



# Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

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## **BIB790P — Seminar in Biblical Studies: The Death of Jesus in the New Testament (Online) Fall 2011**

### ***Essential Information***

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

### ***Instructor Information***

Professor: Andy Johnson, Ph.D.

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Office: (816) 268-5485

Office Hours: By appointment

### ***Catalog and Course Description***

***Catalog Description:*** Seminar in Biblical Studies. A study of selected issues in biblical literature. Repeat credit will be allowed for non-duplicated seminar subjects.

***Course Description:*** This particular seminar will focus on (1) examining the way that the death of Jesus is presented in some of the major NT witnesses and (2) considering how this engagement with the NT is related to formulating a theologically adequate understanding of atonement.

### ***Course Narrative & Rationale***

Why a whole course on the death of Jesus in the New Testament? Many of us have a tendency to think we've learned about all there is to know about how the NT presents the significance of Jesus' death. Whether we learned what we know from a Sunday School flannel graph presentation, oversimplified sermon illustrations, or countless hymns and praise songs, we take these images with us to the NT and often force the NT documents into repeating what we already think we know. And usually what we know is one particular way of understanding Jesus'

death: Jesus died being punished for my individual sins so that I could be forgiven, my guilt taken away, and my (deserved) punishment avoided, thereby clearing the way for me to go to heaven when I die. While this is a slightly caricatured description of one particular view, it isn't so caricatured that we don't all recognize it from our experience in the Church. While some aspects of this view are indeed in the NT, it is hardly the only way the NT portrays the importance of Jesus' death. To use an image from one of the textbooks of this course, to insist that this is the only way that the NT depicts the importance of Jesus' death is a little like insisting on hitting every ball in a round of golf with a putter—whether or not the ball is lying on the green! We'll see, rather, that the NT actually offers a whole array of clubs that may be used when attempting to articulate the significance of Jesus' death.

Attempting to articulate the significance of Jesus' death is an important aspect (but not the only one!) of attempting to articulate what "the gospel" actually is. As preachers and teachers of "the gospel," perhaps it would behoove (I love that word!) us to be sure we know what that "gospel" actually is. If so, taking a course on the death of Jesus in the NT might be one of the best ways to spend our time preparing to be ministers of "the gospel."

## ***Degree Objectives Directly Addressed by This Course***

### **MDiv**

2. The articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments. (See all course outcomes)
3. The development of wisdom and discernment through engagement with the intellectual challenge of the literature of the Christian faith, by the critical, scholarly study of the history and theology of Christianity, and of the literature and practices of Christian spirituality, ethics and ministry. (See course outcomes 1-3)
5. The cultivation of gifts for ministry into competent skills and practices in worship and preaching, teaching and discipleship, care and counseling, evangelism and missions, administration and servant-leadership. (See course outcome 5)
6. The investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures. (See course outcomes 1, 2, 4)

### **MA(TS)**

#### **General Academic Track**

1. Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships. (This course addresses the student's knowledge of biblical studies in depth but it will also address a rudimentary knowledge of systematic theology and church history as it relates specifically to understandings of atonement. (See course outcomes 1-3.)
2. Students will demonstrate the ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons. (See course outcomes 3, 4)

#### **Research Track**

1. Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies. (See course outcomes 1-3)

### **MACE**

1. Appropriate and enhance the student's ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and His Church and to inform a passionate, vital, and redemptive ministry. (See all course outcomes)

### **MAICS**

2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation. (See course outcomes 1-4).
4. Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting. (See course outcomes 1-4).

## ***Course Outcomes***

**Upon successful completion of the course you will have (R= Requirement related to objective):**

1. Demonstrated a basic grasp of the variety of depictions of the significance of Jesus' death in the NT along with an awareness of the way that the NT writers contextualized their depictions for their culture and audiences (R1, 2, 4, 5, 6, 8).
2. Demonstrated a rudimentary understanding of the literary, socio-cultural, inter-textual/canonical, theological factors (especially large scale hamartiological and soteriological assumptions) that contribute to the way that NT writers and their interpreters assign significance to these depictions of Jesus' death (R1, 2, 4, 5, 6, 8).
3. Demonstrated an ability to reflect on and discuss contemporary atonement issues in a biblically and theologically competent manner (R2, 3, 4, 5, 6, 8).
4. Demonstrated an ability to exercise a disciplined theological and missional imagination by creating an original metaphor explicating the significance of Jesus' death in a context specific way (R 3, 4, 7).
5. Demonstrated competence in analyzing and reflecting on the way that particular worship practices of the Church (i.e., some of its hymns/songs) attempt to articulate the significance of the death of Jesus (R 3, i.e., Group Discussion Forum 3).

