

Student Packet Instructions

Studying for Maximum Learning

Use the following forms to improve your study methods and use of study time:

- *Checklist of Study Methods*
- *Student's Planner and Record*

Asking Your Adviser a Question

Use the *Question/Response Form* to send any questions you may have to your adviser.

Completing Your Service Learning Requirement

This course requires you to do a service learning requirement (SLR) assignment and submit a report. You must submit the SLR Report before or at the time you take the final examination. The SLR instructions are included in this packet before the project instructions.

Undergraduate Writing Assignment Guidelines

These guidelines to the undergraduate writing assignments are provided to assist you in properly completing course assignments and understanding how Global University faculty members will evaluate and grade them. Carefully following these guidelines can improve the quality of your written work and elevate your grade.

Completing Your Project

This course requires you to complete a project. Project instructions are included in this packet. You must submit this project before taking your final examination. Submit your project by e-mail attachment. A template is available for download from the Global University Web site: Library Resources for Undergraduate Students. If e-mail is not available, submit by mail or fax.

Correcting the Self-Test in Your Independent-Study Textbook (or Study Guide)

Answers to the self-tests found in your study guide are included in this packet.

Taking Your Unit Progress Evaluations

1. Review the chapters in each unit before you take the unit progress evaluation (UPE). Refer to the form *Checklist of Study Methods* in this packet.
2. Answer the questions in each UPE without referring to your course materials, Bible, or notes.
3. Look over your answers carefully to avoid errors.
4. Check your answers with the answer keys provided in this packet. Review chapter sections pertaining to questions you may have missed. Note: The UPE scores do not count toward your course grade, but they may indicate how well you will perform on the final examination.
5. On your *Student's Planner and Record* form, enter the date you completed each UPE.
6. When you are ready to complete the next to the last UPE, submit the form *Student's Request to Take Final Examination* to your enrollment office. If you do this, you will be able to take the final examination without delay when you complete the course.

Submitting Your Assignments

Submit to your enrollment office the items listed on the cover of this packet in the section *Checklist of Materials to Be Submitted to the Enrollment Office*. Submit your project and CRA assignments by e-mail attachment. If e-mail is not available, submit by mail or fax. Record on your Student's Planner and Record form the date you submitted each item.

Taking Your Final Examination

1. You will take the final examination in the presence of an approved examination supervisor. You may be asked to suggest the name of an appropriate examination supervisor if your enrollment office does not already have one in your area.
2. Review for the final examination in the same manner in which you prepared for the UPEs. The final examination covers material drawn from the chapters, self-tests, and UPEs. Refer to the form *Checklist of Study Methods* under "End-of-Unit Review" for further helpful review hints.
3. After you have completed your examination, your examination supervisor will send your final examination booklet and answer sheets to the appropriate office for forwarding to the International Office in Springfield, Missouri. It may take a number of weeks for you to receive your final grade report from your enrollment office.

- If you carefully follow the study methods listed below, you should be able to complete this course successfully. As you complete each lesson, mark a ✓ in the column for that lesson beside each instruction you followed. Pace yourself so you study at least two or three times a week. Study the step-by-step procedure in the Course Introduction to see how each component organizes course content.

<i>LESSON STUDY METHODS</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1. Read each introduction to be aware of new concepts presented and review the previous lesson. Study the Highlights or Learning Activities to know what to expect in the lesson.	✓																		
2. Study the Objectives to determine what you are asked to do with the key concepts.																			
3. Study the Outline to identify each main topic and how it relates to each subtopic.																			
4. As you study each lesson, note the defined words in the margin (and repeated in the glossary) for the definitions of words whose meanings may be unfamiliar to you. Use a dictionary to clarify other difficult words.																			
5. Underline, mark, and write notes in your study materials as you read through the lesson content. Use a notebook to write additional notes and comments.																			
6. Answer the Guiding Questions or Study Questions as you read through the lesson to identify key concepts and relevant perspectives.																			
7. Complete the Learn-by-Doing exercise if required.																			
8. Review the lesson content (explanations, questions, answers) before taking the Self-Test.																			
9. After taking the Self-Test, check your answers with those provided and review the materials related to any questions you answered incorrectly.																			
10. Complete the essay Appraisal responses. Compare your responses with the key concepts of each objective presented as part of the answers in the Student Packet.																			
11. Read Scripture references in more than one translation of the Bible for better understanding. Take any opportunities you may have to discuss with others what you are learning.																			
12. Apply what you have learned in your spiritual life and ministry.																			
<i>END-OF-UNIT REVIEW</i>																			
Review for each Unit Progress Evaluation by rereading the																			
a. lesson Outlines to recall what you learned under each topic.																			
b. lesson Objectives to be sure you can do what they state.																			
c. questions you answered incorrectly in the lesson content or the Self-Test.																			
d. lesson content for topics you need to review.																			

- Use the *Student's Planner and Record* on the back of this page for an up-to-date record of your progress in this course.

- These charts are for you to record your personal progress in this course. Be sure to keep them up-to-date for quick reference.

LESSONS

<ul style="list-style-type: none"> • In the boxes below, record the unit number, the date you expect to complete each lesson, the date you do complete the lesson, and the date of review. 				
Unit Number	Lesson Number	Expected Completion Date	Actual Completion Date	Date Reviewed

UNIT PROGRESS EVALUATIONS

<ul style="list-style-type: none"> • Record below the dates you complete each assignment, and submit the project and other requested forms to your enrollment office. Also record your score for each graded item. 	
	Date Completed
Unit Progress Evaluation 1	
Unit Progress Evaluation 2	
Unit Progress Evaluation 3	
Unit Progress Evaluation 4	
Unit Progress Evaluation 5	
Unit Progress Evaluation 6	

WRITTEN ASSIGNMENTS/FORMS

	Date Submitted	Score
Service Learning Requirement (if required)		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Project		
Collateral Reading Assignment (if required)		
Student's Request to Take Final Examination		
Final Examination		

FINAL EXAMINATION

Be sure to mail your request in time to receive your appointment before you finish studying and reviewing the course.

<i>Appointment for Final Examination</i>	
Date	_____
Hour	_____
Place	_____
Examiner	_____

Use the *Checklist of Study Methods* on the previous page to help you develop good study habits.



LIT1303 New Testament Literature, Sixth Edition

Date.....

Your Name Your Student Number.....

If you have a question concerning your course or academic policies, use this form to write to your adviser. Write your question clearly in the space provided. Your adviser will respond in the space reserved for this. Send this form to the office that is supervising your study program.

Your Question:

For Your Adviser's Response:



LIT1303 New Testament Literature, Sixth Edition

Date.....

Your Name Your Student Number.....

If you have a question concerning your course or academic policies, use this form to write to your adviser. Write your question clearly in the space provided. Your adviser will respond in the space reserved for this. Send this form to the office that is supervising your study program.

Your Question:

For Your Adviser's Response:



LIT1303 New Testament Literature, Sixth Edition

Date.....

Your Name Your Student Number.....

If you have a question concerning your course or academic policies, use this form to write to your adviser. Write your question clearly in the space provided. Your adviser will respond in the space reserved for this. Send this form to the office that is supervising your study program.

Your Question:

For Your Adviser's Response:

Service Learning Requirement

The purpose of the SLR is for students to apply and present principles learned from each course to people in their life or community during the course enrollment period.

The SLR will be assessed by a faculty member as satisfactory or unsatisfactory.

The SLR Report must be submitted with your project and CRA (if required) before you take your final examination.

Course credit will be granted ONLY after the SLR Report is submitted and assessed as satisfactorily completed.

The SLR Assessment will be returned to you.

Connecting the Course with the Church and the Community for the Kingdom

The Service Learning Requirement (SLR) will help you apply principles you learned from the content of this course to people in your life or ministry.

The SLR

- May be completed in a ministry or non-ministry setting.
- May be completed in conjunction with a student ministry program or classroom presentation in your school or study group.
- May, with advance approval from the faculty member, consist of any valid and meaningful ministry experience that incorporates this specific course's content and interacts with other people.
- Will be assessed by a faculty member as satisfactory or unsatisfactory. The following constitute an unsatisfactory SLR: incomplete or incorrect assignment, inadequate information on the report, failure to complete the assignment during the course enrollment period, failure to present the assignment to one or more persons, or an illegible report. In such cases, the SLR will be returned and the student will be requested to redo the assignment and/or resubmit the report.
- Must be submitted with your project and CRA (if required) before you take your final examination. Course credit will be granted only after the SLR Report is submitted and assessed as satisfactorily completed.
- Will be assessed by a faculty member and his or her comments will be returned to you.

Assignment

The following suggestions are given to help you understand the possible activities that fulfill this requirement. Choose an activity that will connect well with your course material. You may also develop a ministry activity that is not on this list or incorporate content from this course in ministry you are actively involved in at this time. **However, for an activity not on this list, you must obtain advance approval from the faculty member.**

- Preach a sermon to any size group.
 - Teach a class or small group.
 - Intervene or give counsel to help resolve personal conflicts.
 - Share the gospel with nonbelievers (be prepared to develop new relationships to open doors for this ministry).
 - Interview pastors, missionaries, or other leaders on a course-related topic (do not post or publish interview content).
 - Lead a prayer group or pray with individuals in need, perhaps over an extended period.
 - Personally share encouragement and resources with those in need (outreach).
 - Organize and/or administer an event in a church program such as leading youth ministry, feeding homeless people, transporting shut-ins, conducting nursing home services, and similar ministries.
 - Publish an online blog or article in a church newsletter (include a link in your report to the content of your article or blog).
1. Consider using any Christian Evangelism and Discipleship materials from our GlobalReach Web site: www.globalreach.org. These proven tools are available for free and in many languages.
 2. Have someone observe you, or at least share with someone what you did. Then ask that person to provide feedback by answering the questions in Point 5 of the SLR Report.
 3. Complete the SLR Report. Use additional paper if needed. (Note: You need to submit only one report, even if, for example, you witnessed to several people at different times.) Submit the SLR Report to your enrollment office along with your project and CRA (if required) before you take the final examination for this course.

Please print or type your responses on this form, and submit the form with your project and CRA (if required). If you need to use additional paper, print your name, student number, course number, and course title at the top of each page. Be sure to use correct spelling and write neatly and legibly using complete sentences where possible. Summarize points logically.

Student Name **Student Number** **Date**

Description of assignment:

1. Description of assignment: Describe what you did.

.....
.....

Where (location/s)?.....

To whom (person/s)?.....

.....

What were the ministry results? Use only **NUMBERS** in the appropriate spaces below.

