



# LEAVELL COLLEGE

## NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

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BSCM2380-001: Christian Scriptures  
Fall 2016 (171)

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*The mission of Leavell College of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

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### **Core Value**

Each academic year, a core value is emphasized. This academic year, the core value is *Characteristic Excellence* – “What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.”

### **Course Description**

The purpose of this course is to introduce the student to issues concerning the Bible. The lectures and class discussions include topics such as the text of the Scriptures, the development of the canon, and the history of the Bible.

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### **Student Outcomes**

In order to interpret and communicate the Bible accurately, the student, by the end of the course should: By the end of the semester, the student will:

1. Develop a personal doctrine of the Bible.
  2. Understand the history of the written text and the canon.
  3. Gain an awareness of the basis for the different translations.
  4. Internalize a new appreciation for the Bible and its proper use.
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### **Course Texts**

The following textbook is required:

Wegner, Paul D. *The Journey from Texts to Translations: The Origin and Development of the Bible*. Grand Rapids: Baker Academic, 2008.

The following textbooks are optional:

Brunn, Dave. *One Bible, Many Versions: Are All Translations Created Equal?* Downers Grove, IL: Intervarsity Academic, 2013.

Fee, Gordon D. and Mark L. Strauss. *How to Choose a Translation for All Its Worth*. Grand Rapids: Zondervan, 2007.

## Course Requirements and Grading

1. The student is required to watch the PowerPoint lessons, video, and other assigned material for each week. The students will have to watch the assigned material before the learning unit closes in order to get credit. The student will submit the attached statement to the professor stating completion of this requirement. **Due by Dec. 4<sup>th</sup>**.
2. The student is to read the first two PowerPoint lessons on inspiration and inerrancy from Erickson and submit a statement saying they have read each section. Students will then post on the discussion board for this assignment their own personal view of inspiration and at least one question arising from the reading. Then, students will respond to at least one other person's posting. The reading statement should be submitted by means of the assignment in the course documents section. **Due by Sept. 7<sup>th</sup>**.
3. The student is required to read the assigned material before watching the appropriate lessons. The student will complete the reading log attached to the syllabus and submit it by means of the assignment function in the course documents section by **Dec. 4<sup>th</sup>**.
4. The student will be required to participate in various discussion boards. At assigned times during the semester, students will be required to actively post on the boards. Posts must be polite, thoughtful, and thought provoking. Short meaningless posts will not be counted (for example, "I agree"). Participation will be checked by the professor based upon the rubric attached to the end of the syllabus. Discussion board participation will be assigned within the learning units in the course documents section. Thus, students will have to pay attention to assignments within the PowerPoint files. When assigned, you should post a minimum of twice with each post being at least a substantial paragraph. The first post should give your statement or response to the discussion, and the second post should respond to another student's remarks. **Note: Most of the discussion board topics will only be open for a short time for posting. Thus, you need to fulfill this responsibility as soon as you can. This allows for the discussion to be fruitful for those involved.**
5. The student will read either of the optional texts by White or Fee and Strauss and write a critical book review. The review is to be 6-8 pages in length, typed and presented according to Turabian. This review should be prepared using the latest word processor program. A minimum of 50% of the review must be devoted to a critique of the book. The book review is due by **Oct. 22<sup>nd</sup>**.
6. The student will complete two sectional exams and a final exam. These exams will be administered on blackboard.  
**Please Note:** Students will be free to utilize their notes on the exams. However, the exams are timed so that use of notes will be limited. Students will need to prepare to finish the exams in less than 1 hour. The dates for the exams are in the course outline.

## Extra Credit

For a possibility of three points on the final grade, the student may read and review the text not used for the required book review on the optional reading list. The review is to be 5-6 pages in length, typed and presented according to Turabian. A minimum of 50% of the review must be devoted to a critique of the book. Extra credit work must be turned in via e-mail by **Dec. 1<sup>st</sup>**. No late extra credit work will be accepted.

The final grade for the course will be determined as follows:

10%	Inerrancy and Inspiration Article Report and Discussion
15%	Reading Log and PowerPoint Statement
15%	Book Review
15%	First Sectional Exam
15%	Second Sectional Exam
15%	Final Exam
15%	Discussion Board Participation

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## Course Outline

The following is a list of the topics to be covered with the dates each will be available.