## ***Church of the Nazarene COSAC Competencies*** (R = Course requirement directed toward achieving objective)

- CN11 Ability to identify the significant elements of the message of Jesus and Paul (R1, 2)
- CN12 Ability to describe the impact of the historical background of the NT on the message of Jesus & Paul (R2, 4, 6, 8)
- CN14 Ability to identify and describe the major theological concepts of the NT (in this case the significance of Jesus' death; R1, 2, 4, 5, 6, 8)
- CN20 Ability to reflect theologically on life and ministry (R2-8)
- CP1 Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (R2-8)
- CP2 Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (R4-8)

## ***Required Texts & Course Materials (Other materials will be made available through Moodle and the NTS Library website)***

Baker, Mark D. and Joel B. Green. *Recovering the Scandal of the Cross*. 2nd edition. IVP Academic, 2011.

Carroll, John T. and Joel B. Green. *The Death of Jesus in Early Christianity*. Hendrickson, 1995.

Hooker, Morna D. *Not Ashamed of the Gospel: New Testament Interpretations of the Death of Christ*. Wipf & Stock, 2004 (Cheaper at the publisher: [http://wipfandstock.com/store/Not Ashamed of the Gospel New Testament Interpretations of the Death of Christ](http://wipfandstock.com/store/Not_Ashamed_of_the_Gospel_New_Testament_Interpretations_of_the_Death_of_Christ)).

McKnight, Scott. *A Community Called Atonement*. Abingdon, 2007.

Park, Andrew Sung. *Triune Atonement: Christ's Healing for Sinners, Victims, and the Whole Creation*. Westminster/John Knox, 2009.

## ***Course Outline: See Course Calendar Below***

## ***Course Assignments & Requirements***

Students are reminded of the following *minimum* requirements for online participation:

- Students are encouraged to read posts nearly every day.
- Students are required to write a quality post at least three days each week.
- A quality post is one that begins a new topic, critical reflection on another person's post, or one that moves the discussion in a new direction.
- An assignment posted in a Discussion Forum may be considered a quality post at the discretion of the instructor.
- Correct grammar and accurate spelling are expected.

**1. Reading the New Testament (See Course Outcome 1).** You will read a large portion of the New Testament this semester. The content of the assigned reading, the points associated with it, and the due date for it is in the Course Calendar below. **Before you make your first post into any discussion forum for the week**, you must post a statement in the Reading the NT Forum in Moodle saying that you have completed the reading of the NT documents assigned. **Otherwise you will not get credit for that reading. You cannot "make up" any of this reading. Because these are basically "give-away" points, this is an all or nothing assignment. You do not get credit for partial reading.** You may earn up to 80 total points for this reading during the semester.

**2. General Discussion Forum (See Course Outcomes 1-3).** Class participation is crucial in an online environment. To assist in this process, each week (except the last) you will be required to prepare for, and participate in, the General Discussion Forum. You will be required to make an initial post to the forum and then respond to your classmates during the remainder of the week. For each week, the exact content of the preparation required, the initial question(s) to which you are to respond on the basis of your preparation, and the number of times you are to respond to your classmates, are detailed in the Course Calendar. **In addition to this, there may be occasions**

when the professor posts a presentation/mini lecture into Moodle related to that week's subject matter. If so, I will notify you either when I post it or prior to posting it. **In addition to the instructions in the course calendar, you are responsible for posting at least one response to that presentation/mini lecture sometime prior to the end of that week.**

**Unless otherwise specified** on the Course Calendar, your initial post should be at least 30 words (sometimes only two discussion questions are required). Each **required response** to your classmates or to any presentation/mini lecture posted by the professor should be at least 50 words. If you post more than the required number of times, your excess posts may be any length. For the way I will assess your postings and some helpful tips, see Posting Rubric and Posting Pointers at the end of the syllabus. Late posting (of either the initial post or any response post) results in a 3 point deduction daily (which begins one minute after the deadline) unless you have a good rationale submitted in advance of the late post. No postings will be graded after the assigned week. Due to the progressive nature of online learning, required postings must be completed the week assigned for any credit to be given. The General Discussion Forum occurs 12 times with each instance worth 15 total points making this whole assignment worth 180 total points.

- 3. Group Discussion Forum (See Course Outcomes 3-5).** There will be four weeks in which you will engage in a small group discussion forum. I will let you know what group you are in the week before the group discussion forum begins. You will be required to make an initial post to the forum and then respond to your classmates during the remainder of the week. For each week there is a group discussion forum, the basic description of its subject matter and the number of times you are to respond to your classmates are detailed in the Course Calendar. In the three forums that require a movie to be viewed, I will provide the names of the movies as well as initial discussion questions during the semester.

**Unless otherwise specified** on the Course Calendar, your **initial post as well as each required response** to your classmates should be **at least 50** words. If you post more than the required number of times, your excess posts may be any length. For the way I will assess your postings and some helpful tips, see Posting Rubric and Posting Pointers at the end of the syllabus. Late posting (of either the initial post or any response post) results in a 3 point deduction daily (which begins one minute after the deadline) unless you have a good rationale submitted in advance of the late post. No postings will be graded after the assigned week. Due to the progressive nature of online learning, required postings must be completed the week assigned for any credit to be given. The General Discussion Forum occurs 4 times with each instance worth 15 total points making this whole assignment worth 60 total points.

