

**TSP 303: Old Testament
Syllabus**

Faculty Name: Sr. Katherine Collard, IHM, M.A.

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Faculty Biography:

Sr. Katherine Collard, IHM, a vowed religious sister (Sisters, Servants of the Immaculate Heart of Mary), received a BA in Religious Studies, with a minor in Philosophy from Marygrove College in Detroit Michigan and a MA in Pastoral Ministry from Assumption University in Windsor, Ontario, Canada. Also, 30+ hours of Post-Graduate studies in Systematic Theology from the University of Notre Dame in South Bend, Indiana.

Sr. Katherine has ministered as a teacher and campus minister in the high school setting, and also as the director of liturgy and adult faith formation in the parish setting for many years. Sr. Katherine currently serves as the co-director of the Institute for Spiritual Direction (ISD) along with director, Fr. David Rosenberg.

Required Course Texts:

Brown, Raymond. An Introduction to the New Testament. Doubleday, 1997. ISBN 0-385-24767-2 Hardbound.

Senior, Don Ed. Catholic Study Bible. Oxford University Press, 1990. ISBN 0-19-528391-0 Paperback; ISBN 0-19-528389-9 Hardbound; ISBN 0-19-528277-9 Paperback expanded edition with concordance. (Or Similar Text)

Students enrolled in the Program in Theological Studies are expected to also have the following available as core texts for use in all classes:

Flannery, OP. Austin, General Editor. The Basic Documents of Vatican Council II, Constitution. Decrees, Declamations, Costello Publishing Company, ISBN 0-918344-37-9.

United States Catholic Conference. Catechism of the Catholic Church (Second Edition) (Paper). ISBN 1-57455-110-8.

Course Description:

This course provides:

1. A contemporary overview of the foundational concepts and methodology found in the New Testament.
2. An exploration of the political, social, and religious background of the New Testament.
3. An understanding of Gospels and the nature of the synoptic problem.
4. An overview of the development and expansion of Christianity
5. An understanding of the problems and triumphs of the early Church

Learning Outcomes

- Foundational Theology – Students will gain an understanding of the foundational language, skills, methods and content of the NT as a discipline and be able to apply them appropriately to ministry.
- Reflective Skills – Students will learn to reflect on their world and experience through the lens of the NT.
- Collaborative Learning – Students will apply their increasing comprehension of the NT to personal spirituality and teaching/sharing the faith

PROGRAM LEARNING OUTCOMES	COURSE OUTCOMES	LEARNING STRATEGIES	ASSESSMENT TOOLS/STRATEGIES
<p>FOUNDATIONAL THEOLOGY</p>	<p>Students will articulate a growing understanding of the foundational concepts found in the NT</p> <p>Students will be able to adequately define theological terms presented in the course.</p> <p>Students will recognize the historical development of theological constructs.</p> <p>Students will synthesize and integrate the theological concepts presented.</p>	<p>Students will articulate their understanding of theological concepts and terms found in the NT and integrate and synthesize those concepts and terms during class discussions and written material.</p>	<p>Students will earn points each week on their answers and responses to the course material</p> <p>Students will be evaluated by active participation in class, assignments, quizzes and a final exam.</p>

REFLECTIVE SKILLS	Students will reflect upon theological constructs and apply them to ministerial situations.	Students will express their understanding of the concepts presented	The ability to articulate new learnings. Evaluated through class discussions, quizzes, presentations, final exam
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	Students will show a capacity for theological reflection in their own lives.		
COLLABORATIVE LEARNING	Students will be able to utilize the insights of other students in their own learning process. Students will be able to analyze the perspectives of other students.	Students will develop and expand their understanding of the NT and clarify their thinking through interaction with peers	Collaborative learning will be evaluated by the interaction of the students. with other students in class

Grading Policy and Scale:

Course Requirements:

1. Completion of assigned readings and assignments each week.
2. Attendance and active participation each week. Attendance and active participation includes responding to other students' insights during class as well as voicing one's own insights based on the readings and discussions.
3. Successful completion of all Presentations, as noted in the class assignment schedule.
4. Successful completion of all "Pop" Quizzes.
5. Successful completion of Final Exam.

Total Possible Points for the Course = 1000.

Item	Points	% of Grade
Attendance	200	20%
Active Participation	200	20%
Presentation	200	20%
“Pop” Quizzes	200	20%
Final Exam	200	20%

920-1000 (97-100%)	A
820-919 (88-91%)	B
720-819 (78-81%)	C
620-719 (68-71%)	D
Below 619 (Below 61%)	E

Attendance Policy:

Students are expected to be “present” for all classes. “Presence” is understood as physical attendance in class and participation in appropriate discussions. Students must contact the instructor if they plan on being absent from class. “Make-up” work will be assigned if deemed necessary by the instructor.

Students with Learning Disabilities:

If a student is in need of an accommodation based on the impact of their disability, please contact the instructor to schedule an appointment to discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Students with Disabilities for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously registered with the Office for Students with Disabilities, I encourage you to do so. Just a reminder, requests for accommodations are not retroactive.

Academic Dishonesty Policy:

Definitions

Academic dishonesty is unethical behavior which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more

than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another student violating any part of this policy.

Plagiarism is the failure to give credit for the use of material from outside sources. It includes, but is not limited to, verbatim use of a quote without quotation marks and adequate documentation, submission of a paper prepared by another person as one's own work, using the ideas, facts, words, or data of someone else and claiming them as your own, or not documenting ideas, facts, words, or data gathered during research.

Introduction to the New Testament

Course Schedule and Assignment List:

Lesson 1:

Orientation and Preliminaries for Understanding the NT

- Chapters 1, 2, 3

Lesson 2:

Social and Political Climate

- Chapters 4, 5

Lesson 3:

Synoptic Gospels

- Chapters 6, 7, 8, 9

Lesson 4:

Acts of the Apostles and Gospel According to John

- Chapters 10, 11

Lesson 5:

Epistles: 1st John, 2nd John, 3rd John

- Chapters 12, 13, 14

Lesson 6:

Pauline Letters: Classifications and Format of NT Letters

- Chapters 15, 16, 17

Lesson 7:

Epistles: 1st Thessalonians, Galatians, Philippians, Philemon

- Chapters 18, 19, 20, 21

Lesson 8:

Epistles: 1st Corinthians, 2nd Corinthians, Romans

- Chapters 22, 23, 24

Lesson 9:

Pseudonymity and DeuteroPauline Writing, 2nd Thessalonians, Colossians

- Chapters 25, 26, 27

Lesson 10:

Epistles: Ephesians, Titus, 1st Timothy, 2nd Timothy

- Chapters 28, 29, 30, 31

Lesson 11:

Epistles: Hebrews, 1st Peter, James, Jude, 2nd Peter, Revelation

- Chapters 32, 33, 34, 35, 36, 37

Lesson 12:

Review and Final Exam