.....	Witnessed to	Baptism(s) in the Holy Spirit
.....	Decision(s) for Christ	Church(es) started
.....	Taught/preached to/recipient(s)	Baptism(s) in water

List other results with numbers (such as 8 healings, 3 deliverances, 5 calls to ministry, 9 rededications).

.....

2. Content: Summarize in the space below the content of your sermon, lesson, or witness. State the theme and main points or principles. If your assignment was another type of event, summarize the highlights.

.....
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.....

3. Application: Explain how you applied the course content to yourself and to others. If you preached, taught, or witnessed, explain how you illustrated and applied your presentation.

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.....

4. Reflection: From this assignment, what did you learn from or about

Yourself?

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The Lord?.....

.....

.....

The Ministry?.....

.....

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Others?

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.....

Time: State how much time you spent in prayer and preparation for this assignment.

Evaluate your time.

For Student: By signing below I freely give permission to Global University (and affiliate agencies) to publish my SLR Report to promote the work of God through Global University.

.....

Student Signature

Date

5. Required feedback from an independent observer (pastor, teacher, or colleague).

What did you like best about the student’s presentation?

.....

.....

How could the student improve in the way he or she participated?

.....

.....

What other words of encouragement do you have for the student?

.....

.....

Name of person commenting and his or her relation to the student:

.....

ATTENTION

Undergraduate Writing Assignment Guidelines (UWAG)

These Undergraduate Writing Assignment Guidelines are provided to assist you in properly completing course assignments and understanding how Global University faculty members will evaluate and grade them. Carefully following these guidelines can improve the quality of your written work and elevate your grade.

Guidelines, Expectations, and Grading

Global University's *Undergraduate Form and Style Guide* defines the form, style, and documentation system for completing undergraduate writing assignments. The guide can be downloaded free from <http://library.globaluniversity.edu/citation.cfm>. The guide is also available as a stand-alone document.

Writing for Academic Quality and Other Conceptual Issues

- Follow instructions carefully. Failure to follow instructions will reduce the assignment grade.
- Develop thoughts logically.
- Do not merely repeat the author's position—evaluate the author's position.
- You are encouraged to both agree and disagree with the authors of course materials. Explain why you agree or disagree.
- Avoid using Hebrew, Aramaic, and Greek for most undergraduate CRAs and projects.
- Write at a college level, using appropriate vocabulary, grammar, and spelling. Avoid using the second person (you). Avoid generalizations, idioms, and slang.
- Consult reference works, including theological and Bible dictionaries, to accurately define terms.
- Express concepts in your own words as much as possible. Document all quotations, paraphrases, and important ideas that are not your own, even if they are from course materials.
- Clearly identify CRAs and projects on a title page.
- Reference list. See the *Undergraduate Form and Style Guide* for documenting sources correctly.

Grading

This grading rubric represents a transition in grading guidelines for all Global University undergraduate writing assignments. **Note: Not all the following indicators may apply to a particular written assignment.**

Content and Organization	40%	(8 points)
<i>Following instructions</i>		
<i>Organization of assignment and logical thought progression</i>		
<i>Subject matter content quality and accuracy</i>		
Critical Thinking Skills	30%	(6 points)
<i>Accurate understanding and evaluation of author's position</i>		
<i>Statement of student's position with supporting rationale</i>		
Application and Research	20%	(4 points)
<i>Appropriate plans for applying course concepts</i>		

To Ensure Your Assignment Is Graded Accurately

1. Respond to questions and their subparts in the exact order they appear in the instructions.
2. Type (or copy) each question and its number. Below it type (or write) your response.
3. Respond to all components, clearly labeling and separating your answers to each. Your grader must be able to easily match responses to the corresponding component.

General Directions

Please type your CRA/Project using double-spaced lines. If you are unable to type your assignment, you may neatly write it with an ink pen, but **DO NOT USE A PENCIL**.

Valuable resources for your writing assignment can be found in the various bibliographic lists at the back of your Study Guides or Independent-Study Textbooks (IST). Additional resources can be found by accessing the Global University Library Web site at <http://library.globaluniversity.edu>. Here you will find links to full-text journal articles in databases, reference articles in encyclopedias, other scholarly articles in Google Scholar, and Web sites with Web-based articles. Once you access the Global University Library Web site, you must log in with a user ID and a password in the upper right corner of the Web site. For your user ID, type in your Global University student ID number. For your password, type in the first two letters of your first name, the first two letters of your last name, and the last four digits of your GU student ID number. (Use lowercase letters, do not type spaces within the password.) You may search on a topic and also browse by course title.

Once you enter the Global University Library Web site, you can go to an Interactive Tutorial for instructions on how to use the databases on the Library Web site. You can also click on “Browse by Courses” and find links to Web resources appropriate to individual courses.

Document any resources you use in course assignments (or other written work) according to Global University’s *Undergraduate Form and Style Guide*. This style guide can be downloaded at the Web site, or you can contact the university to purchase a hard copy.

Submitting Assignments

Submit your assignments by e-mail attachment. Templates for the project and CRA are available for download from the Global University Web site: Library Resources for Undergraduate Students. If e-mail is not available, submit assignments by mail or fax.

Terms

The following definitions help you give a better answer to each inquiry within your CRA/project:

- **Analyze** means to divide a complex whole into its individual components for the purpose of revealing how each works together and contributes to the whole.
- **Apply** means to put, or to show how to put, specific principles or concepts to practical use.
- **Compare** means to identify similarities.
- **Contrast, differentiate, and distinguish** mean to identify differences.
- **Critical thinking** is a reflective and systematic process in which you gather information, study it from every angle, and then exercise your best judgment to draw conclusions.
- **Describe, discuss, and explain** mean to give details, examples, illustrations, implications, and/or reasons to support your answer.
- **Evaluate** means to determine the significance, worth, or condition of something by careful study. This includes identifying the strengths and weaknesses of whatever is being evaluated, whether it is a concept, principle, application, idea, event, opinion, object or product.

Q Where do I document sources—inside the paper or at the end of the paper?

A Both. Author, date of publication, and page number must be included as parenthetical references within the text. Titles are not listed in the parenthetical references. A reference list at the end of the paper should list full publication details. Page numbers are not included in the reference list.

Book in Print

When quoting from a book, quotation marks are required at the beginning and end of the quotation. Immediately after the quote and before ending punctuation, insert a parenthetical reference including author's last name, most recent date of publication, and page number(s).

Biblical context is one of the key factors in interpreting Scripture correctly and there are “three kinds of context: immediate context, remote context, and historical context” (Arnold & Beyer 1999, 29).

A quote longer than four lines is single spaced without quotation marks and indented from the left margin. Insert a parenthetical reference at the end of the quote, following ending punctuation.

Note the verbs describing God's concern: I have seen . . . have heard . . . I am concerned . . . I have come down.

Three of the verbs with *God* as subject are repeated from 2:24–25 (*see, hear, know*), with a closer specification as to just what it is God sees and knows. God truly sees their affliction. God knows their sufferings. For God to know the people's sufferings testifies to God's experience of this suffering, indeed God's intimate experience. God is here depicted as one who is intimately involved in the suffering of the people. (Fretheim 1991, 36)

When the author's name is stated in the text, the parenthetical reference lists only the date and page number (the author's name is not repeated).

Arnold & Beyer note that there are “three kinds of context” (1999, 29). or

Arnold & Beyer (1999, 29) note that there are “three kinds of context.”

Works used in the paper are also listed at the end of the paper in the reference list.

Arnold, Bill T. & Bryan E. Beyer. 1999. *Encountering the Old Testament*. Grand Rapids, MI: Baker Book House.

NOTE: In this referencing system, only works actually cited in your paper are to be included in the reference list. (See the *Global University Undergraduate Form and Style Guide* 2010, page 7.)

Book on the Internet

A full book accessed from the Internet is referenced in the text the same as a printed book.

Scripture attributes varying ministries to each person of the Trinity. “The different functions that we see the Father, Son and Holy Spirit performing are simply outworkings of an eternal relationship” (Grudem 1994, 251).

In the reference list, both the Web site and date of access are listed after the other information.

Grudem, Wayne A. 1994. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids, MI: Zondervan. <http://books.google.com/books> (accessed February 2, 2006).

Consult the *GU Undergraduate Form and Style Guide* for other examples (journal or magazine articles, books with more than one author, etc.).

Cover and Page Design

Example cover pages for your Project and CRA are included in this packet. **It is very important** that you place your name, student number, course number, course title, course PN (located on the copyright page), and page number at the top of **each additional page** (see sample pages below). You are required to clearly mark each part of the answer. Be sure to write legibly, using a computer printer, typewriter, or pen. **DO NOT USE A PENCIL.**

SAMPLE PROJECT COVER PAGE

PROJECT TITLE
 By
 Your Name
 Student Number

A Project
 Submitted to the Faculty
 In Partial Fulfillment of the Requirements for

Course Number
 Course Title, Edition
 Course PN

Global University
 Month Year

SAMPLE CRA COVER PAGE

CRA TITLE
 By
 Student Name
 Student Number

A Collateral Reading Assignment
 Submitted to the Faculty
 In Partial Fulfillment of the Requirements for

Course Number
 Course Title, Edition
 Course PN Number

COLLATERAL READING ASSIGNMENT

TEXTBOOK:

CRA Textbook Title
 by CRA Textbook Author
 Publisher Location: Publisher Name, Year

Global University
 Month Year

SAMPLE SECOND PAGE

Student Name, Number	Course Number, Title, PN Number
2	
Project/CRA Title	
Part 1	
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SAMPLE THIRD PAGE

Student Name, Number	Course Number, Title, PN Number
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Project Instructions

This project is worth 25 percent of your final course grade and must be submitted to your enrollment office before you may take the final examination.

You will be graded on your ability to apply the principles that are taught in the course as well as your ability to follow instructions.

(Project Title)

By

(Student Name)

(Student Number)

A Project

LIT1303

New Testament Literature

Sixth Edition

PN 06.11

Global University

(Month Year)

In This Project You Will

Summarize the primary messages contained in (1) Matthew, (2) Romans, (3) 1 Corinthians, and (4) 2 Timothy, and assess how these messages are relevant to contemporary society.

Your Project Should Include

1. A summary of the primary message each author is trying to impress upon his readers.
2. An assessment of how the primary message of each book is relevant to contemporary society.

Project Instructions

Your project should be divided into four parts, one part each for Matthew, Romans, 1 Corinthians, and 2 Timothy. For each part, provide the following:

1. A summary of the primary message the author is trying to impress upon his readers. In two or three paragraphs tell what you believe to be the theme of the book. Use one brief Scripture passage that illustrates why you believe this is the book's theme.
2. An assessment of how the primary message of each book is relevant to contemporary society. Tell in two or three paragraphs why you believe it is relevant. Give one brief Scripture passage that shows the importance of the book's message for today.

