

Name _____ Date _____ Course Grade _____



New Testament

The Life and Message of the Messiah



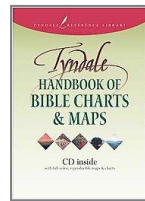
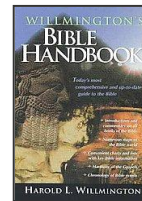
Session 1: Matthew—Meet the King	7
Session 2: Mark—Servant at Work and Luke—The Son of Man	12
Session 3: John—the Son of God	16
Session 4: Acts and Romans	20
Session 5: Corinthians and Galatians	24
Session 6: Ephesians, Philippians, Colossians	28
Session 7: Thessalonians	33
Session 8: Timothy, Titus, and Philemon	36
Session 9: Hebrews and James	41
Session 10: The Epistles of Peter, John, and Jude	45
Session 11: The Revelation of Jesus Christ	50
Session 12: Group Presentations	55
Session 13: Sermons or Individual Projects	55
Session 14: Booklet Presentations	55

Course Description

This course focuses on how to apply and teach the New Testament covering the Gospels, Acts, Pauline Epistles, General Epistles, and the Book of Revelation. Topics include authorship, date, historical context, literary form, and megathemes. Students will create a visual panorama and a written summary of the New Testament for use in teaching the Bible.

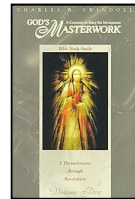
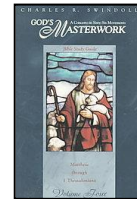
Required Textbooks

1. The Holy Bible. A translation, such as the *New International Version*, the *New American Standard Version*, or the *New King James Version* is recommended for study. A paraphrase, such as *The Message*, or the *New Living Translation* is recommended for enhanced understanding and perspective.
2. Harold L. Willmington. *Willmington’s Bible Handbook*. Wheaton, IL: Tyndale House, 199. <http://www.bestwebbuys.com/9780842381741>
3. Neil S. Wilson and Linda K. Taylor. *Tyndale Handbook of Bible Charts & Maps*. Wheaton, IL: Tyndale House, 2001. 9780842335522 <http://www.bestwebbuys.com/9780842335522>



Recommended Resources

4. Charles R. Swindoll and Gary Matlack. *God’s Masterwork, Vol. 4: Matthew through 1 Thessalonians*. Dallas, TX: Word, 1997. 9780849987410
5. Charles R. Swindoll and Gary Matlack. *God’s Masterwork, Vol. 5: 2 Thessalonians through Revelation*. Dallas, TX: Word, 1997. 9780849987427
6. *Signs of Life New Testament*. Annotated by David Jeremiah. Nashville, TN: Thomas Nelson, 2008. 9781418534271



Books may be ordered through a local bookstore or on the Internet. To receive the MS Word version of the portfolio email the professor.

Student Requirements

First, successfully complete the **quizzes** in the Portfolio before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory.

Second, maintain the **journal** in the Portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, each session **discuss** the quizzes and journal in the Portfolio. (1) What are we as a group learning about the Bible and transformational leadership in this course? (2) How can we as leaders apply these concepts to our lives, families, and ministries? (3) How can our churches apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing the relational, speaking and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, complete the **final exam** in the Portfolio. Summarize the New Testament in 1,000 words. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. This will serve as the basis for the booklet or term paper. Week 11

Fifth, contribute to a **group presentation** titled **Teaching from an Epistle**. Each group will select one of the following epistles (Galatians, Ephesians, Philippians, Colossians, 1 Timothy, 2 Timothy, Hebrews, James, 1 Peter, or 2 Peter) and discuss applications found in that Epistle: based on textbooks, online articles, course notes, and other sources. This group project can be a PowerPoint presentation, dramatic skit, role-play, set of charts or drawings (15-20 minutes). This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 12 <http://www.bmts.com/~cookes/skitsanct.html>

Sixth, present a typed **sermon manuscript** or **individual project** titled **Panorama of the New Testament** based on the books in the bibliography, textbooks, online articles, course notes, and other sources. The individual project can be a sermon manuscript, booklet, chart, collage, dramatic reading, graphic organizer, monologue, outline, painting, poem, PowerPoint, scroll, song, timeline, or webpage (5-10 minutes). This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Week 13

Seventh, present a typed **booklet** or **term paper** titled **Applications from the New Testament** based on *Tyndale's Handbook of Bible Charts*, online articles, course notes, and other sources to be distributed in your church. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be at least **2,000-3,000** words in length (5 pages). Text should be single-spaced. Font should be Times New Roman 12. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective Christian living, teaching, preaching, and servant-leadership. Week 14

Welcome to the New Testament!