- 4. Insights from Baker & Green's, *Recovering the Scandal of the Cross* (See Course Outcomes 1-4).** After carefully reading Baker & Green, briefly describe 25 significant insights you gained from the book along with **one to three sentences stating why they are significant**. In each case, **first note the insight and then note its significance**. The book has 10 chapters. Make sure you draw at least 2 insights from each chapter. The remaining 5 insights may come from anywhere in the book. For each insight, **note the chapter and page number from which you are drawing it**. If you choose to disagree or question an aspect of the authors' treatment as one of your "insights," **you must state the basis/warrant for your disagreement/question**. This assignment should be 1,250-1,750 words and will be evaluated on the basis of: (1) how well you appear to have understood and interacted with the biblical/theological issues raised by the authors; (2) your ability to articulate

clearly the significance of the insight in such a way that shows that you not only understand what the authors said but why what they said is important; (3) your use of correct English; (4) your adherence to length requirements. For more specifics on the way I will grade these insights assignments, see the “Grading Scale for Insights Assignments” in Moodle in the Course Resources Topic area. You may earn up to 125 points for this assignment. You will submit your paper in Moodle within the Assignments topic area. Under Assignments click the appropriate link for B&G. On the screen that appears click the **Browse** button, select your file, click **Open**, and then click **Upload this file**. It must be uploaded as an MS Word file by 11:55 PM on Friday, September 23. An example of an “A” quality “Insights” assignment from another course will be available for you in Moodle in the Course Resources topic area. It will be called “Model Insights Assignment.” My teaching assistant may be grading this assignment.

**5. Insights from Park’s, *Triune Atonement* (See Course Outcomes 1-3).** After carefully reading Park, briefly describe 20 significant insights you gained from the book along with one to three sentences stating why they are significant. In each case, first note the insight and then note its significance. The book has two Parts. Make sure you draw at least 5 insights from Part 1. Part 2 has three major sections (beginning on pp. 39, 73, 94 respectively). Make sure you draw at least 2 insights from each of these sections. The remaining 9 insights may come from anywhere in Part 2. For each insight, note the chapter and page number from which you are drawing it. If you choose to disagree or question an aspect of the author’s treatment as one of your “insights,” **you must state the basis/warrant for your disagreement/question**. This assignment should be 1,000-1,500 words and will be evaluated on the basis of: (1) how well you appear to have understood and interacted with the biblical/theological issues raised by Park; (2) your ability to articulate clearly the significance of the insight in such a way that shows that you not only understand what the author said but why what he said is important; (3) your use of correct English; (4) your adherence to length requirements. For more specifics on the way I will grade these insights assignments, see the “Grading Scale for Insights Assignments” in Moodle in the Course Resources Topic area. You will submit your paper in Moodle within the Assignments topic area. Under Assignments click the appropriate link for Park. On the screen that appears click the **Browse** button, select your file, click **Open**, and then click **Upload this file**. It must be uploaded as an MS Word file by 11:55 PM on Friday, October 28. An example of an “A” quality “Insights” assignment from another course will be available for you in Moodle in the Course Resources topic area. It will be called “Model Insights Assignment.” You may earn up to 80 points for this assignment. My teaching assistant may be grading it.

**6. Review of Scot McKnight’s, *A Community Called Atonement* (See Course Outcomes 1-3).** You will write a 1,000-1,500 word review of this book. See “Guidelines for Writing a Book Review” in the Course Resources topic area of Moodle. Failure to follow these guidelines carefully will result in a substantial grade reduction. In conjunction with these guidelines, I will evaluate your book review based on the “Book Review Grading Grid” in the Course Resources topic area in Moodle. You will submit your review in Moodle within the Assignments topic area. Under Assignments click the appropriate link for “McKnight.” On the screen that appears click the **Browse** button, select your file, click **Open**, and then click **Upload this file**. Your essay/paper must be uploaded as an MS Word file by 11:55 PM CT on Thursday, December 1. You may earn up to 125 points for this assignment.

7. **Original Metaphor of Atonement (See Course Outcome 4).** You will develop an original metaphor that communicates the saving significance of **the cross and resurrection** and use it in a presentation you write for a particular context today. In other words, you will take up the invitation in the last paragraph of Baker & Green to become a disciple who is “participating in the craft of theologian-communicator and struggling with fresh and faithful images for broadcasting the mystery of Jesus’ salvific death” (p. 264).