An example would be 2 Timothy whose theme is the instructions and exhortations the aged apostle Paul gave his young protégé, Timothy. The message is as relevant today as when it was written since the task of communicating the gospel is continuously being entrusted to the new generation by the old.

This project is worth 25 percent of your course grade and should be submitted to your enrollment office before you take the final examination.

Writing Instructions

If you have not already done so, read the Undergraduate Writing Assignment Guidelines on page 15 of this packet and the *Global University Undergraduate Form and Style Guide*.

Your total word length should be approximately 1200–1500 words (5 to 6 double-spaced, typewritten pages). The addition of the cover and reference list could make the completed project 7 to 8 pages. You may use your Bible, IST or study guide, notes, and research material.

You are required to access the Global University Library Web site or other academic sources and find three to five references to include in your Project.

- The references must relate logically to the Project.
- You must explain, describe, interact with, or react to each reference as part of your written responses.
- You must list each online source in your reference list at the end of your Project.

Instructions for accessing the Library Web site are given in the UWAG. If you have a legitimate reason for **not** having access the Internet or other academic sources, you must include a statement explaining why you are unable to do so.

Submitting Your Assignment

Submit your project by e-mail attachment. A template is available for download from the Global University Web site. If e-mail access is not available, submit by mail or fax with the project title page (which is provided) on the front of your project.

This project is worth 25 percent of your course grade and should be submitted to your enrollment office before you take the final examination.

LIT1303 New Testament Literature, Sixth Edition

Lesson 1

- | | |
|----------------------------|---------------------------------|
| 1 d) Alexander's conquest. | 5 False. |
| 2 i) Titus. | 6 True. |
| 3 a) Greek Empire. | 7 True. |
| 4 m) Pilate. | 8 False. |
| 5 o) Aramaic. | 9 False. |
| 6 b) Roman Empire. | 10 True. |
| 7 e) Priests. | 11 True. |
| 8 c) Maccabean revolt. | 12 True. |
| 9 h) Nero. | 13 False. |
| 10 j) Domitian. | 14 True. |
| 11 g) Claudius. | 15 False. |
| 12 k) Tiberius. | 16 True. |
| 13 f) Augustus. | 17 False. |
| 14 p) Latin. | 18 True. |
| 15 n) Morality. | 19 True. |
| 16 l) Roman emperor. | 20 False. |
| 17 b) Augustus. | 21 f) Cynicism. |
| 18 a) Claudius and Nero. | 22 d) Epicureanism. |
| 19 b) Greek. | 23 a) Platonism. |
| 20 c) Hebrew. | 24 g) Scepticism. |
| 21 b) Aramaic. | 25 e) Stoicism. |
| 22 d) Greek. | 26 c) Neo-Platonism. |
| 23 a) Romans. | 27 b) Gnosticism. |
| 24 d) Greeks. | 28 d) The Day of Atonement. |
| 25 b) Romans. | 29 a) The Passover. |
| | 30 g) The Feast of Purim. |
| | 31 b) Pentecost. |
| | 32 f) The Feast of Lights. |
| | 33 c) The Feast of Trumpets. |
| | 34 e) The Feast of Tabernacles. |
| | 35 The Pharisees. |
| | 36 The Essenes. |

Lesson 2

- 1 True.
2 True.
3 False.
4 True.

37 The Sadducees.

Lesson 3

- 1 r) Emmaus.
- 2 g) The New Testament.
- 3 b) Bethany.
- 4 m) "Q"
- 5 k) Ephraim.
- 6 t) Kidron.
- 7 i) Secular literature.
- 8 q) Jerusalem.
- 9 e) Jesus.
- 10 l) New.
- 11 c) Parables.
- 12 p) Testamentum.
- 13 h) Question-and-answer method.
- 14 f) Synoptic.
- 15 s) Epigram.
- 16 n) Synoptic problem.
- 17 o) Discussion.
- 18 d) Documentary hypothesis.
- 19 j) Object.
- 20 a) Argument (or reasoning).
- 21 c) Geographical.
- 22 a) The Old was preparation, the New was realization.
- 23 d) Christ is the central and uniting theme for both the Old and New Testaments.
- 24 b) Christ is presented historically in the Gospel accounts and Acts, doctrinally in the Epistles, and prophetically in Revelation.
- 25 d) Inception, (6 B.C.–A.D. 29); expansion, (A.D. 29–60); consolidation, (A.D. 60–100).
- 26 Luke
- 27 Paul
- 28 John

29 Paul

30 Jude

31 James

32 Peter

33 Peter

34 Paul

35 Paul

36 Paul

37 Paul

Lesson 4

- 1 a) Matthew 5:3–12.
- 2 j) Matthew 6:9–13.
- 3 h) Matthew 7:12.
- 4 f) John the Baptist.
- 5 g) Matthew 6:12, 14–15.
- 6 c) Matthew 28:19–20.
- 7 i) Matthew 19:3–12.
- 8 d) Peter.
- 9 b) Matthew 24–25.
- 10 e) Matthew 22:37–40.
- 11 c) by Matthew Levi, a tax collector.
- 12 b) He is shown by the book of Acts to have been active in the church until A.D. 95.
- 13 d) Antioch in A.D. 50-70.
- 14 a) Mark, Matthew, Luke, John.
- 15 a) Jewish audience.
- 16 d) Law and gospel.
- 17 b) Biographical and topical.
- 18 d) He concludes his book with a reference to the Mosaic Law.
- 19 a) It is didactic, messianic, and biographical.
- 20 b) The faithful servant.
- 21 a) A major key to understanding the relation between law and gospel.

- 22 a) The Passion of the Messiah Accomplished. 4 d) Luke concentrates on Jesus' fulfillment of messianic prophecies.
- 23 c) Advent, miracles, parables, conflict, cross. 5 a) The Good Samaritan
- 24 c) Nazareth and Cana are small towns, close together, between the Great Sea and the Sea of Galilee. 6 c) He was a Zealot.
- 25 d) 11, 12, and 13, with chapter 13 having the greatest collection. 7 b) He was exalted because he humbled himself.
- 8 c) It was about 8.1 miles (13 kilometers) west of Jerusalem.

Lesson 5

- 1 a) a Christian family in Jerusalem.
- 2 d) John the Baptist.
- 3 c) They were simultaneously authored under the inspiration of the Holy Spirit.
- 4 d) The genealogy of Christ.
- 5 a) Action, reaction, vividness, evangelistic.
- 6 c) Turned water into wine.
- 7 a) Mary Magdalene.
- 8 d) had a wife named Joanna.
- 9 c) Jesus asked the man to dip seven times in the Jordan River.
- 10 a) Mark records little about Jesus' ministry in Jerusalem prior to the Passion.
- 11 b) It was about 115 miles (184 kilometers) north of Jerusalem at the foot of Mt. Hermon.
- 12 b) The Value of Life and the Cost of Discipleship.
- 13 d) The Power of Faith and Forgiveness in Prayer.
- 14 c) The Great Commission.
- 15 a) The Institution of the Lord's Supper.
- 16 c) Mark 1:1-13.
- 17 a) Mark 14:1-15:47.
- 18 b) Mark 16:1-20.
- 19 d) Mark 1:14-13:37.
- 9 d) The twelve apostles named
- 10 j) Seek heavenly treasure
- 11 h) The Father's desire to give the Holy Spirit
- 12 g) A.D. 60
- 13 b) The Magnificat.
- 14 e) Is introduced in Luke only
- 15 l) The Great Commission and Great Enablement
- 16 c) The book of Acts
- 17 i) Jesus' criteria for ministry
- 18 m) The parable of the Good Samaritan
- 19 f) Is named in Matthew, Mark, and Luke
- 20 a) Jesus the Son of Man

Lesson 7

- 1 True.
- 2 True.
- 3 False.
- 4 True.
- 5 False.
- 6 False.
- 7 False.
- 8 True.
- 9 True.
- 10 True.
- 11 d) love.
- 12 b) believe.
- 13 a) divine life that God gives to one who believes in Christ.

Lesson 6

- 1 c) He was a Jew.
- 2 b) Matthew.
- 3 d) The Messiahship of Christ

14 d) followed descriptions of events or miracles with related discourses.

15 c) fill in or add to what was recorded in the other Gospel accounts.

16 b) The seven "I AMs" of Christ

17 a) Like an eagle, spiritual, the Lord, the Branch

18 b) Parables

- 19 a) the Messiah.
b) the Servant.
c) the Son of Man.
d) the Son of God.

20 signs, belief, life.

Lesson 8

- 1 e) Rome
2 g) Stephen
3 i) A.D. 63
4 a) Luke's first volume
5 b) The book of Acts
6 f) Peter
7 d) Antioch
8 h) Paul (or Saul)
9 k) A.D. 61
10 l) Conversion of Saul (Paul)
11 n) Samaritans
12 m) Universality
13 j) Pentecost
14 o) Jerusalem
15 c) Gentiles
16 p) Resurrection of Jesus
17 b) Second
18 d) Stephen
19 c) seven years
20 a) organization.
21 d) five years.
22 b) resurrection.

23 d) democratic.

24 a) missionary witness.

25 b) Rome.

Lesson 9

- 1 f) James.
2 d) 2 Thessalonians.
3 b) South Galatian Theory.
4 e) Troas.
5 c) 1 Thessalonians.
6 a) Galatians.
7 True.
8 False.
9 True.
10 False.
11 True.
12 False.
13 True.
14 False.
15 True.
16 True.
17 False.
18 True.
19 False.
20 False.
21 False.
22 Luke.
23 Rapture (or Parousia).
24 Revelation (or Apocalupsis).
25 fruit.

Lesson 10

- 1 Because their major concern is the doctrine of salvation through the cross of Jesus Christ.
2 Liberty from the Law and justification by grace through faith.