Your mentors in this course are Dr. Harold Willmington and your professors.

Accelerated Transformational Adult Learning

Our mission is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills through church-based training centers. The course objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains, (2) to remember what they have read, (3) to sharpen their thoughts through journaling, (4) to speak effectively before others, (5) to work as learning teams of leaders, and (5) to biblically apply what they are learning to life, family, and ministry. Adults learn in multiple ways and so this course incorporates multiple learning styles. According to the **Cone of Learning**, writing, discussing, and applying are more effective learning strategies than the passive lecture used in many schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. The portfolios are designed to guide students in training themselves in how to read with their brains, how to summarize information, how to write and speak effectively, how to reflect and apply what they are learning, and how to work in groups.

The purpose of the **quiz** is to train your mind to actively reflect, analyze, and summarize key concepts which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance.

The purpose of the **journal** reflections is to guide/mentor you in discovering that genuine learning is about life change and developing Christian character. Thinking about what you are learning and discussing how to apply it with others has a way of making learning practical and meaningful and transformative. Reflection on Christian virtues (purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.

The purpose of the **group activity and presentations** is to train you in how to display your thinking in charts, graphs, illustration, and drawings.. Displaying your thinking brings ideas to life in a special way and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible. ...

The purpose of the **final exam** is an opportunity to put your thoughts together so that you can act on them and experience life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it (otherwise you will lose it). Evaluated writing is a key component of learning, communicating, and leading.

The purpose of the **group presentations** is for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence. Students learn best in professional learning communities.

The purpose of the **sermon or individual project** is for students to improve by using their preferred learning strengths and creativity. Students benefit from using the unique God-given personality, gifts, and abilities as they teach and train others. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence in teaching and preaching.

The purpose of the **booklet or term paper** is for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience, confidence, and vital ministry skills.

Introduction

Leadership Principles

Everything rises or falls with leadership.

New Testament Quotes

All the good from the Savior of the world is communicated through this book; but for the book we could not know right from wrong. All the things desirable to man are contained in it. —Abraham Lincoln

If you read the Word of God, it will help you; if you study the Word of God, it will change you; if you meditate on the Word of God, it will keep you.

In reading the Scriptures I find a great moral power. Therein I am made aware of two great forces for good...; the fear of God and the grace of God. The one is a deterrent to evil and the other is an encouragement to good. —Jim Elliot

It is not enough to be *under* the Word, we must be *in* the Word; God has spoken and He has not stuttered. God has communicated because He wants us to understand.

Look carefully for what God put in the Scriptures. —John 21:25

Men do not reject the Bible because it contradicts itself, but because it contradicts them.

Reading the Bible without meditating on it is like trying to eat without swallowing.

Sola fidei regula: the Bible is the only authoritative voice of God to man.

Take your directions from the Owner's Manual.

There is no accidental information in the Bible.

The Bible speaks ultimately, authoritatively, consistently, compassionately, guidingly, challengingly, realistically, adequately, and relevantly.

There are no nice subtle crosses in the Bible.

The Bible provides the floor plan for life.

The Bible tells how men can be saved and how saved men should live.

The Bible, through its principles and ideals, provides an enduring, relevant guide to Christian conduct.

The Holy Spirit and the Bible do not conflict.

The New is concealed in the Old—and the Old is revealed in the New. —St. Augustine