### Introductory Video

8/22 - 9/7

-Download any needed software indicated in the announcements. Watch introductory video and get familiar with the course. The introductory material will be up for a little while, but you should watch it within the first few days. The discussion board assignment is to introduce yourself. Please include a picture if you can. You may need to reduce the size of the photo to be able to post it. If you need to do so, you can probably use a free program like Paint.net to do so.

### Doctrine of the Bible

8/22 - 9/7

-The assignment on the two articles is in this unit.  
-There is a discussion board assignment in this unit regarding inspiration and inerrancy.

### Text of the Bible

9/6 - 9/20

-There is a discussion board assignment in this unit regarding the making of the manuscripts.

### Test One Material

9/19 - 9/26

-This exam will cover the material since the beginning of the course. The folder contains a study guide and the test. Be sure you don't open the test until you are ready to take the test.

### The Development of the Canon

9/25 - 10/10

-There are two discussion board assignments in this unit regarding some canonicity issues.

### The History of the Scriptures

10/9 - 10/23

-There is a discussion board assignment in this section. Be sure to read and listen to all the material and post any questions you have.

### Test Two Material

10/22 - 11/5

-This exam will cover the material since test one. The folder contains a study guide and the test. Be sure you don't open the test until you are ready to take the test.

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## **The Bible Today**

11/1 - 11/14

-There are two discussion board assignments in this section. The first is a debate, and the second requires you to read an article on the internet and respond.

## **Ehrman Project Video Discussion**

11/10 – 12/1

-I've posted several youtube links to videos from the "Ehrman Project" in the discussion board. This project is devoted to dealing with some of the claims from popular author Bart Ehrman who questions the historical reliability of the Bible. We have dealt with many of these issues in the class. Here at the end of the class, I wanted to make some of these available. I want you to watch at least two of the posted videos and then post your thoughts and questions in the discussion board for that purpose.

## **Final Exam Material**

11/21 - 12/4

-This exam will cover the material since test two. The folder contains a study guide and the test. Be sure you don't open the test until you are ready to take the test.

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## **Additional Course Information**

### *Official Leavell College Plagiarism Policy*

Plagiarism Policy: A high standard of personal integrity is expected of all Leavell College students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and committing other such forms of dishonesty are strictly forbidden. Although anything cited in three sources is considered public domain, we require that all sources be cited. Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action.

### *ITC Contact Information*

If you have any questions about Blackboard, SelfServe, or ITC services, please access the ITC page on our website: [www.nobts.edu/itc/](http://www.nobts.edu/itc/) General NOBTS technical help information is provided on this website.

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## **Selected Bibliography**

Aland, Kurt, and Barbara Aland. *The Text of the New Testament: An Introduction to the Critical Editions and to the Theory and Practice of Modern Textual Criticism*. Translated by E. F. Rhodes. 2d ed. Grand Rapids: Eerdmans, 1989.

Beckwith, R. *The Old Testament Canon of the New Testament Church and Its Background in Early Judaism*. Grand Rapids: Eerdmans, 1985.

Bruce, F. F. *The Books and the Parchments*. 5th ed. London: Marshall Pickering, 1991.

Brunn, Dave. *One Bible, Many Versions: Are All Translations Created Equal?* Downers Grove, IL: Intervarsity Academic, 2013.

Carson, D. A. *The Inclusive-Language Debate: A Plea for Realism*. Grand Rapids: Baker Book House, 1998.

Carson, D. A., and J. D. Woodbridge, eds. *Scripture and Truth*. Grand Rapids: Zondervan, 1983

Dockery, David S. *Christian Scripture*. Nashville, TN: Broadman and Holman Publishers, 1995.