- 3 Your answer may be similar to this one: We are no longer bound by the Law because Christ has set us free. We love Him because He gave Himself for us, and we choose to serve Him and obey Him because of our love for Him.
- 4 Because their background was so immoral.
- 5 Paul chose spiritual solutions based on a personal relationship with Christ and a desire to obey Him.
- 6 I would say yes. Perhaps you have faced similar problems in your ministry. I believe Paul's solutions were the correct ones.
- 7 He wanted to defend himself against those who were attacking him. He wanted to ask the Corinthian church to give an offering for the Jerusalem assembly.
- 8 He reveals deeply personal things about himself.
- 9 ministry.
- 10 You may list the following in any order:
- a It gives an insight into the life of Paul and into the sufficiency of God's grace.
 - b It reveals to us that the early church had to deal with sin and problems.
 - c It provides positive teaching on subjects such as the ministry, giving, and life after death.
- 11 True.
- 12 False.
- 13 False.
- 14 True.
- 15 True.
- 16 True.
- 17 True.
- 18 True.
- 19 True.
- 20 True.
- 21 b) wanted to stop rumors that he was against Jewish customs.
- 22 b) the need for forgiveness and reconciliation.
- 23 a) The letter was preserved and shared by its owner.
- 24 d) reproduced and sent to several churches to whom Paul wanted the message given.
- 25 c) A specific call to a specific ministry.
- 26 a) show Christ's relationship to His church universal.
- 27 d) deal with the problem of heresy.
- 28 b) knowledge.
- 29 a) Philemon, Ephesians, Colossians, Philippians.
- 30 c) thanksgiving, joy.

Lesson 12

- 1 f) Second Timothy 4:6-8.
- 2 g) Babylon.
- 3 a) Hebrews.
- 4 b) Jewish Christians.
- 5 j) Second Timothy 4:1-5.
- 6 i) Apollos.
- 7 h) Second Timothy.
- 8 e) First Timothy 3:1-13.
- 9 d) Grace.
- 10 c) 1 Peter.
- 11 d) 1 Timothy, Titus, and 2 Timothy.
- 12 a) ecclesiological.
- 13 d) the pastoral Epistles.
- 14 c) from Macedonia in A.D. 62.
- 15 b) 1 Timothy, Titus, and 2 Timothy.
- 16 d) Titus.

- 17 a) There is no doctrine in Titus.
- 18 b) 1 and 2 Timothy.
- 19 c) a pioneer movement to an organized institution.
- 20 d) Secret Christian meetings in the catacombs to plot Caesar's death.
- 21 Jewish.
- 22 Paul.
- 23 Organizational.
- 24 Titus.
- 25 Romans, faith.

Lesson 13

- 1 j) 2 Peter 1:15-21.
- 2 g) Theological value.
- 3 a) 2 Peter.
- 4 d) Antinomianism.
- 5 c) Jude.
- 6 f) Gnosticism.
- 7 e) Historical value.
- 8 i) A.D. 64.
- 9 b) True knowledge.
- 10 h) A.D. 90.
- 11 False.
- 12 True.
- 13 True.
- 14 True.
- 15 False.
- 16 True.
- 17 True.
- 18 False.
- 19 False.
- 20 True.
- 21 backsliding.
- 22 world.
- 23 humanity.

- 24 Gaius.
- 25 soul.

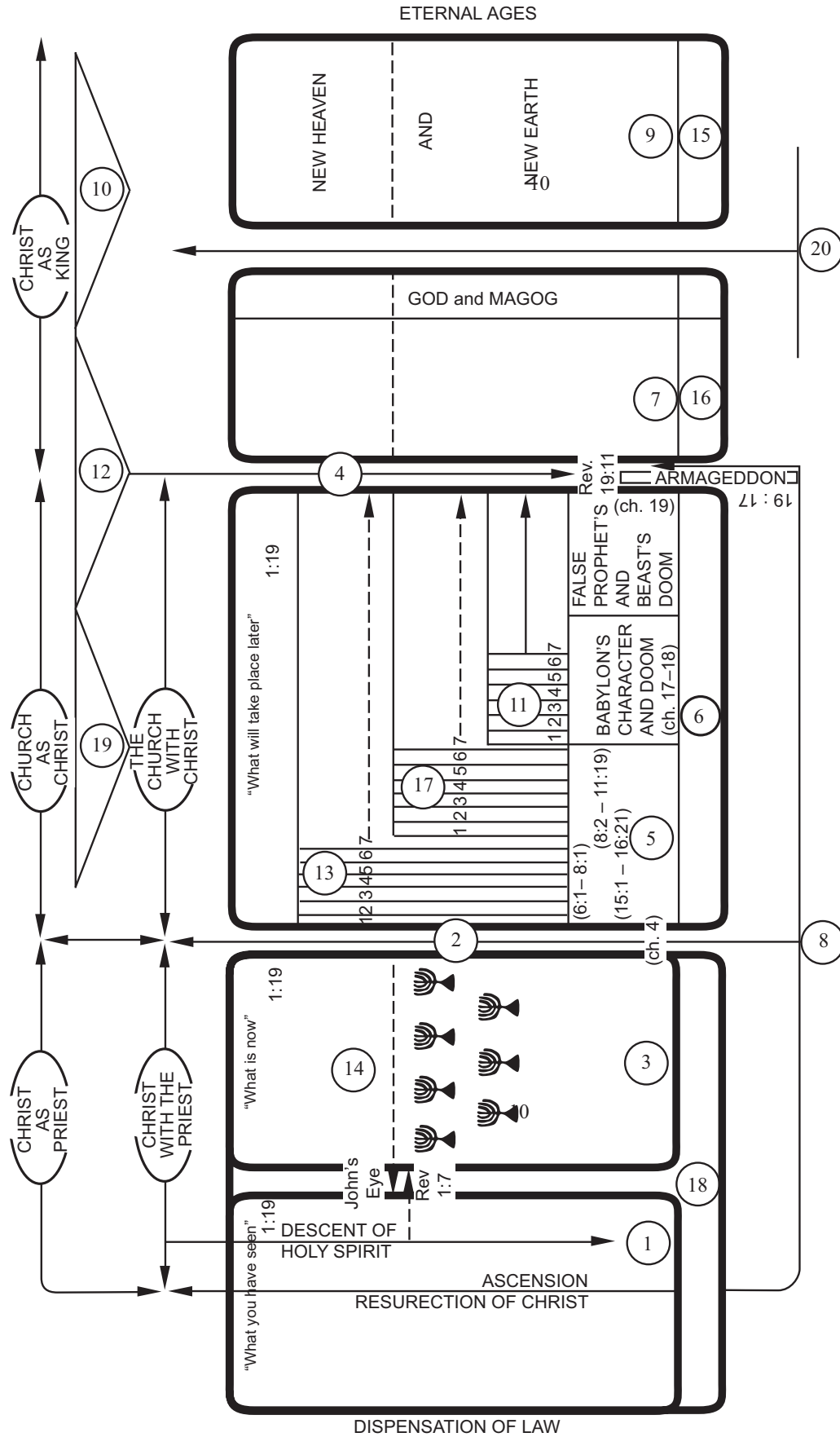
Lesson 14

See chart on page 31.

Lesson 15

- 1 c) authorship, general acceptance, inspiration.
- 2 b) 2 Timothy 3:16-17.
- 3 b) Theological effect.
- 4 d) formal lists or canons.
- 5 a) informal witnesses to canonicity.
- 6 b) fourth century.
- 7 d) Private individuals and professional scribes.
- 8 a) Content of a private nature.
 - c) Brief and without enough general interest.
- 9 b) Different in style than another book by the same author.
- 10 d) Content of more interest to Jews than to Greeks.
- 11 a) Content of a private nature.
 - c) Brief and without enough general interest.
- 12 c) Brief and without enough general interest.
- 13 a) Content of a private nature.
 - c) Brief and without enough general interest.
- 14 (Any of these.) Treatment of the central subject matter: Jesus Christ. Claims within the text that it is the Word of God and produces effects in those who believe it. Acceptance by some New Testament writers of other books.
- 15 (Either of these.) Informal witness: casual use of the books in the early church. Formal lists or canons: lists accepted as authoritative, or decisions of special councils.
- 16 Resources for reconstructing the text are greater than for any other documents of its period, and some date back to within half a century of the lifetime of the author. Examination of these texts proves that translations are still intact.

**TIME SEQUENCE
OF THE
MAJOR EVENTS OF REVELATION**



Unit Progress Evaluations

The Unit Progress Evaluations (UPEs) are designed to indicate how well you learned the material in each unit and how well you may do on the final examination.

Answer the UPE questions without referring to your course materials, Bible, or notes.

When you have completed each UPE, compare your answers with those in the UPE answer keys in the back of this Student Packet. Review any items you may have answered incorrectly.

LIT1303 New Testament Literature, Sixth Edition

Select the best answer to each question.

- 1 Who was the emperor of Rome during the ministry and death of Jesus Christ?
 - a) Augustus
 - b) Claudius
 - c) Julius Caesar
 - d) Nero
 - e) Tiberius

- 2 Roman provinces that were peaceful and loyal to Rome were under
 - a) praetors responsible to regional military commanders.
 - b) tetrarchs directly responsible to the Roman people.
 - c) ethnarchs under the appointment of the emperor.
 - d) proconsuls responsible to the Roman Senate.

- 3 The emperor often had armies stationed in provinces that were rebellious which were governed by
 - a) committees of magistrates.
 - b) military tribunes.
 - c) proconsuls.
 - d) procurators.

- 4 While Roman proconsuls were in office for one year, procurators, prefects, and propraetors held office
 - a) for from three to five years based upon ability to govern.
 - b) for life based upon good behavior and intelligent administration.
 - c) as long as the emperor chose to leave them in a given position.
 - d) for as long as the emperor who appointed them was in office.

- 5 According to Tenney, administrators in the provinces followed what kind of policy toward the worship practices of their subjects? They were
 - a) intolerant as a rule, but on occasion they granted some local customary worship.
 - b) quite tolerant and never interfered with the religious freedom of their subjects.
 - c) indifferent, because their primary concern was tribute and security.
 - d) officially against all religions that would not incorporate emperor worship into their own system.

- 6 Which statement concerning Roman administration in the provinces is NOT true?
 - a) A majority of proconsuls and procurators were guilty of crime and poor administration.
 - b) A system of first-class roads was constructed.
 - c) Public buildings were built that were both beautiful and practical.
 - d) Commerce was developed rapidly throughout the empire.

- 7 The expansion of the Greek Empire moved forward rapidly
 - a) as a result of the campaigns of Alexander the Great.
 - b) following the collapse of the Roman Empire.
 - c) while the Seleucids and Ptolemies fought for control of the Eastern Mediterranean area.
 - d) as a result of the general collapse of the Babylonian Empire.