External Links

1. Apologetics <http://www.4truth.net>
2. Baptist Theology <http://www.baptisttheology.org>
3. Bible http://www.bible.org/series.asp?series_id=76
4. Bible Atlas Online <http://anova.org/sev/atlas/html/>
5. Bible Bulletin Board <http://www.biblebb.com/>
6. Bible History <http://www.bible-history.com/>
7. Bible in Pictures <http://www.creationism.org/books/BibleInPictures/>
8. Bible Land Photos <http://bibleplaces.com/>
9. Bible Study Notes by Dr. Thomas Constable of DTS <http://www.soniclight.com/constable/notes.htm>
10. Bible Study Resources www.bible.org
11. Biola <http://www.go2rhcc.com/resources/OTHist/homepage.html>
12. Blue Letter Bible Timeline <http://www.blueletterbible.org/study/parallel/timeline/index.html>
13. Blue Letter Bible Study Tools/Charts <http://www.blueletterbible.org/study/>
14. Books of the Bible Daniel Akin – SEBTS <http://www.sebts.edu/president/>
15. Christian Classics Ethereal Library “World Wide Study Bible” <http://www.ccel.org/wwsb/>
16. Crosswalk.com Bible study tools <http://www.biblestudytools.net/>
17. E-sword.net Bible study tools <http://www.e-sword.net/>
18. Got OT Questions <http://www.gotquestions.org/Old-Testament-Survey.html>
19. Holy Land Photos <http://www.holylandphotos.org/>
20. Larkin's Bible Charts <http://members.citynet.net/morton/charts.htm>
21. Names of God <http://www.abu.nb.ca/ecm/topics/theme2.htm>
22. Old Testament Summary http://www.bible.org/series.php?series_id=76
23. Old Testament Gateway <http://www.otgateway.com/>
24. Online Bible links <http://www.onlinebible.net/links.html>

25. Willmington's Bible Study Library (Theology and Bible Book Summaries)

http://www.churchplantingvillage.net/site/c.iiJTKZPEJpH/b.784509/k.67FF/Wilmingtons_Bible_Study_Library_1_2.htm

Instructions

You are beginning one of the most important studies of your life based on the Word of God. Much depends on the effort and dedication you invest in these sessions. Although this course is designed to require three or four hours to complete each session, every minute you spend will increase your understanding of God’s will and ways.

To get the most out of the course it is vital that you do the following:

1. Read your **Bible** and the **textbooks** each day.
2. Type answers to the **Quiz Questions** before class in preparation for discussion.
3. Type in your **Journal** brief personal reflections over each session.
4. Prepare for **Group Activities** before class.
5. Work on group presentations, individual projects, and booklets.

Grade and Discuss the Quiz (60 minutes).

Share your answers to the Take-home quiz questions.

Discuss the Journal and Application (20 minutes).

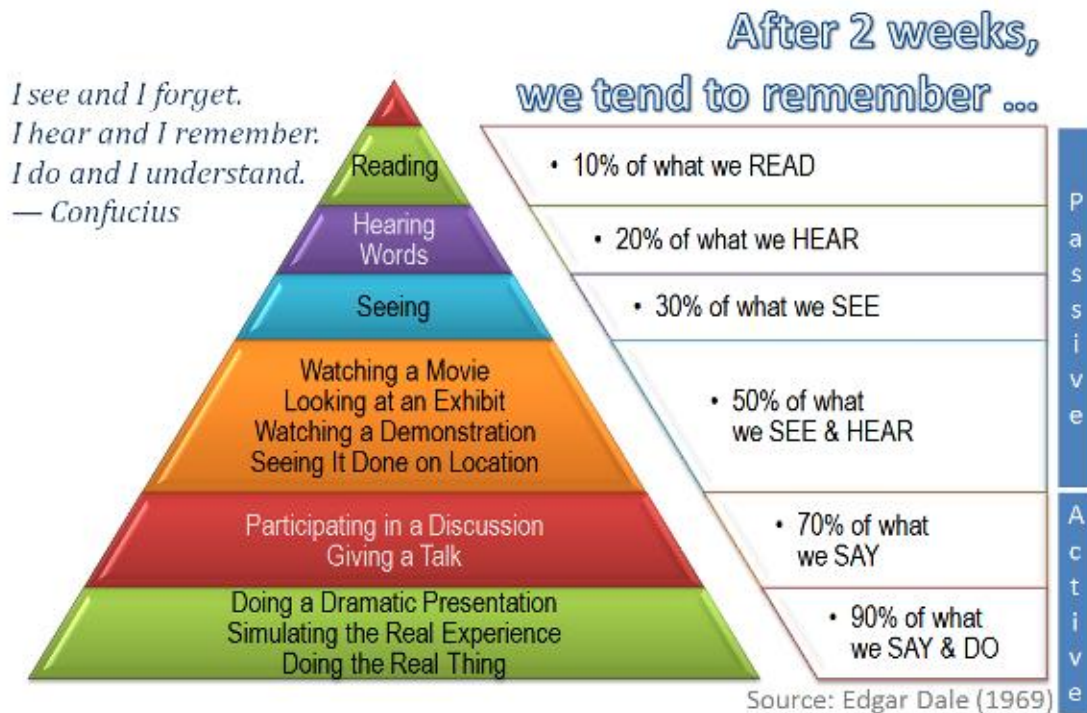
Share your reflections to the journal questions.