As you work at proclaiming the atonement afresh for a contemporary context you should seek to have it be biblical by following the four guidelines/coordinates on pages 137-139 (Baker & Green). Your presentations should both connect with and challenge the context (pp. 140-141). Your presentation should not just communicate that salvation is needed and available, but should communicate something about how the cross and resurrection provide salvation. This part of your paper (the actual presentation) should be 750-1,000 words. It should begin with a very brief description of the context/audience you envision. I encourage you to imagine this as an extended sermon illustration, teaching tool, evangelistic presentation, or part of a discussion about the meaning of the cross. You should include some type of invitation for the reader or listener to respond.

No single image or metaphor communicates fully the saving significance of the cross and resurrection. Therefore, you will not be graded down for failing to do so. You should, however, be self-aware of what is missing and the second part of your paper should communicate that. This section of your paper should be a 250-500 word evaluation of your how well you think the metaphor connects with the assumed context; what aspects of that context it may fail to challenge; what scriptures/scriptural images it resonates with; what scripture/scriptural images it tends to ignore; what you see as its potential theological advantages and problems overall. The assignment will be evaluated on the basis of: (1) its overall creativity and theological coherence in explicating the significance of Jesus’ death; (2) how well it resonates with at least one primary scripture/scriptural image regarding Jesus’ death; (3) how well you demonstrate a clear awareness of the metaphor’s strengths and weaknesses; (4) your use of correct English; (5) your adherence to length requirements.

You may see examples of student attempts to develop original metaphors of the atonement at <http://seminary.fresno.edu/faculty/mark-baker/resources-atonement> under the heading of “Images of the Atonement” at the bottom of the webpage. Note that these are only part one of the essay, i.e., the actual presentation portion. You may see other examples in each chapter of *Proclaiming the Scandal of the Cross* (ed. Mark Baker). These chapters also include very short assessments at the end of the chapter that might help you with part two of your essay. **Please note: You may not choose to develop your original metaphor based on any of the examples referred to on Baker’s webpage or in *Proclaiming the Scandal of the Cross*. Nor may you choose to develop it based on any of the movies assigned in class.**

The essay as a whole, including both parts of your paper, should be 1,000-1,500 words and should be saved as a MS Word document. By **Thursday, December 8, post a first draft** of the essay into your Group Forum. (**Note Carefully:** If you are late in posting this first draft into your group forum, I will deduct the full late penalty of one letter grade per day it is late from the grade you receive on your final version.) You will receive feedback from those in your group with particular suggestions as to how to improve it. Based on that feedback, you will attempt to improve your essay, and **turn in a final version by Tuesday, December 13** within the

Assignments topic area. Under Assignments click the appropriate link for “Metaphor.” On the screen that appears click the **Browse** button, select your file, click **Open**, and then click **Upload this file**. You may earn up to 200 points for this essay.

- 8. Final Essay (See Course Outcomes 1-3).** During the last week of the class, you will write an essay on a question (or questions) that will be made available at the beginning of that week (together with an explanation as to how it will be evaluated the essay). The question (or questions) will be related to the death of Jesus. You will draw from the material we’ve covered in class (including all your reading) as well as your own theological reflections throughout the semester to answer the question. The length of the essay should be 1,000-1,500 words and you may earn up to 150 points for it. You will submit it in Moodle within the Assignments topic area. Under Assignments click the appropriate link for “Essay.” On the screen that appears click the **Browse** button, select your file, click **Open**, and then click **Upload this file**. Your essay/paper must be uploaded as an MS Word file by 11:00 AM CT on Sunday, December 18. **Note Carefully: Because grades are due shortly after this due date, I will not accept this assignment late.**

### ***Distribution of Student Learning Hours***

	hours
Online Participation in forums, groups, etc.	37
Reading	63
Writing	25
Other Assignments and Learning Activities	12
Exams & Quizzes	0
TOTAL	137

### ***Method for Submitting Assignments***

All assignments for online courses will be submitted using the corresponding location within the Moodle course.

### ***Form and Style Expectations***

There are no style requirements for the written assignments.

### ***Inclusive Language***

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

### ***Policy Regarding Late Work***

I will assign a letter grade penalty to all written assignments turned in after the time they are due. When a written assignment is more than one day late, I will assign a two letter grade penalty to it etc. **I will not accept a written assignment that is more than three days late unless the student has encountered an unexpected emergency.**

## **Additional Costs**

You will be asked to view three movies for your group forum discussions. You may choose to simply rent them individually which is probably the cheapest way to gain access to them. Or you could join a service like Netflix in order to gain access to them. If you do the latter, since Netflix will give you a free month for joining, you would only have to pay for two months at about \$10 per month. Hence, your additional costs for this course should be \$20 or less.