- 8** According to Tenney, the rule of the Ptolemies of Egypt and the Seleucidae of Syria had a tremendous effect
- spreading the Greek language widely throughout the Eastern Mediterranean area.
 - distributing Greek literature throughout the Eastern Mediterranean area.
 - making the Greek language and literature a common medium of culture for oriental and western peoples.
 - all of the above.
- 9** Two very important contributions that Jewish exiles in Babylon made to Judaism were
- a renewed emphasis on keeping the Law and quickly renouncing idolatry.
 - the development of the synagogue and the beginning of the order of the scribes.
 - the beginning of the public reading of the Law and renewal of some animal sacrifices.
 - admitting Gentiles into the synagogue worship and development of a structure of worship.
- 10** The Jewish exiles in Babylon responded to the destruction of the temple and the end of their state by
- studying the Law and the prophets, and continuing their worship of God during the exile.
 - appointing teachers who diligently taught the exiles to revere and obey the Law.
 - substituting the study of the Law for animal sacrifices and ethical observances in place of ritual.
 - only a) and c) above.
 - all three: a), b), and c) above.
- 11** During the Persian and Greek periods, the two prominent aspects of Jewish life that disappeared were the
- monarchy and the prophetic office.
 - priesthood and the offering of sacrifices.
 - emphasis on oral tradition and books that interpreted the Law.
 - temple worship and feasts.
- 12** Under the Ptolemies, the high priest, was aided by the council of priests and elders in administering the law in the national life which, at this time, was centered around the
- synagogue.
 - provincial council.
 - temple.
 - local council under the control of the scribes.
- 13** What significant achievement made under the Ptolemies aided both Jews of the Dispersion and writers of the New Testament?
- A great research library was founded in which the chief literary treasures of antiquity were preserved.
 - Alexandria became an outstanding center of commerce and education.
 - Jewish Scriptures were translated into Greek, and the finished work was called the Septuagint.
 - The wars between the Seleucidae of Syria and the Ptolemies of Egypt so weakened both kingdoms that Israel was able to gain her independence.
- 14** The effect of the Seleucidae on the Jewish people in Palestine was tremendous. The Hellenizing pressure of the Seleucid rulers
- forced Judaism into a “Gentile” mold with customs that were no longer exclusively Jewish.
 - consolidated the Jews into a resistance group intensely loyal to its faith and distinctive way of life.
 - signaled the end of Judaism as a “national” religion because most Jews apostatized.
 - forced a total way of life on Jews as a whole, and this included religion, language, education, and even thought patterns.
- 15** Herod the Great ruled over Judea from 37 to 4 B.C. In spite of some internal problems his rule was considered successful; nevertheless, he did not succeed in winning the friendship of the Jews because
- his Idumean blood made him a foreigner in their eyes.
 - he openly supported heathen cults with royal funds.
 - his loyalty to Judaism was doubted.
 - all of the above.
 - both a) and c) above.

- 16** According to Tenney, the Jewish people generally regarded all the foreign rulers as illegal rulers; therefore, the people never gave them full support. The real controlling power of the Jewish mind, he says, was the
- political power of the Great Synagogue.
 - priesthood.
 - order of new professionals, the scribes.
 - underground military order.
- 17** Prior to the Jewish War in A.D. 66, the group of patriots from Galilee that openly called for a holy war to get rid of the hated foreigners was called the
- Zealots.
 - Assassins.
 - Herodians.
 - Bar-Cochbites.
- 18** Which of the following was NOT a part of Jewish society at this time?
- A sense of moral equality prevailed as well as a sense of responsibility to the Law.
 - There was an abundance of slavery.
 - There was a priestly hierarchy.
 - The majority of the people were poor.
- 19** Which one of the following statements does NOT correctly describe a social class in pagan society in the Roman Empire?
- The aristocracy profited from exploitation of the conquered provinces.
 - Slaves made up a large proportion of the population of the Roman Empire.
 - The middle class was thriving on the benefits of the tax system.
 - The lot of the plebes was pitiful, and since they lacked employment they were worse off than slaves.
- 20** According to Tenney, the restless hordes of the unemployed—the cheats and robbers, the despairing and desperate—all made a fertile ground for the breeding of criminals which indicated that
- there was no internal standard in paganism to check the downward trend.
 - crime prevailed everywhere and in all levels of society.
 - the picture of the heathen world in Romans 1:18-32 was accurate.
 - all of the above.
 - both a) and c) above.
- 21** Music and drama, in the early stages of the Roman Empire, were committed to
- stimulating the thought of intellectuals through the presentation of the great Greek tragedies.
 - entertaining the wealthy middle class.
 - amusing the royal court and government officials.
 - entertaining the mobs through degenerating and degrading farces and mimes.
- 22** Emperors and public office seekers, according to Tenney, promoted bloody contests between men and beasts or between men and men in which most of the participants died in the arena in a shocking and gruesome manner, glorifying
- brutality.
 - obscenity and lust.
 - human bravery and physical skill.
 - the competitive spirit common to all peoples of the empire.
- 23** Three of the four major languages in the Roman Empire that gave Christianity a means of universal expression were
- Greek, Hebrew, and Aramaic.
 - Aramaic, Latin, and Greek.
 - Latin, Hebrew, and Aramaic.
 - Latin, Greek, and Hebrew.
- 24** Which statement below best represents the economic and commercial picture of the early empire that Tenney presents?
- Caravans moved goods throughout the empire quickly, cheaply, and safely.
 - Although good roads existed, carts and wagons drawn by animals moved slowly and the cost was great for transported goods.
 - Shipping was limited to the navigable rivers and to the ocean during the summer months.
 - both a) and c) above
 - both b) and c) above

- 25** The spread of the gospel within the Roman Empire was affected by which of the following?
- Frontiers between countries were governed by different rules, and this caused much delay in travel and communications.
 - One could travel with ease and relative safety anywhere within the empire. Communications could be maintained by means of an efficient imperial postal system.
 - Only citizens of Rome could move freely on imperial roads and waterways.
 - Because of the many different languages spoken, travel and communications were made difficult from country to country within the empire.
- 26** The worship of the Graeco-Roman pantheon, which originally involved the worship of the gods of nature, had begun to decline by the time of Christ because
- of the gross immoralities and petty squabbles of these deities.
 - worship was semipolitical, and one worshiped a certain deity simply because he happened to live where that deity was worshiped.
 - when a city was overthrown by Roman armies, people questioned “why” their deity could not protect them.
 - all of the above.
 - both b) and c) above.
- 27** Emperor worship had great value for the state as noted in all of the statements below EXCEPT one. It did not have value for
- arousing feelings of patriotism.
 - meeting the supposed needs of worship.
 - making subjects conform to the support of the state as a religious duty.
 - meeting the individual needs of worshipers.
 - meeting ego needs in the lives of emperors.
- 28** Mystery religions drew considerable support from the people who wanted immediate contact with deity. These religions
- satisfied the desire for personal immortality and for social equality.
 - offered an outlet for emotion in religion and made religious experience very personal.
 - were based on objective sets of rules that governed all mystical experiences.
 - all of the above.
 - both a) and b) above.
- 29** We have seen that occultism was widespread in the early Roman Empire and that all of the following are true of occultism EXCEPT which one?
- Occultism was an acceptable form of direct revelation for those who were not professional prophets.
 - Jew and Gentile alike shared a superstitious belief concerning the spirit world.
 - The Babylonian captivity brought Jews into contact with the mystic lore of the East, and many became professional exorcists and necromancers.
 - The biblical attitude toward occultism was always hostile.
- 30** Which philosophy promotes a fatalistic attitude toward life?
- Platonism
 - Epicureanism
 - Stoicism
 - Skepticism
 - Gnosticism
- 31** Which philosophy taught that only spirit was good and matter was evil and promised salvation by knowledge?
- Platonism
 - Epicureanism
 - Stoicism
 - Skepticism
 - Gnosticism
- 32** Christianity was built upon the foundation of Judaism that, unlike other religions, was based on
- subjective experience.
 - spiritual phenomena.
 - a revelation from God.
 - tradition.
- 33** Which one of the following was fundamental to the beliefs of Judaism?
- Its followers were forbidden to worship any other god than Jehovah God.
 - There was an absolute denial of moral freedom; people were forced to be obedient.
 - Revelation was encouraged by means of ritual, righteous works, and supplication.
 - Its followers asserted that there were many roads to truth, and all of them somehow achieved the same goal.

- 34** The synagogue fulfilled all of the following needs of Judaism EXCEPT which one?
- It served a social function, for the members met here weekly for fellowship with each other.
 - The needs of education for the community were served here.
 - The sacrificial offering, the substitutionary function, was served here.
 - The religious function of the community was accomplished here.
- 35** Synagogue worship procedure exerted a strong influence on the worship pattern of the early church that is seen in the church's emphasis on
- the reading of Scripture and preaching sermons.
 - free access to synagogue worship for all people—Jews and Gentiles alike.
 - the role of the priest as leader of the people.
 - observance of the Law and sacrifices for the atonement of sin.
- 36** Which Jewish feast celebrated the anniversary of the deliverance of the Jews from Egypt and their establishment as an independent people by the redemptive act of God?
- Pentecost
 - Feast of Trumpets
 - Feast of Tabernacles
 - Feast of Lights
 - Passover
- 37** Which statement below best describes the particular educational emphases of the Jewish people?
- Education consisted of a broad exposure to ancient literature with special emphasis on tradition and the Law.
 - It emphasized a narrow but very precise knowledge of interpreting the Law and manual training in some vocational skills.
 - Jewish students were encouraged to think critically and creatively and to pursue scientific research for a well-rounded educational experience.
 - The only emphasis for Jewish students was on theology because they were first and foremost "people of the Book."
- 38** The body of works (books) called the Apocrypha, is most accurately described as
- works of a secular and entertaining nature much like epic poetry.
 - a body of teaching literature that paralleled the Decalogue.
 - an expansion of the original body of wisdom literature.
 - works that had a religious flavor, but which were not generally accepted as authoritative.
 - the writings of Josephus, the Jewish Roman historian.
- 39** The collection of Jewish traditions together and the commentary on them by the early rabbis, which regulates the faith and practice of the orthodox Jew, constitute the
- Apocrypha.
 - Torah.
 - Talmud.
 - Midrash.
- 40** Which statement is NOT true of the Pharisees as a sect of Judaism?
- The Pharisees accepted the entire Old Testament as a basis for their theology.
 - The Pharisees attempted to practice complete obedience to both the written and oral Law.
 - The Pharisees believed in angels and spirits.
 - The Pharisees believed in the resurrection and immortality.
 - Most of the disciples of Jesus had been practicing Pharisees.

Indicate whether each statement is TRUE or FALSE.