Group Activity and Presentations (40 minutes)

Students learn more by discussing and doing. Explore ways to better teach and apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc.

The Cone of Learning

sparkinsight.com



Adults learn in multiple ways. The purpose of the portfolio is to apply active learning through the Cone of Learning. Student-leaders are guided in reading, hearing, seeing, speaking, thinking, writing, participating, discussing, illustrating, presenting, and applying truth to their lives, families, and ministries. This results in transformational life-change.

<p>Mediation and Application Cards</p> <p>During the course place these on mirrors, in the kitchen, in the car, at work—and review daily.</p>	
<p>Principle:</p> <p>Applications:</p>	<p>Principle:</p> <p>Applications:</p>
<p>Principle:</p> <p>Applications:</p>	<p>Principle:</p> <p>Applications:</p>
<p>Principle:</p> <p>Applications:</p>	<p>Principle:</p> <p>Applications:</p>
<p>Principle:</p> <p>Applications:</p>	<p>Principle:</p> <p>Applications:</p>
<p>Principle:</p> <p>Applications:</p>	<p>Principle:</p> <p>Applications:</p>

Session 1: Matthew—Meet the King

Name _____ Date _____ Points _____

Prayer**Overview of Syllabus (10 minutes)**

Share samples of individual projects and booklets.

Grade and Discuss this Take-home Quiz (60 minutes)

Complete this quiz before class. Each answer should be 50 words. The quiz is worth 50 points.

Writing answers to **quiz** questions is an opportunity to train your mind to actively reflect, analyze, and summarize key concepts which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance. Students learn better together.

1. What is the **background** of Matthew in *Willmington's Bible Handbook*? (519)

2. What do we know about the **author, date, and recipients** of Matthew? (520)

3. What are the four **purposes** of Matthew? (2)

4. What are the **unique features** of Matthew? (2)

5. How does Matthew **compare** with other Bible books? (2)

6. How would you summarize the “**Introduction of the King**” (Matt. 1-4)? (524-526)

7. What is the “**Proclamations of the King**” (Matt. 5-7)? (527-528)

8. What is the “**Power of the King**” (Matt. 8-10)? (529-530)

9. What are the “**Predictions of the King**” (Matt. 24-25)? (543-544)

10. What lessons can we learn from the life of Andrew? (548)

11. What lessons can we learn from the life of Caiaphas? (549-550)

12. What lessons can we learn from the life of Herod Antipas? (550)

13. What lessons can we learn from the life of John the Baptist? (553-555)

14. What lessons can we learn from the life of Peter? (558-559)

15. What lessons can we learn from the life of Pilate? (560)

Journal Reflections (20 minutes)

Writing **journal** reflections is an opportunity to experience transformational life change and develop Christian character. Thinking about what you are learning and discussing how to apply it with others has a way of making learning practical and meaningful. Reflection on Christian virtues (sexual purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.

1. What is it that you really want to learn in this course? In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could we as church leaders teach these lessons to current and future leaders?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals. The **group activity and presentations** is an opportunity to display your thinking in charts, graphs, illustration, and drawings.. Displaying your thinking brings ideas to life and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual and relational learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible. .

Session 2: Mark—Servant at Work and Luke—The Son of Man

Name _____ Date _____ Points _____

Prayer**Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 30-50 words.

Each question = 2.5 points. The quiz is worth 50 points.

1. What do we know about the **author**, **date**, and **location** of Mark? (561)2. What do we know about the **recipients** and **purpose** of Mark? (562)3. What is “**The Servant’s Galilean Ministry**” (Mark 1-10)? (564-569)4. What is “**The Servant’s Ministry in Jerusalem**” (Mark 11-13)? (570-571)

5. What is “**The Servant’s Death and Resurrection**” (Mark 14-16)? (571-574)

6. What happened on each of “**The Final Days of Christ’s Ministry**”? (573)

7. What lessons can we learn from Jairus? (575)

8. What lessons can we learn from John Mark? (575-576)

9. What do we know about the authorship and date of Luke? (577)

10. What do we know about the recipients and purpose of Luke? (577-578)

11. What are the unique features of Luke? (578)

12. How does Luke compare with other Bible books? (578)

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could we as church leaders teach these lessons to current and future leaders?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about one of the characters in Mark or Luke.