## **Course Grading**

**A Word about Grading:** Evaluation in this kind of course, by its very nature, involves an element of subjectivity. It involves someone who is an expert in the field making a judgment on the kind of work you produce. That is a part of what you are paying for in this class. The primary factors I take into account in assessing “good solid graduate work,” the sort of work to which I assign a “B” are (1) ability to demonstrate a breadth and depth of understanding of the material engaged; (2) ability to engage this material **in a critical way**; (3) ability to exhibit how the material is related to a larger theological and ecclesial context. If you demonstrate a **consistent** ability to do these things in all your coursework, you can expect to receive a B. If you demonstrate consistent ability to do them **incisively and with excellence**, you can expect to receive an A. If you demonstrate an ability to do these things **often, but not consistently**, you can expect to receive a C. (Hence, I assume that a C means “average,” or “satisfactory” work. It does **not** mean “bad” or “unsatisfactory.”) If you **seldom** demonstrate an ability to do these things, you can expect to receive a D.

The final grade will be computed using the following points:

80 Points	Reading the NT
180 Points	General Discussion Forum
60 Points	Group Discussion Forum
125 Points	Baker and Green Insights
80 Points	Park Insights
125 Points	Review of McKnight
200 Points	New Metaphor Essay
150 Points	Final Essay

The following point scale will determine letter grades:

A	1,000-930	C+	799-780	D-	629-600
A-	929-900	C	779-730	F	599-0
B+	899-880	C-	729-700		
B	879-830	D+	699-680		
B-	829-800	D	679-630		

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing

accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

## Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. If you do not meet class participation standards in this online class for four or more weeks, you may automatically fail the course.

## Course Calendar

Date	Week	Assignment
9/12-9/18	1	<p><b>Introductory Week</b></p> <p><b>General Discussion Forum 1</b></p> <p><b>Posting 1: Personal Introductions</b> By Tuesday post a personal introduction and respond to at least two other introductory posts by Thursday. In your introduction, include the following: (1) Pertinent (and appropriate) information about yourself; (2) A short description of your current ministry assignment(s) and/or volunteer position(s). <b><u>This entire post should be a minimum of 50 words and a maximum of 100.</u></b></p> <p><b>Posting 2: What is Sin?</b></p> <p><b>Please complete Posting 2 prior to doing the assigned reading under Posting 3 below.</b> By Wednesday, watch the following video and post an initial response to this question: What would constitute an adequate conception of sin to make sense of this boy’s personal situation <b>as well as the overall social situation in his country?</b> Respond to at least two other posts by Thursday.</p> <p><a href="http://www.youtube.com/watch?v=Ve42DWluB8A">http://www.youtube.com/watch?v=Ve42DWluB8A</a> (Video Time: 25:45)</p> <p><b>Posting 3: What is Sin...again?</b></p> <p><b>Assigned Reading (Total Pages: 46):</b></p> <p>1. Beverly Roberts Gaventa, “The Cosmic Power of Sin in Paul’s Letter to the Romans: <i>Toward a Widescreen Edition.</i>” <i>Interpretation</i> 58 (2004): 229-240 (12 pages, available in Ebsco/ATLA at <a href="http://web.ebscohost.com.proxynts.kclibrary.org/ehost/pdfviewer/pdfviewer?sid=1ce266ef-f4c6-4608-8b0b-8ba54a16b0b7%40sessionmgr12&amp;vid=5&amp;hid=21">http://web.ebscohost.com.proxynts.kclibrary.org/ehost/pdfviewer/pdfviewer?sid=1ce266ef-f4c6-4608-8b0b-8ba54a16b0b7%40sessionmgr12&amp;vid=5&amp;hid=21</a>).</p> <p>2. Joel B. Green, “Sin and Freedom” in <i>Body Soul and Human Life: The Nature of Humanity in the Bible</i>. Baker Academic, 2008, pp. 72-105 (34 pages, available in Moodle).</p>