- 41 Although Nero persecuted Christians and probably martyred Paul and Peter, in the last years of his life, he publicly accepted Jesus Christ and became a Christian.
- 42 Two kinds of provincial government existed at the same time in the Roman Empire: government under the senate and government under the emperor.
- 43 At the time of Jesus and later Paul, the Jewish high priest was elected to his office by vote of the Jewish Sanhedrin.
- 44 Aramaic was the predominant spoken language of the Eastern Mediterranean area.
- 45 Emperor worship began in the Roman Empire by vote of the Roman Senate.
- 46 Jews wrote all but one of the New Testament books.
- 47 The largest and most influential sect in New Testament times was that of the Pharisees, who were the separatists or Puritans of Judaism.
- 48 The Sadducees were less numerous than the Pharisees; however, they possessed political power and were the governing group in the civil life of Judaism under the Herods.
- 49 The religious practice of the Pharisees involved a cold legalism and was much more open to Hellenizing influences than was the religious practice of the Sadducees.
- 50 The moral and spiritual standards of the Pharisees may have tended toward self-righteousness, but their standards were high when compared with the standards of other people of their day.

After answering all of the questions in this UPE, refer again to points 3–5 under the heading *Taking Your Unit Progress Evaluations*. You will find these on the **INSTRUCTIONS** page in the front of this student packet.

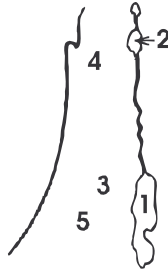
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Select the best answer to each question.

- 1 What does the word Testament in the expression New Testament literally mean?
 - a) A decree issued by the Jewish Sanhedrin and carried to all parts of the then known world by Jewish apostles.
 - b) The contract agreed upon and signed by individual historians and the early Jerusalem church for the writing of the individual books of the New Testament.
 - c) An arrangement made by one party that might be accepted or rejected by another party, but the second party could not alter it; and that when accepted, both parties are bound by its terms.
 - d) The word refers to archives dug up near Caesaria. These archives were written agreements between Roman military officers and businessmen traveling through Palestine in camel caravans.
- 2 Which books are NOT classified as doctrinal?
 - a) 1 and 2 Timothy
 - b) Romans and Galatians
 - c) 1 and 2 Corinthians
 - d) 1 and 2 Peter
- 3 Which of the following were books written by Paul?
 - a) Acts and Luke
 - b) Acts and Revelation
 - c) Colossians and John
 - d) Titus and Philippians
- 4 Which of the following indicates the correct chronological order of New Testament time periods and books written during those periods?
 - a) Inception, expansion, and consolidation
 - b) Inception, consolidation, and expansion
 - c) Refutation, inception, and consolidation
 - d) Consolidation, expansion, and refutation
- 5 The mutual interdependence, oral tradition, Formgeschichte, and documentary hypothesis theories fail to emphasize the
 - a) people's ability to retain content after hearing it preached.
 - b) importance of John Mark's eyewitness accounts of Jesus.
 - c) common inspiration by God.
 - d) interaction of the various writers of the Gospels.
- 6 Secular literature at the time of Jesus and the early church revealed several facts about Jesus and Christianity. Which item below was NOT found in secular literature?
 - a) Christianity was widespread by the second century.
 - b) The historical existence of Christ was acknowledged even by those who were against Him.
 - c) Some secular authors considered Jesus a fanatic whose cult had grown unexpectedly.
 - d) A very brief statement of the crucifixion of Jesus was included in an annual report of Pontius Pilate to Emperor Tiberius.
- 7 Which statement below is a true statement?
 - a) The Gospel writers are more concerned with the significance of events in the life of Jesus than giving a complete chronological arrangement of His life.
 - b) Three of the four Gospels give a detailed account of the birth of Jesus.
 - c) Only three of the four Gospels give a detailed account of the death of Jesus.
 - d) Each Gospel writer gives a chronological report of the events in the life of Jesus.

8 Which numbers and cities below correctly correspond to the numbers on the map at the right?

- a) 2-Dead Sea, 3-Cana, 4-Nazareth, 5-Jerusalem.
- b) 1-Dead Sea, 2-Sea of Galilee, 3-Jerusalem, 4-Nazareth.
- c) 1-Sea of Galilee, 2-Dead Sea, 3-Bethlehem, 4-Samaria.
- d) 2-Sea of Tiberias, 3-Jerusalem, 4-Bethlehem, 5-Cana.



9 What method of teaching did Jesus employ when He talked of the seed that fell in different types of soil?

- a) Epigram
- b) Argument
- c) Allegory
- d) Parable

10 We accept Matthew as the author of the Gospel of Matthew because

- a) he was the most prominent apostle.
- b) early church writers credited him as the author.
- c) he had been a close friend of orthodox Jews.
- d) he was the most orthodox apostle.

11 Evidence regarding the time of the writing of Matthew indicates that it was written

- a) after the reign of the Emperor Domitian.
- b) prior to the overthrow of Jerusalem.
- c) before Paul went to Rome.
- d) before the accession of Emperor Nero.

12 What kind of audience was Matthew writing to?

- a) Jewish
- b) Greek Gentile
- c) Roman Gentile
- d) Spanish Gentile
- e) Church

13 A main purpose for writing the Gospel of Matthew was to

- a) record the special miracles of Christ to inspire people to believe in Christ's deity.
- b) form a bridge between the old covenant and the new covenant.
- c) record an account of the life of Jesus primarily for the Gentiles.
- d) recount some incidents and some commentary about the life of Jesus.

14 What is the theme of the Gospel of Matthew?

- a) God reveals Himself through signs that produce belief, which results in new life.
- b) The revelation of the fulfillment of the messianic promise through Jesus Christ the Messiah.
- c) The refusal of the nation of Israel to accept Jesus Christ as the prophesied Messiah.
- d) A systematic biography of the life of Jesus Christ and its influence on human history.

15 How does Tenney explain law and gospel from the book of Matthew?

- a) The gospel does not do away with the Law, but adds the Law as a requirement to be kept in addition to faith in Jesus Christ.
- b) The gospel does away with the Law as a means to know human sin, reveals the holiness of God, and leads to Christ.
- c) The gospel does not do away with the Law, but rather through the power of Jesus Christ, enables believers to keep the Law and the teaching of Jesus.
- d) The gospel does not do away with the ceremonial Law of Moses. At the end of history, the Jews must again perform animal sacrifices in a rebuilt temple.

16 Which of these statements does NOT describe the content of Matthew?

- a) It is a didactic Gospel.
- b) It has numerous discourses.
- c) It emphasizes individual action.
- d) It is a messianic Gospel.

17 Matthew has special features that are not found in the Synoptic Gospels. Which of the following statements is NOT one of those special features?

- a) Matthew contains more of Jesus' teaching than any other Synoptic Gospel.
- b) Matthew is the only Gospel in which Christ speaks of the church.
- c) Matthew is the Gospel of the King; the royalty of Christ is emphasized.
- d) Matthew is the only Gospel that shares Christ's ministry among the Gentiles in Syria.

- 18** Clement of Alexandria and Eusebius suggest that John Mark
- was an eyewitness of most of the events of the life of Christ.
 - really never wrote the Gospel that bears his name.
 - wrote the Gospel of Mark as Peter explained it.
 - wrote the Gospel of Mark as Paul dictated it.
- 19** The Gospel of Mark was most likely written from
- Rome.
 - Ephesus.
 - Antioch.
 - Jerusalem.
 - Caesarea.
- 20** Which set of words characterizes Mark's Gospel?
- Straightway, immediately, activity, servant
 - That it might be fulfilled, explanation, discourses
 - Faith, hope, love, power
 - Abstract, philosophical, heavenly
- 21** How does Tenney describe the Gospel of Mark?
- Mark is a theological book. Mark gives more space to theology than any other Gospel.
 - Mark is a book of contemplation and praise. Mark is to the New Testament what Psalms are to the Old Testament.
 - Mark is a Gospel of action. Mark gives more space to the miracles of Christ than any other Gospel.
 - Mark is a prophetic book. Mark gives more space to the second coming of Christ than Daniel and Revelation combined.
- 22** One of Mark's main purposes in his Gospel was to
- provide an adequate genealogy of Jesus.
 - provide philosophical discourses on the servanthood of Christ.
 - minimize the supernatural element in Christ's life.
 - evangelize the Gentiles with a gospel of action.
- 23** Which Bible character(s) are not mentioned in the Gospel of Mark?
- Alexander and Rufus
 - Simon the leper
 - Peter
 - The twelve disciples
 - Luke
- 24** Which statement describes Luke, the author of Acts?
- The "we" sections of Acts suggest that Luke was a close associate of the Apostle Paul.
 - Luke was a retired officer-secretary of a high ranking officer in the Roman Army by the name of Theophilus.
 - Luke was the adopted son of Theophilus, a Roman senator.
 - Luke was one of the seventy disciples that Jesus sent out two-by-two.
- 25** The author of Luke-Acts was
- a Gentile whose literary skill defended Christianity.
 - employed as a tax collector and political activist.
 - an eyewitness to nearly all of the events in Luke-Acts.
 - a close associate of Peter, wealthy, a native of Jerusalem, and inclined toward skepticism.
- 26** The purpose of the Gospel of Luke was to
- prove that Jesus is the promised Messiah.
 - challenge the readers to believe that Jesus is the Christ, the Son of God, through the signs recorded, so that the readers might have eternal life.
 - write an organized, complete, historically accurate account of the gospel.
 - prove through the life of Jesus Christ that Christianity is superior to all other religions and philosophies.
- 27** Which subject did Luke emphasize?
- Women
 - Children
 - The poor
 - All of the above
 - Both b) and c) above