4. What is “**Jesus the Eternal Son of God**” (John 1)? (606-607)

5. What is “**Jesus the Earthly Son of God**” (John 1-18)? (607-620)

6. What is “**Jesus the Executed Son of God**” (John 18-19)? (620-622)

7. What is “**Jesus the Exalted Son of God**” (John 20-21)? (622-624)

8. What lessons can we learn from Martha? (624)

9. What lessons can we learn from Mary Magdalene? (625)

10. What lessons can we learn from Nicodemus? (626)

11. What lessons can we learn from Philip (the Apostle)? (627)

12. What lessons can we learn from Thomas? (627-628)

13. What are “**The Ten Resurrection Appearances of Christ**”? (629)

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could we as church leaders teach these lessons to current and future leaders?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about one of the characters in John.

Session 4: Acts and Romans

Name _____ Date _____ Points _____

Prayer**Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 30-50 words.
Each question = 2.5 points. The quiz is worth 50 points.

1. What do we know about the background, author, and date of Acts? (631)

2. What are the purposes and unique features of Acts? (631-632)

3. How does Acts compare with other Bible books? (632)

4. What is **"The Witness in Jerusalem"** (Acts 1-7)? (633-637)

5. What is **"The Witness in Judea and Samaria"** (Acts 8-9)? (637-638)

6. What is **"The Witness to the Ends of the Earth"** (Acts 9-28)? (639-637)

7. What lessons do we learn from Paul? (657-659)

8. What lessons do we learn from Silas (Silvanus)? (660)

9. What lessons do we learn from Stephen? (661)

10. What is the background of Romans? (663)

11. What is the author, date, and location of Romans? (663-664)

12. What are the purposes of Romans? (664)

13. What are the unique features of Romans? (664)

14. How does Romans compare with other Bible books? (664)

15. How is “**God’s Righteousness Imputed**” (Justification) (Rom. 1-5)? (665-668)

16. How is “**God’s Righteousness imparted**” (Sanctification and Glorification) (Rom. 6-8)? (668-671)

17. What is “**God’s Righteousness toward Israel**” (Rom. 9-11)? (671-673)

18. How is “**God’s Righteousness Applied**” (Rom. 12-15)? (673-675)

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could we as church leaders teach these lessons to current and future leaders?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about one of the characters in Acts or a summary of Romans.

12. What is the **background** of Galatians? (697)

13. What are the **purpose** and **unique features** of Galatians? (698)

14. How does Galatians **compare** with other Bible books? (698)

15. How would you summarize "**Paul's Defense**" (Gal. 1-2)? (699-700)

16. How would you summarize "**Faith and Law**" (Gal. 3-4)? (700-701)

17. How would you summarize "**Christian Liberty**" (Gal. 5-6)? (701-702)

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could we as church leaders teach these lessons to current and future leaders?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about “Faith and Law” or “Christian Liberty” (700-701)

6. How would you summarize “**The Church’s Conduct in the World**” (Eph. 4-6)? (706-708)

7. What is the **background** of Philippians? (709)

8. What is the **date** and **location** of Philippians? (709)

9. What is the **purpose** and **unique features** of Philippians? (709-710)

10. How does Philippians **compare** with other Bible books? (710)

11. How would you summarize “**Rejoicing in Christ’s Service**” (Phil. 1)? (710-711)

12. How would you summarize “**Rejoicing in Christ’s Selflessness**” (Phil. 2)? (711-712)

13. How would you summarize “**Rejoicing in Christ’s Sufferings**” (Phil. 3)? (712)

14. How would you summarize “**Rejoicing in Christ’s Sufficiency**” (Phil. 4)? (713)

15. What is the **background** and **date** of Colossians? (715)

16. Who are the **recipients** of Colossians? (715)

17. What is the **purpose** and **unique features** of Colossians? (716)

18. How would you summarize “**The Person and Work of Christ**” (Col. 1-2)? (717)

19. How would you summarize “**The Better Way of Christ**” (Col. 2-3)? (717-718)

20. How would you summarize “**Practicing the Life of Christ**” (Col. 3-4)? (718-719)

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could we as church leaders teach these lessons to current and future leaders?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about the church at Ephesus, Philippi, or Colossae.