- Ewert, David. *A General Introduction to the Bible*. Grand Rapids: Zondervan Publishing House, 1983.
- Fee, Gordon D. and Mark L. Strauss. *How to Choose a Translation for All Its Worth*. Grand Rapids: Zondervan, 2007.
- Garrett, Stephen M. And J. Merrick, eds. *Five Views on Biblical Inerrancy*. Grand Rapids: Zondervan, 2013.
- Greenlee, J. Harold. *Introduction to New Testament Textual Criticism*. Rev. ed. Peabody, MA: Hendrickson Publishers, 1995.
- LaSor, W. S., D. A. Hubbard, and F. W. Bush. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. 2d ed. Grand Rapids: Eerdmans, 1996.
- Lightfoot, Neil R. *How We Got the Bible*. 2d ed. Grand Rapids, Michigan: Baker, 1988.
- Marshall, I. H. *Biblical Inspiration*. Grand Rapids: Eerdmans, 1982.
- Merrick, J. and Stephen M. Garrett, Gen. ed., *Five Views on Biblical Inerrancy*, Grand Rapids, MI: Zondervan, 2013.
- Metzger, Bruce M. *The Early Versions of the New Testament: Their Origin, Transmission, and Limitations*. Oxford: Clarendon, 1977.
- \_\_\_\_\_. *Manuscripts of the Greek Bible: An Introduction to Paleography*. New York: Oxford University Press, 1981.
- \_\_\_\_\_. *The Bible in Translation: Ancient and English Versions*. Grand Rapids: Baker, 2001.
- Poydres, Vern and Wayne Grudem. *The Gender-Neutral Bible Controversy: Muting the Masculinity of God's Words*. Nashville: Broadman and Holman, 2000.
- Scorgie, Glen, Mark Strauss, and Steven Voth eds. *The Challenge of Bible Translation*. Grand Rapids: Zondervan, 2003.
- Strauss, Mark. *Distorting the Scripture?: The Challenge of Bible Translation & Gender Accuracy*. Downers Grove, IL: InterVarsity Press, 1998.
- Wegner, Paul D. *The Journey from Texts to Translations: The Origin and Development of the Bible*. Grand Rapids: Baker Academic, 1999.
- White, James R. *The King James Only Controversy*. Minneapolis, MN: Bethany House Publishers, 1995.

For other suggested resources see the professor.

## Reading Log

Name: \_\_\_\_\_

*Please put the date you completed the reading assignments. Note: These assignments must be read by the date the learning unit closes.*

<b>Material</b>	<b>Assignment</b>	<b>Indicate in the space below the date read</b>
Divine Human Authorship of the Bible <b>Due by 9/7</b>	Wegner 13-37, 69-72	
How Ancient Books Were Made <b>Due by 9/20</b>	Wegner 75-100	
The Old Testament as Christian Scripture <b>Due by 10/10</b>	Wegner 101-30	
The New Testament as Christian Scripture <b>Due by 10/10</b>	Wegner 131-62	
Old Testament Textual Criticism <b>Due by 10/23</b>	Wegner 165-206	
Textual Criticism of the Greek New Testament <b>Due by 10/23</b>	Wegner 207-240	
What Makes a Translation Good? <b>Due by 11/14</b>	Wegner 399-403	
History of the Bible <b>Due by 11/14</b>	Wegner 263-70, 273-305	
The 1611 King James Version <b>Due by 11/14</b>	Wegner 307-24, 337-40	
The NIV <b>Due by 11/14</b>	Wegner 324-36, 341-62	
Late 20 <sup>th</sup> century Bible Versions <b>Due by 11/14</b>	Wegner 363-97	

I \_\_\_\_\_ watched the PowerPoints, video, and read the assigned material for this semester.

Check One Yes \_\_\_\_\_ No \_\_\_\_\_ If no, explain.

If no, what percentage did you read? \_\_\_\_\_

Your submission of this statement will count as your signature verifying these statements are true.

# Discussion Board Participation Grading Guidelines

## **A Discussion (93-100): Distinguished/Outstanding**

Students earning an “A” for discussion activities have participated 2 or more times during the discussion and have posted outstanding information. These students will have checked the discussion more than once and not have posted everything at once.

“A” discussion postings

- are made in time for others to read and respond
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations
- contain rich and fully developed new ideas, connections, or applications

## **B Discussion (85-92): Proficient**

Students earning a “B” for discussion activities have participated at least 2 times during the week and have posted proficient information.

“B” discussion postings

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail

## **C Discussion (77-84): Basic**

Students earning a “C” for discussion activities have participated at least 1 time during the week and have posted basic information.

“C” discussion postings

- may not all be made in time for others to read and respond
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections, and those are often cast in the form of vague generalities
- contain few, if any, new ideas or applications; often are a rehashing or summary of other comments

## **D-F Discussion (60-76): Below Expectations**

Students earning a “D-F” for discussion activities have participated at least 1 time during the week and have posted information that was below expectations.

“D-F” discussion postings

- may not all be made in time for others to read and respond
- are rudimentary and superficial; there is no evidence of insight or analysis
- contribute no new ideas, connections, or applications
- may be completely off topic

**No participation in a discussion board activity will result in a zero for that activity.**