- 28** What doctrine does the parable of the Pharisee and the publican illustrate?
a) Sanctification
b) Justification
c) Adoption
d) The Holy Spirit
- 29** Luke portrayed which doctrine through Elizabeth, Zacharias, Mary, John the Baptist, and Simeon?
a) Salvation
b) Justification
c) The Holy Spirit
d) Eschatology
- 30** Which is a characteristic of Luke's writings?
a) Presenting his subjects in an abstract way
b) Portraying Jesus as a real person in history
c) Portraying Jesus as the Divine One
d) Expressions that reveal an extremely close association with Peter
- 31** According to Tenney, the best evidence that John, the son of Zebedee, was the author of the Gospel of John is
a) the independent witness of the synoptic writers.
b) the Gospel of John and the writings of the early church fathers.
c) eastern tradition.
d) extensive archaeological evidence.
- 32** Because the Gospel of John was included in Tatian's Diatessaron, it would indicate that this Gospel was written prior to
a) A.D. 80.
b) A.D. 100.
c) A.D. 140.
d) A.D. 180.
- 33** The Gospel of John was most probably written from
a) Antioch.
b) Jerusalem.
c) Rome.
d) Ephesus.
- 34** Which Gospel account would you tell a friend to read if he had problems of unbelief and thought of Jesus as only a common man?
a) Matthew
b) Mark
c) Luke
d) John
- 35** Which word or phrase is NOT characteristic of John?
a) I am
b) Word of God
c) Believe
d) Straightway
- 36** Which is NOT characteristic of the Gospel of John?
a) Confirmation of Christ by the "I am" sayings
b) Emphasis on the personal relationships of Jesus
c) Emphasis on the deity of Christ
d) Emphasis on Christ as a man of action
- 37** The Gospel of John presents Jesus as
a) the divine Son.
b) the perfect Man.
c) the obedient Servant.
d) the prophesied King.
- 38** Which statement is NOT true?
a) The Gospel of John points out the biological relationship of Jesus to the priestly family in Jerusalem.
b) The Gospel of John stresses the personal relationship of Jesus with man.
c) The Gospel of John emphasizes the humanity of Jesus Christ.
d) The Gospel of John emphasizes the deity of Jesus Christ.
- 39** What is the purpose of the Gospel of John?
a) John wrote his Gospel because he thought that Roman emperor Nero had destroyed all the copies of the Synoptic Gospels.
b) John wrote his Gospel as an apologetic, a defense of Christian beliefs, and also as a supplement to the Synoptic Gospels.
c) John wrote his Gospel as a defense document for his court trial prior to his banishment to the Island of Patmos.
d) John wrote his Gospel at the request of his trusted disciple Polycarp.
- 40** Which statement of Jesus does NOT appear in the Gospel of John?
a) "I am the Bread of Life."
b) "I am the Light of the World."
c) "I am the Good Shepherd."
d) "I am the Resurrection and the Life."
e) "I am the Alpha and Omega."

Indicate whether each statement is TRUE or FALSE.

- 41 In the Sermon on the Mount, Jesus commands the keeping of every aspect of the law of Moses.
- 42 A major emphasis of the parables in Matthew 11–13 is to portray the nature and program of the kingdom of heaven, particularly in reference to the future.
- 43 The Gospel of Matthew is didactic in emphasis. It contains the largest block of discourse material found in the four Gospels.
- 44 John Mark, the author of the Gospel of Mark, traveled with Paul, Barnabas, and Peter on each of their missionary journeys.
- 45 The Gospel of Mark shows Jesus as He hurried toward some unseen goal which He alone envisioned and revealed only in part to His disciples.
- 46 The Gospel of Mark very clearly answers why so marvelous a person as Jesus, with such tremendous authority, should come to so untimely an end.
- 47 The Gospel of Luke is the only Gospel which shares Jesus' parable of the Good Samaritan.
- 48 Luke says very little about the Holy Spirit in his Gospel, but a great deal about the Holy Spirit in Acts.
- 49 The purpose for which John wrote his Gospel is that the readers would believe that Jesus is the promised Messiah and the Son of God and that by believing they would receive eternal life in His name.
- 50 The outline of the Gospel of John is structured around the key word belief. In this context "belief" implies a total commitment of oneself to Jesus Christ.

After answering all of the questions in this UPE, refer again to points 3–5 under the heading *Taking Your Unit Progress Evaluations*. You will find these on the **INSTRUCTIONS** page in the front of this student packet.

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Select the best answer to each question.

- 1 What are the three primary features of the book of Acts found in Acts 1:8?
 - a) The ministry of Peter, the ministries of Stephen and Philip, and the ministry of Paul.
 - b) The ministry of Jerusalem, the ministry of Palestine, and the ministry of the world.
 - c) The name of Jesus, the power of the Holy Spirit, and the preaching of the word of God.
 - d) The purpose: witness of Jesus; the power: Holy Spirit; and the plan: Jerusalem and outward.
- 2 Acts 1:8 provides a logical outline of the
 - a) geographical development of the church.
 - b) numerical development of the church.
 - c) transition from the leadership of one apostle to that of another.
 - d) doctrinal emphasis of the early church.
- 3 The general plan of evangelization the early missionaries followed was to
 - a) minister in small villages where people had no temple to worship in.
 - b) instruct leaders of Judaism in the synagogues in an effort to reach the people through their spiritual leaders.
 - c) preach in key cities from which the gospel could flow out in ever-widening circles.
 - d) stress one-to-one evangelization, ministering to individuals rather than multitudes.
- 4 The purpose of the book of Acts was to present the continuation of the acts and teaching of Christ through his church. Which of the Disciples was NOT involved in that work?
 - a) Judas
 - b) Paul
 - c) John
 - d) Peter
- 5 We can assume that the account of the growth and expansion of the church northward to Rome as recorded in Acts is
 - a) a complete account of all the events that took place and the areas that were reached with the gospel during that time.
 - b) simply a report of that part of the development of the church with which the writer was most familiar.
 - c) an effort of the writer to record only the travels of the apostle Paul.
 - d) a comprehensive survey of the missionary growth of the early church.
- 6 The book of Acts primarily stresses the
 - a) impact of the gospel on the lives of individual men.
 - b) messiahship of Jesus and the establishment of His kingdom.
 - c) gradual decline of the Jewish church and the rise of Gentile Christianity.
 - d) suffering and persecution of the early church.
- 7 Scripture describes in Acts 2:1–4, Acts 8:17, Acts 10:44–46, and Acts 19:6 the
 - a) miracles performed by Peter and the resultant persecution of believers.
 - b) outpouring of the Holy Spirit upon four representative groups of people.
 - c) Old Testament prophecies concerning the outpouring of the Spirit.
 - d) conversions of large numbers of people following the preaching of the gospel.

- 8 Which of the following statements best explains the comment, “The birthday of the church was Pentecost”?
- When the disciples began to speak in unknown tongues, they were able to minister to people who had never been reached.
 - The day of Pentecost was an important Jewish event that carried over into Christianity.
 - Before the outpouring of the Holy Spirit, believers were not able to live victorious Christian lives.
 - The outpouring of the Holy Spirit gave impetus to the spread of the gospel by empowering the disciples.
- 9 How does the baptism of the Holy Spirit in the first century compare with the baptism of the Holy Spirit today? The experience
- brought about the birth of the church in the first century but it is unnecessary today.
 - in the first century was considered normative, but its occurrence today is considered unnecessary because the church is established and does not need it.
 - was and is the same as salvation.
 - is considered normative for believers in the twentieth century just as it was in the first century.
- 10 Why did the ministry of Philip in Samaria become a spiritual transition in the advancement of the early church?
- Peter and John had to go ahead of Philip and get permission for Philip to minister from the chief priest of the Samaritan temple in Mt. Gerizim.
 - The united evangelistic effort of Philip and Simon of Samaria was a pilot project that would be copied by future missionaries in using existing religious leaders for the spread of Christianity.
 - The Samaritans were not pure Jews. They were a cultural and racial mixture of Jews and Gentiles dating back to the captivity of the Northern Kingdom by Assyria.
 - Philip was not a Hebrew Jew like the twelve apostles; rather, he was a Hellenistic Jew. Thus he became the first Hellenistic Jew used by the Holy Spirit.
- 11 Apart from the Lord Jesus Christ, which individual had the greatest influence upon the advancement of the Christian church?
- Apostle Peter
 - Apostle Paul
 - Emperor Constantine
 - Martin Luther
- 12 Which of the following changes did NOT occur in the period of transition from the era of the Law to the Church Age?
- Forgiveness of sins was the message stressed.
 - Believers included Samaritans and foreigners.
 - The leaders emphasized the restoration of the Kingdom.
 - The church faced the problem of applying the Law to Gentile believers.
- 13 Which statement is NOT true of the Antioch church?
- The disciples were first called Christians at the Antioch church.
 - The Antioch church sent out missionaries and mothered Gentile churches.
 - The controversy over whether Gentiles must keep the Law of Moses was started in the Antioch church.
 - The first early church council, which included speeches by Paul, Peter, and James, took place in Antioch.
- 14 Which was NOT a benefit of Paul’s first missionary journey to Cyprus, Pisidian Antioch, Iconium, Lystra, and Derbe?
- Paul emerged as the apostle to the Gentiles.
 - The theology of justification by faith came to the attention of the churches.
 - The church was forced to deal with the issue, “To what extent must Gentiles keep the Law?”
 - Peter emerged as the first bishop of the church in Rome.
- 15 The crucial question of the Council in Jerusalem was whether
- Gentiles should be allowed to take communion without knowledge of the Law.
 - the Law had a place in the plan of God for the church.
 - circumcision was necessary to be saved.
 - there would be a resurrection of the dead.

- 16** In his Epistle, the apostle James argues that
- faith in Jesus Christ is not sufficient, obedience to the Law must be added to faith.
 - if faith in Jesus Christ is genuine, it will lead to a life of obedience to the moral law of Moses.
 - equality of race, equality of gender (sexes), and equality of rich and poor is important.
 - faith in Jesus Christ is not sufficient, it must be supplemented with wisdom, knowledge, and education.
- 17** What was Paul's main purpose for writing the book of Galatians?
- Paul and Barnabas had just planted the church in Galatia. Paul wrote the Epistle as a manual for local church government in the newly planted churches.
 - Paul primarily wrote it to promote the doctrine of justification by faith. Paul wrote it as a protest against the teaching and practices of the Judaizers.
 - Paul wrote Galatians as a defense document after being reprimanded by Peter and James at the Council in Jerusalem.
 - Paul wrote Galatians primarily to teach on the fruit of the Holy Spirit versus the "works of the flesh."
- 18** Paul and Barnabas parted company after a disagreement over whether
- Gentiles should be circumcised before they became Christians.
 - Peter should be placed in charge of the church at Antioch.
 - John Mark should accompany them on their second mission to Asia Minor.
 - the Law should be permanent in the early church.
- 19** What special event took place in Troas?
- The Holy Spirit called Paul in a vision to go into Macedonia.
 - Paul added Timothy to his missionary team.
 - Paul was stoned and cast out of the city.
 - Luke became Paul's constant companion.
- 20** The greatest result of Paul's ministry in Macedonia was that it
- added many new converts to the church.
 - introduced the doctrine of justification by faith.
 - added deacons to the administration of the church.
 - introduced the gospel into Europe where it made a profound impact upon western civilization.
- 21** The main doctrinal theme in both 1 and 2 Thessalonians is the
- Lordship of Jesus Christ.
 - second coming of Christ.
 - adoption of the believer.
 - place of works in the plan of salvation.
- 22** The main reason for the instability of the church at Corinth was the
- lack of experienced leaders in the church.
 - pagan background of new Christians who lacked the foundational teaching of Old Testament Scriptures.
 - lack of Spirit-filled believers.
 - lack of harmony between the church at Jerusalem and the apostle Paul.
- 23** What two important problems did Paul face when he came to Ephesus?
- (1) The continuation of the teachings of John the Baptist by those without a knowledge of Jesus Christ, and (2) Ephesus was a stronghold for the occult.
 - (1) The Jewish synagogue in Ephesus had received a decree from the Sanhedrin in Jerusalem that Paul was a false prophet. (2) Judaizers from Jerusalem had preceded Paul to Ephesus and had alienated the Jews and God fearers against Paul before his arrival.
 - (1) The Cayster River at Ephesus was filling up with sand and ships could no longer navigate on the river. (2) The residents of Ephesus were moving away as import income diminished.
 - (1) The arrival of Gnostic teachers and their secret initiations. (2) The declining financial support from the mother church in Antioch.