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could we as church leaders teach these lessons to current and future leaders?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about the Antichrist.

6. How would you summarize “**Preparing Churches for the Good Fight**” (1 Tim. 2-3)? (733-735)

7. How would you summarize “**Preparing Pastors for the Good Fight**” (1 Tim. 4-6)? (735-736)

8. What lessons can we learn from Timothy? (737-738)

9. What is the **background** of 2 Timothy? (739)

10. What are the **date** and **purposes** of 2 Timothy? (739-740)

10. What are the **unique features** of 2 Timothy? (740)

11. How would you summarize “**Exhortations**” (2 Tim. 1-4)? (741-742)

12. How would you summarize “**Requests and Greetings**” (2 Tim. 4)? (742-744)

13. What are the **background, date, and location** of Titus? (745)

14. What are the **purposes** of Titus? (745)

15. What are the **unique features** of Titus? (745)

16. How does Titus **compare** with other Bible books? (746)

17. How would you summarize “**Elders for the Church**” (Titus 1)? (746)

18. What is “**Ministry in the Church**” (Titus 2-3)? (746-747)

19. What lessons can we learn from Titus? (747-748)

20. What are the **background, purpose, and unique features** of Philemon? (749-750)

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could we as church leaders teach these lessons to current and future leaders?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about Timothy, Titus, or Philemon.

Session 9: Hebrews and James

Name _____ Date _____ Points _____

Prayer**Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 30-50 words.
Each question = 4 points. The quiz is worth 50 points.

1. What is the **background** of Hebrews? (753)

2. What are the **purposes** of Hebrews? (754)

3. What are the **unique features** of Hebrews? (754)

4. What are the **key themes** of Hebrews? (754)

5. How does Hebrews **compare** with other Bible books? (755)

6. How would you summarize “**The Preeminence of Christ**” (Heb. 1-10)? (755-759)

7. How would you summarize “**Christ’s Preeminence Applied**” (Heb. 10-13)? (759-761)

8. How would you summarize the **author** of James? (763)

9. What do we know about the **date, location, and recipients** of James? (763)

10. What are the **unique features** of James? (694)

11. How does James **compare** with other Bible books? (764)

12. How would you summarize “**Encouragement and Exhortation**” (James 1)? (764-765)

13. How would you summarize “**Exhortation and Warnings**” (James 2-5)? (765-766)

14. How would you summarize “**Encouragement and Exhortation**” (James 5)? (766)

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could we as church leaders teach these lessons to current and future leaders?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about testing and temptation, or faith and works in the book of James.

7. How would you summarize “**Our Destiny: Salvation**” (1 Pet. 1-2)? (769-770)

8. How would you summarize “**Our Duty: Subjection**” (1 Pet. 2-3)? (770)

9. How would you summarize “**Our Discipline: Suffering**” (1 Pet. 3-4)? (771)

10. How would you summarize “**Our Duty: Serving**” (1 Pet. 5)? (772)

11. What do we know about the **background, date, and location** of 2 Peter? (773)

12. What are the **purposes and unique features** of 2 Peter? (773)

13. How does 2 Peter **compare** with other Bible books? (774)
14. How would you summarize “**God’s Provision**” (2 Pet. 1)? (774)
15. How would you summarize “**False Teachers**” (2 Pet. 2)? (775)
16. How would you summarize “**Christ’s Certain Return**” (2 Pet. 3)? (775-776)
17. What is the **background** of 1 John? (777)
18. What are the **unique features** of 1 John? (777-778)
19. How would you summarize “**Proofs of Fellowship**” (1 John 1-2)? (779)

20. How would you summarize “**The Fruits of Fellowship**” (1 John 2-3)? (780)

21. What are the “**Exhortations on Fellowship**” (1 John 4-5)? (780-781)

22. What is the **background** and **message** of 2 John? (783-784)

23. How would you summarize the **background** and **message** of 3 John? (785-786)

24. What is the **background** of Jude? (786)

25. What is “**The Warning of Apostates**” (Jude 1-16)? (788-789)

26. How would you summarize “**Advice to Believers**” (Jude 17-15)? (789)

Journal Reflections (20 minutes)

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How could we as church leaders teach these lessons to current and future leaders?

Group Activity and Presentations (40 minutes)

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about the warnings of false teachers faced by the early church—and the church today.

