.• Student submits a short sermon/lesson plan for a four-week series on Matthew or Acts (choose three additional texts in Matthew or 1 Thessalonians besides the Matthew 17:1-13 and 1 Thessalonians 4:13-18 passages).
Reading Report (see Appendix A for additional ideas)	Jan. 19, 2024	<ul style="list-style-type: none">• Student reads the chapter on Matthew or the chapter on 1 THessalonians from Kevin Vanhoozer, <i>Theological Interpretation of the New Testament and</i> submits a 1-2 page book report over the chapter. Report is about 500 word long, and includes an outline and overview of the content of the chapter.

Formation of the final mark

Assessment is non-differentiated, but individual feedback is given to first two assignments. All three assignments must be submitted according to the deadlines indicated in the provided schedule.

Study flow

<i>Independent work</i>	<i>Contact</i>	<i>Content and methods</i>
How to Read New Testament Narratives – Gospels and Acts/How to Read Pauline Epistles (Pastorals)	Dec 12 6 h	Face-to-face lecture and student interaction at Estonian Free Church Theological Seminary, Koskla 18, Tallinn.
Identifying Themes and Ideas in New Testament Narrative/Parables/Communicating Themes Publicly in Sermons and Lessons	Dec 13 8 h	Face-to-face lecture and student interaction at Estonian Free Church Theological Seminary, Koskla 18, Tallinn.
Identifying Themes in New Testament Narratives and Parables/Theological Interpretation	Dec 14 4 h	Face-to-face lecture and student interaction at Estonian Free Church Theological Seminary, Koskla 18, Tallinn.
	Jan. 15 2 h	9:00AM-10:30AM -- Zoom

Primary literature:

- Gordon Fee and Douglas Stuart, *How to Read the Bible Book by Book*. Grand Rapids, MI: Zondervan, 2014.
- Kevin Vanhoozer, *Theological Interpretation of the New Testament: A Book by Book Survey*. Grand Rapids, MI: Baker Publishing, 2008.

Suggested Literature:

- Walter Dunnnett, *Exploring the New Testament*. Wheaton, Illinois: Crossway Books, 2001.
- Donald Guthrie, *New Testament Introduction*. Downers Grove, IL: InterVarsity Press, 1990.
- I. Howard Marshall. *New Testament Theology: Many Witnesses, One Gospel*. Downers Grove, IL: InterVarsity Press, 2004.
- Walter A. Simmons. *Peoples of the New Testament World*. Peabody, MA: Hendrickson Publishers, 2008.
- Merrill Tenney. *New Testament Survey*. Grand Rapids, MI: Wm. B. Eerdmans, 1985.

APPENDIX A
WRITING BOOK REVIEWS

(PLEASE NOTE THAT YOU ARE ONLY REPORTING ON ONE CHAPTER: MATTHEW OR ACTS, FROM VANHOOZER).

1. **BOOK.** Identify bibliographic information such as author, publisher, date published, edition, pages read, etc.
2. **AUTHOR.** Include a short comment on the qualifications of the author and his or her professional position.
3. **PURPOSE and BIAS.** Read the prologue and introduction of the book in order to identify the author's stated purpose or thesis for writing the book. Questions to ask:
 - a. Does the author clearly state the thesis?
 - b. Is the book's objective necessary or important – what need does it meet?
 - c. How does this book's purpose differ from other books on the topic?
 - d. Does the author identify a bias toward the subject? Do other prejudices appear? What is the author's point of view?
4. **THESIS DEVELOPMENT—OUTLINE.** Identify how the author intends to develop his or her thesis. In other words, are the chapter titles and concepts appropriate for developing the thesis?
5. **AUDIENCE.** Who is the target audience of the book – college, seminary, and laity? Do the language/vocabulary, illustrations, ideas, etc. reflect the target audience? In other words, if the author is writing to a broader audience, such as theologically untrained church people, is he or she careful to define difficult vocabulary.
6. **CONTENT.** After completing sections 1-3, evaluate the content of the book. Was it well researched and presented in an orderly fashion? Was it helpful?
7. **OVERALL ASSESSMENT and RESPONSE.** Reflect on the book as a whole. What are its strengths and weaknesses? Was it helpful? What did you learn? How are you changed or enriched because of reading the book?

Note: Please do not simply respond emotionally. This is a common problem in student book reviews. If you do not like the book, do not include statements like, "It was boring." (My high school English teacher used to say that boredom is an insult to one's self. It means our minds are lazy or not sufficiently engaged.) Critical comments, positive or negative, should be based on prior knowledge or competing information and should be briefly but clearly articulated. Also, try to concentrate on the book. Your task isn't just to wrestle with the content, but how the author presents the content and in what way.

8. **ILLUSTRATIONS.** Does the book include pictures, illustrations, or maps that were helpful?
9. **BIBLIOGRAPHY.** Did the author recommend excellent bibliographic sources? Was the book's bibliography thorough, helpful, and appropriate?
10. **APPLICATION.** Finally, include a section on how you might use this information in your ministry setting.