		<p>Taking into account your reading, by Friday post an initial response to the same question you answered previously: What would constitute an adequate conception of sin to make sense of this boy's personal situation as well as the overall social situation in his country? Respond to at least two other posts by Sunday.</p>
9/19-9/25	2	<p><b>Salvation and the Death of Jesus</b></p> <p><b>Written Assignment Due on 9/23: Insights from Green and Baker (see description under Course Requirements)</b></p> <p><b>Assigned Reading (Total Pages: 264):</b> Green and Baker: <i>Recovering the Scandal of the Cross</i></p> <p><b>General Discussion Forum 2</b>  Watch the following movie &amp; four videos (Total Time: 135 minutes, 27 seconds):  <a href="http://www.jesusfilm.org/film-and-media/watch-the-film">http://www.jesusfilm.org/film-and-media/watch-the-film</a>  (128 minutes) Make sure you watch the "English" version <b>not</b> the "English, Native North American" version or the children's version.  <a href="http://www.youtube.com/watch?v=VZTNOTbsRYA">http://www.youtube.com/watch?v=VZTNOTbsRYA</a> (5:14)  <a href="http://www.youtube.com/watch?v=BG3kc1F5jmk&amp;feature=related">http://www.youtube.com/watch?v=BG3kc1F5jmk&amp;feature=related</a> (5:20)  <a href="http://www.youtube.com/watch?v=xwAhti93QYU&amp;feature=related">http://www.youtube.com/watch?v=xwAhti93QYU&amp;feature=related</a> (1:30)  <a href="http://www.youtube.com/watch?v=pOr6jViUhMc">http://www.youtube.com/watch?v=pOr6jViUhMc</a> (1:23)</p> <p>By Tuesday, post an initial response to this question: Pretend you are speaking to the little girl under the bridge in the second video and the little girl in the box in the third video. Assume that they are now 21 years old. Explain to them what the gospel is and what Jesus' death has to do with them and that gospel in 100 words or less. By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p>
9/26-10/2	3	<p><b>Jesus' Death in Mark</b></p> <p><b>Assigned Reading (Total pages: 134):</b> (1) Mark<sup>1</sup> (8 points). (2) C&amp;G, 1-38. (3) Hooker, 7-19; 47-67. (4) Sharyn Dowd and Elizabeth Struthers Malbon, "The Significance of Jesus' Death in Mark: Narrative Context and Authorial Audience," <i>Journal of Biblical Literature</i> 125 (2006): 271-97 (Available in Ebsco/ATLA at <a href="http://web.ebscohost.com.proxynts.kclibrary.org/ehost/pdfviewer/pdfviewer?sid=1d490ccc-3851-41ee-9f13-34d39e680648%40sessionmgr13&amp;vid=5&amp;hid=21">http://web.ebscohost.com.proxynts.kclibrary.org/ehost/pdfviewer/pdfviewer?sid=1d490ccc-3851-41ee-9f13-34d39e680648%40sessionmgr13&amp;vid=5&amp;hid=21</a>). (5) Andy Johnson, "The 'New Creation,' the Crucified and Risen Christ, and the Temple: A Pauline Community as an Audience for Mark," <i>Journal of Theological Interpretation</i>, 1 (2007): 171-191 (Available in Moodle).</p>

<sup>1</sup>Page calculations for all biblical documents assigned are based on the number of pages in the Common English Bible translation of the New Testament (Abingdon, 2010).

		<p><b>General Discussion Forum 3</b></p> <p><b>Posting:</b> Based on your reading above, by Tuesday post four questions for your classmates that you think would be important for the class to discuss regarding the death of Jesus in Mark and its importance for the church. Each question should be based on a different portion of your reading. For example, you should ask one question each engendered by the required readings in 2-5 above. After each question, place in parentheses the particular reading upon which the question is based (e.g., Dowd and Malbon). By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p>
10/3-10/9	4	<p><b>Jesus' Death in Matthew</b></p> <p><b>Assigned Reading (Total Pages: 138):</b> (1) Matthew (11 points). (2) C&amp;G, 39-59, 205-33. (3) Hooker, 68-77. (4) Catherine Sider Hamilton, "His Blood Be upon Us': Innocent Blood and the Death of Jesus in Matthew," <i>Catholic Biblical Quarterly</i> 70 (2008): 82-100 (ATLA).</p> <p><b>General Discussion Forum 4</b></p> <p><b>Posting:</b> Based on your reading above, by Tuesday post four questions for your classmates that you think would be important for the class to discuss regarding the death of Jesus in Matthew and its importance for the church. Each question should be based on a different portion of your reading. For example, you should ask one question each engendered by the required readings in 2-4 above. After each question, place in parentheses the particular reading upon which the question is based (e.g., C&amp;G, 205-33). By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p> <p><b>Group Discussion Forum 1</b></p> <p><b>Movie Corner:</b> View the assigned movie (TBA) by Wednesday and post an initial response to the provided discussion question(s) by Thursday. By Friday, post a response to each of the members of your group. By Sunday post at least three more times to an ongoing conversation.</p>
10/10-10/16	5	<p><b>Jesus' Death in Luke/Acts</b></p> <p><b>Assigned Reading (Total Pages: 153):</b> (1) Luke and Acts (22 points). (2) C&amp;G, 60-81. (3) Hooker, 78-93.</p> <p><b>General Discussion Forum 5</b></p> <p><b>Posting:</b> Based on your reading above, by Tuesday post two questions for your classmates that you think would be important for the class to discuss regarding the death of Jesus in Luke and Acts and its importance for the church. Each question should be based on a different portion of your reading. For example, you should ask one question each engendered by the required readings in 2-3 above. After each question, place in parentheses the particular reading upon which the question is based (e.g., Hooker). By Thursday, post a response to at least three of your classmates. By Sunday post at least three</p>