6. How would you summarize “**Christ in His Ascended Glory**” (Rev. 1)? (793-794)

7. What are the “**Messages to Churches**” (Rev. 2-3)? (794-797)

8. What is “**Christ’s Plan for the Future**” (Rev. 4-22)? (797-807)

9. How would you summarize “**The Divine Judge**” (Rev. 4-5)? (798)

10. What are “**The Seven Seals**” (Rev. 6-8)? (799)

11. What are “**The Seven Trumpets**” (Rev. 8-11)? (800)

12. Who are “**The Woman, Child, and Dragon**” (Rev. 12)? (801)

13. Who are “**The Beast and False Prophet**” (Rev. 13)? (801)

14. Who are “**The Heavenly Choir and Angel Evangelists**” (Rev. 14)? (802-803)

15. How would you summarize “**Preview of Armageddon**” (Rev. 14)? (803)

16. What are “**The Seven Bowls**” (Rev. 15-16)? (803)

17. What is “**Babylon’s Doom**” (Rev. 17-18)? (804)

18. How would you summarize “**Christ’s Triumph**” (Rev. 19)? (804)

19. What is “**The Millennium**” and “**Satan’s Final Rebellion**” (Rev. 20)? (805)

20. What do we know about “**The New Heaven and New Earth**” (Rev. 21-22)? (805-807)

Session 11: Final Exam

Name _____ Date _____ Points _____

Complete this exam before class. The exam is worth 100 points.

The **final exam** is an opportunity to put your thoughts together so that you can act on them and experience transformational life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it. Evaluated writing is a key component of learning, communicating, and leading.

Summarize the New Testament in 1,000 words.

Journal Reflections (20 minutes)

1. What did God teach you during this course? Why is it important that you obey?

2. How have you applied these concepts to your life, family, and ministry during this course?

3. How has your church applied these concepts in making disciples and developing leaders?

Group Activity and Presentations (40 minutes)

Prepare for next session's group presentations.

Session 12: Group Presentations

Name _____ Date _____ Points ____

Contribute to a **group presentation** titled **Teaching a New Testament Book** on how belief affects behavior from one of the following: Galatians, Ephesians, Philippians, Colossians, 1 Timothy, 2 Timothy, Hebrews, James, 1 Peter, or 2 Peter based on textbooks, online articles, course notes, and other sources. This group project can be a PowerPoint presentation, dramatic skit, role-play, set of charts or drawings (15-20 minutes). This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership

The **group presentation** is an opportunity for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence. Students learn best in professional learning communities.

Session 13: Sermons or Individual Projects

Name _____ Date _____ Points ____

Present a typed **sermon** manuscript or an illustrated **individual project** titled **Panorama of the New Testament** based on the books in the bibliography, textbooks, online articles, course notes, and other sources. The individual project can be a chart, an illustrated timeline, a painting, a scroll, a collage, a booklet, or a PowerPoint presentation (5-10 minutes). This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Videotaping this assignment so that students can view themselves would help them improve as well.

The **sermon or individual project** is an opportunity for students to improve by using their preferred learning strengths and creativity. Students benefit from using the unique God-given personality, gifts, and abilities as they teach and train others. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence.

Session 14: Booklet Presentations

Name _____ Date _____ Points ____

Present a typed illustrated **booklet or term paper** titled **Applications from the New Testament** based on textbooks, online articles, course notes, and other sources to be distributed in your church. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be at least **2,000-3,000** words in length (5 pages). Text should be single-spaced. Font should be Times New Roman 11 font. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective Christian living, teaching, preaching, and servant-leadership.

The **booklet or term paper** is an opportunity for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence.

Debriefing and Testimonials

1. What learning activities did you enjoy most about this course? How did they help you learn?

2. How have you applied what you learned during this course? What difference is it making? How did this course strengthen your relationship with Jesus?

Transfer of Credits to Southern California Seminary

To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the quizzes, journal reflections, booklets or term papers, and exams for each course. Upon successful completion of the course, students may transfer units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.

Attendance Policy. Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 56 homework hours) courses, more than 10 minutes late is a *Tardy*; more than 20 minutes late is an *Absence*. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be *approved in writing* by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute. Students who attend all 14 sessions will receive 100 points.

Transformational Learning Tip: If you review this portfolio once a year (such as on New Year's Day) as part of a commitment to life change—you will exponentially increase your memory and ability to apply this material to your life, family, and ministry.