		more times to an ongoing conversation.
10/17-10/23	6	<b>READING AND RESEARCH WEEK</b>
10/24-10/30	7	<p><b>Jesus' Death in John</b></p> <p><b>Written Assignment Due on 10/28: Insights from Park (see description under Course Requirements)</b></p> <p><b>Assigned Reading (Total Pages: 226):</b> (1) Park (120 pages). (2) John (9 points). (3) C&amp;G, 82-109, 182-204. (4) Hooker, 94-111.</p> <p><b>General Discussion Forum 6</b>  <b>Posting:</b> Based on your reading above, by Tuesday post three questions for your classmates that you think would be important for the class to discuss regarding the death of Jesus in John and its importance for the church. Each question should be based on a different portion of your reading. For example, you should ask one question each engendered by the required readings in 3-4 above. After each question, place in parentheses the particular reading upon which the question is based (e.g., C&amp;G, 82-109). By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p>
10/31-11/6	8	<p><b>Jesus' Death in Paul</b></p> <p><b>Assigned Reading (Total Pages: 130):</b> (1) Romans through 2 Corinthians (10 points). (2) C&amp;G, 113-32, 165-81. (3) Hooker, 20-46. (4) Andy Johnson, "Navigating Justification: Conversing with Paul." <i>Catalyst</i> 37 (2010): 1-4 (available online at <a href="http://www.catalystresources.org/issues/371Johnson.htm">http://www.catalystresources.org/issues/371Johnson.htm</a>).</p> <p><b>General Discussion Forum 7</b>  <b>Posting:</b> Based on your reading above, by Tuesday post four questions for your classmates that you think would be important for the class to discuss regarding the death of Jesus in Paul and its importance for the church. Each question should be based on a different portion of your reading. For example, you should ask one question each engendered by the required readings in 2-4 above. After each question, place in parentheses the particular reading upon which the question is based (e.g., Johnson). By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p> <p><b>Group Discussion Forum 2</b>  <b>Movie Corner:</b> View the assigned movie (TBA) by Wednesday and post an initial response to the provided discussion question(s) by Thursday. By Friday, post a response to each of the members of your group. By Sunday post at least three more times to an ongoing conversation.</p>

11/7-11/13	9	<p><b>Jesus' Death in Paul</b></p> <p><b>Assigned Reading (Total Pages: 85):</b> (1) Galatians through Philemon (9 points). (2) N. T. Wright, "Redemption from the New Perspective?: Towards a Multi-Layered Pauline Theology of the Cross," pp. 69-100 (available online at <a href="http://www.ntwrightpage.com/Wright_Redemption_NPP.htm">http://www.ntwrightpage.com/Wright_Redemption_NPP.htm</a>).</p> <p><b>General Discussion Forum 8</b>  <b>Posting:</b> Based on your reading above, by Tuesday post three questions for your classmates that you think would be important for the class to discuss regarding the death of Jesus in Paul and its importance for the church. By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p> <p><b>Group Discussion Forum 3</b>  <b>Hymn/Song discussion:</b> As a group, by Wednesday choose one familiar hymn and one contemporary praise song that either explicitly or implicitly articulates an understanding of the significance of Jesus' death that seems at least loosely based on a passage or passages in Paul's letters. By Thursday, each group member should post an initial response to the following questions about the chosen songs: (1) How well does the song connect with its assumed context? (2) What aspects of that context does it fail to challenge? (3) With which scriptures/scriptural images does it resonate? (4) Which scriptures/scriptural images does it tend to ignore? (5) What are its potential theological advantages and problems overall? (6) How could the lyrics be changed/improved to address some of your concerns? By Saturday, post at least one response to each of your group members' initial posts and continue participating in the discussion that ensues with at least three more posts by Sunday.</p>
11/14-11/20	10	<p><b>Jesus' Death in Hebrews, 1 Peter, 1 John, and Revelation</b></p> <p><b>Assigned Reading (Total Pages: 141):</b> (1) Hebrews, 1 Peter, 1 John and Revelation (11 points). (2) C&amp;G, 133-47. (3) Hooker, 112-141.</p> <p><b>General Discussion Forum 9</b>  <b>Posting:</b> Based on your reading above, by Tuesday post two questions for your classmates that you think would be important for the class to discuss regarding the death of Jesus in Hebrews, 1 Peter, 1 John and Revelation and its importance for the church. Each question should be based on a different portion of your reading. For example, you should ask one question each engendered by the required readings in 2-3 above. After each question, place in parentheses the particular reading upon which the question is based (e.g., Hooker). By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p>

11/21-11/27	11	<p><b>Interpreting Jesus' Death in the NT as if the <i>Missio Dei</i> Mattered</b></p> <p><b>Assigned Reading (Total Pages: 71):</b> (1) Andy Johnson, "Missional from First to Last: Paul's Letters and the <i>Missio Dei</i>" in <i>Missio Dei: A Wesleyan Understanding</i>. Beacon Hill, 2011, pp. 67-74 (available in Moodle). (2) Michael J. Gorman, "Effecting the New Covenant: A (Not So) New, New Testament Model for the Atonement." <i>Ex Auditu</i> 26 (2010): approximately 30 pages (available in Moodle). (3) Mark Baker, "The Saving Significance of the Cross in a Honduran Barrio." <i>Mission Focus Annual Review</i> 14 (2006): pp. 59-81 (available online at <a href="https://www.mbseminary.edu/files/download/fdc_essay_revised_ending_2007.pdf?file_id=12899215">https://www.mbseminary.edu/files/download/fdc_essay_revised_ending_2007.pdf?file_id=12899215</a>). (4) Mike McNichols, "Jesus, The Ultimate Outsider" in <i>Proclaiming the Scandal of the Cross</i>. Edited by Mark D. Baker (Grand Rapids: Baker Academic, 2006; available in Moodle)</p> <p><b>General Discussion Forum 10</b>  <b>Posting:</b> Based on your reading above, by Tuesday post four questions for your classmates that you think would be important for the class to discuss regarding the relationship between the death of Jesus and the <i>missio Dei</i>. Each question should be based on a different portion of your reading. For example, you should ask one question each engendered by the required readings in 1-4 above. After each question, place in parentheses the particular reading upon which the question is based (e.g., Gorman). By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p>
11/28-12/4	12	<p><b>Jesus' Death and the Christian Community</b></p> <p><b>Assigned Reading (Total Pages: 156):</b> Scot McKnight, <i>A Community Called Atonement</i>.</p> <p><b>Written Assignment Due on 12/1: Review of McKnight (see description under Course Requirements)</b></p> <p><b>General Discussion Forum 11</b>  Watch the following video (Total Video Time: 2 minutes, 44 seconds):  <a href="http://www.youtube.com/watch?v=Sn2CKiPOzSQ&amp;feature=related">http://www.youtube.com/watch?v=Sn2CKiPOzSQ&amp;feature=related</a></p> <p><b>Posting:</b> Based on your viewing of the video and reading of McKnight, post a response to the following question by Thursday: What is the significance of Jesus' death for these Somalian lepers and how does it involve the church (if at all)? By Friday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p>

12/5-12/11	13	<p><b>New Metaphors for Jesus' Death</b></p> <p><b>Written Assignment Due on 12/8: <u>First</u> Draft of New Metaphor Essay (see description under Course Requirements)</b></p> <p><b>General Discussion Forum 12</b></p> <p><b>Movie Corner:</b> View the assigned movie (TBA) by Tuesday and post an initial response to the provided discussion question(s) by Wednesday. By Friday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p> <p><b>Group Discussion Forum 4:</b> By Thursday (12/8), post the first draft of your New Metaphor essay into your group forum. Read each of the essays in your group carefully and post a response to each by Friday that assesses the essay and aims to help the student improve it. The response should include: how well you think the metaphor connects with the assumed context; what aspects of that context it may fail to challenge; what scriptures/scriptural images it resonates with; what scripture/scriptural images it tends to ignore; what you see as its potential theological advantages and problems overall; particular suggestions to your classmate as to how to improve the essay. By Sunday post at least three more times to the assessments of your group members stating whether or not you agree with their assessments <b><u>and why</u></b>.</p>
12/12-12/18	14	<p><b>New Metaphors for Jesus' Death: Biblical and Theological Adequacy</b></p> <p><b>Written Assignment Due on 12/13: <u>Final</u> Draft of New Metaphor Essay (see description under Course Requirements)</b></p> <p><b>Written Assignment Due on 12/18: Final Essay (see description under Course Requirements)</b></p>

## Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
<b>15 point scale</b>	4 points	8 points	11 points	14-15 points
<b>20 point scale</b>	6 points	11 points	14 points	18-20 points

## Posting Pointers

**“Atta boy”/“Atta-girl” Posts:** One thing that slows up the learning process and clogs the discussion forms are “atta-boy” or “atta-girl” reply posts. These posts usually affirm someone else’s observations but do not advance the conversation. While the replies show affirmation, they can lend to a lot of additional posts that do not help class “conversation” around the subject at hand. They can also obscure your own more substantive posts and work against your overall grade. These replies definitely do not count toward your assigned class posts. If you want to affirm someone’s observations you can always email them directly (just click on the name at the top of the forum) or, if part of a reply, be certain to offer a substantive question (say for clarification) or observation (that challenges, modifies, complements the post) in the same reply

and make it obvious. For example, instead of simply saying, "I like what you said," you might say something like: "When you said X it brought to mind an important comment from Hooker that supports your efforts. Hooker says....."

**Keeping within Limits:** You should read everyone's initial posts but respond only to those that raise an issue that you want to reflect on. Otherwise, you'll burn yourself out trying to respond to everyone.

**A Tip for Staying in the Conversation:** You can subscribe to a thread, including your own, so you can be notified by email when someone replies. This helps keep track of when you get personal replies and/or alerts you when a new idea has been added to a particular thread.