- 24** Who was Apollos?
- Apollos was one of the seventy disciples that Jesus sent out two-by-two.
 - Apollos had thoroughly studied the Greek philosophies of his time and thus could integrate Christian theology with Greek philosophies.
 - Apollos attracted many Corinthians by his learning and his polished presentation of truth.
 - He was one of the seven deacons and also a disciple of Peter.
- 25** Paul's main purpose in his first letter to the Corinthian church was to
- raise money for the Jerusalem church.
 - provide teaching regarding the second coming of Christ.
 - defend his testimony and his right to be the spiritual leader.
 - treat serious problems within the church and to answer questions raised by the converts.
- 26** We can summarize the value of 2 Corinthians by saying that it
- provides positive teaching.
 - shows that the early church had its struggles and yet survived.
 - gives insight into the life of Paul.
 - all of the above.
- 27** Paul's plan to go to Rome can be compared with Christ's plan to go to Jerusalem because each plan
- involved moving resolutely toward a predetermined goal.
 - followed three years of intensive missionary activity.
 - led to the spread of the gospel into unreached areas.
 - was accepted by the followers of its leader.
- 28** The book of Romans treats all of the following doctrines EXCEPT
- salvation.
 - the Holy Spirit.
 - eschatology.
 - faith versus works.
- 29** From his description of events following Paul's return to Jerusalem, Luke indicates his desire to show Theophilus that
- Christianity would overtake the world whatever the cost might be.
 - no political organization could bring harm to a servant of God.
 - Paul, because of old age, found it necessary to limit his activities.
 - Christianity was not a political threat to imperial Rome; rather, its relations with the Roman government had always been friendly.
- 30** When Paul returned to Jerusalem at the end of his third mission, his reception by the Jews indicated the
- general acceptance of Christianity by the Jews.
 - ever-widening breach between Christianity and Judaism.
 - indifference of the general population to the Christian message.
 - love and appreciation of the Jews for Paul and his ministry.
- 31** Paul was imprisoned in Jerusalem because
- Jews from Asia said he took a Gentile friend with him into the forbidden sanctuary of the temple.
 - he preached a fiery sermon against Jews from the castle steps.
 - Paul, being a Roman citizen, took a Nazarite vow.
 - he refused to worship in the temple.
- 32** The hearings that followed Paul's arrest in Jerusalem showed that
- Paul was innocent of any political or criminal offense.
 - Paul favored the Gentile Christians, and this turned the Jewish converts against him.
 - Paul's judges were unmoved by his testimony and sought to kill him.
 - Paul faced certain death and the existence of the church was endangered.
- 33** Paul's vision in Jerusalem and the appearance of the angel at the time of shipwreck confirmed to him that
- he would die a martyr's death.
 - God would punish his accusers.
 - it was God's will for him to go to Rome.
 - his ministry was drawing to an end.

- 34** Which statement is correct concerning the assemblies to whom Paul wrote his Epistles?
- The earlier Epistles went to a strong, aggressive church whose converts readily accepted the teachings of Christianity.
 - The prison Epistles addressed a maturing church whose members were complacent rather than confused and unstable.
 - Members of the churches which received the prison Epistles were unorganized and easily misled by false teachers.
 - The prison Epistles were written to churches whose members needed basic instruction.
- 35** Describe the four prison Epistles.
- The four prison Epistles are primarily christological, because they are centered around Christ.
 - The four prison Epistles are primarily historical, because they describe how four churches were started.
 - The four prison Epistles are primarily prophetic, because Paul foretells future events.
 - The four prison Epistles are primarily theological, because Paul gives a systematic presentation of the gospel in each epistle.
- 36** What do the following six words describe: offense, compassion, intercession, substitution, restoration, and elevation?
- The cycles of apostasy
 - The steps to salvation
 - The elements of forgiveness
 - The progressive nature of sin
- 37** The Greek word Paul uses in Ephesians for church is ekklesia, which means
- the called out ones.
 - people who loved each other.
 - people who responded in faith to the gospel.
 - those prepared to die as martyrs.
 - people who have the seal of the Holy Spirit.
- 38** In his Epistle to the Colossians, how did Paul combat the “Colossian Heresy”?
- Paul gave a systematic presentation of the involvement of God in Hebrew history.
 - Paul gave a very thorough dissertation on the order and ranks of angels in heaven, demons under Satan in hell, and animal and nature spirits on this earth.
 - Paul gave a systematic theology on justification, and glorification of Christians.
 - Paul gave a positive presentation of the preeminence of Christ.
- 39** Why did Paul write his Epistle to the Philippians?
- Paul wrote to correct immoral practices in the church that came from the involvement of prostitutes in the worship of the goddess Diana.
 - Paul primarily wrote the Epistle as preventive maintenance; he had heard that the Judaizers were starting to promote legalism among the Philippians.
 - Paul wrote to thank the Philippians for a very generous gift and to share his personal joy in Jesus.
 - The Philippians had concerns about their members who had died, so Paul wrote a letter of spiritual comfort and shared about life in heaven.
- 40** The results of Paul’s prison years are remarkable because
- he won many of Caesar’s household to Christ and brought Christianity to the attention of public officials.
 - he utilized his time to strengthen the church through his Epistles.
 - he demonstrated that one can experience great joy in Christ even in difficult circumstances.
 - both b) and c) above.
 - all of the above.

Indicate whether each statement is TRUE or FALSE.

- 41 The preaching of the apostles in the early church interpreted Old Testament Scriptures and emphasized the resurrection of Jesus Christ.
- 42 All of the case examples in the book of Acts infer or clearly reveal that the baptism in the Holy Spirit follows personal conversion and is evidenced with speaking in other tongues.
- 43 Paul already had a conversion experience through watching the martyrdom of Stephen; the encounter with Jesus on the Damascus Road merely made public what had already happened in the spiritual life of Paul.
- 44 God still requires complete obedience to the Law as a requisite to salvation.
- 45 We are justified by faith, but our good works demonstrates our faith.
- 46 The customs and rituals of the Law are unchanging and still apply to us today.
- 47 If we accept Jesus Christ as our Savior, we are His children no matter how much we continue in sin.
- 48 Complete surrender to Christ would naturally result in a life of moral and ethical purity.
- 49 First and Second Thessalonians clearly reveal that the return of Jesus Christ and the seven years of tribulation come before the rapture of the saints.
- 50 One reason Paul wrote the Epistle to the Romans was to prepare the Church in Rome to become a financial supporting church for a future church, planting ministry in Spain.

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LIT1303 New Testament Literature, Sixth Edition

We are very pleased that you are nearing the completion of this course. At this point you will want to make arrangements to take your final examination. You may do so by filling in this form and sending it to your enrollment office. In this way, your adviser can make an appointment for you to take the final examination.

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LIT1303 New Testament Literature, Sixth Edition

Select the best answer to each question.

- 1 The pastoral Epistles seem to support the theory that
 - a) Paul was acquitted after his first imprisonment.
 - b) the apostle was never released from his house arrest in Rome.
 - c) they were written from prison.
 - d) in point of time they precede the prison Epistles.
- 2 Which organizational changes listed below were emerging in the church when the Pastoral Epistles were written?
 - a) Offices had become fixed and were desired as a way to win recognition.
 - b) Bishops, elders, and deacons served the church, and widows enrolled by the church were responsible for the church's social welfare program.
 - c) Services in the church had certain regular features (that is, a structure was emerging).
 - d) All of the above.
- 3 In which Epistle does Paul deal with matters of organization in the church that might be considered "advice to a young preacher"?
 - a) 2 Timothy
 - b) Titus
 - c) 1 Timothy
 - d) 1 Peter
- 4 Paul's charge to one of the young ministers under his supervision is classic. The man of God, he counsels, is to flee, follow, fight, and keep. In which Epistle is this found?
 - a) 2 Timothy
 - b) Titus
 - c) 1 Timothy
 - d) 1 Peter
- 5 The major emphasis of Titus centers on advice to a
 - a) fellow missionary who was struggling with the basic doctrines of salvation.
 - b) pioneer missionary who represented a church that had advanced to the place of settled policies and established doctrines.
 - c) young minister who was weak, timid, and struggling in his ministry.
 - d) novice in the ministry who needed instruction concerning the Second Coming and other important end-time events.
- 6 Which of the following statements does NOT accurately describe the conditions that existed in Crete?
 - a) The church was unorganized, and its members were quite careless in their behavior.
 - b) The church members' actions and attitudes seemed to imply that salvation by faith was unrelated to honest work and clean living.
 - c) Hymenaeus and Alexander opposed Paul's moral standard, and their example was affecting others in the church.
 - d) A Judaizing group there spent its time arguing about Jewish fables.
- 7 Which of Paul's Epistles might very well be called his "Farewell address"?
 - a) 2 Timothy
 - b) Hebrews
 - c) 1 Timothy
 - d) Titus
- 8 The Epistle written to encourage the church, which faced government hostility and threat of persecution in a hostile world, was
 - a) 1 Peter.
 - b) Hebrews.
 - c) 2 Timothy.
 - d) Titus.

- 9** The purpose of the main theme of 1 Peter would be to show the
- response of the church to the oppressive measures of a dictatorial government.
 - need to persevere as indicated by the “Let us” exhortations.
 - role of the Christian church in society.
 - sufficiency of God’s grace in suffering.
- 10** The question posed to Jewish Christians who were confronted with the issues of patriotism for their country versus loyalty to Christ and of grace versus legalism is dealt with in
- 1 Peter.
 - 2 Timothy.
 - Hebrews.
 - 1 Timothy.
- 11** Tenney believes that the single greatest value of the book of Hebrews is its teaching on the
- present ministry and priesthood of Christ.
 - perils which give us direction in the area of Christian responsibility.
 - exhortations given to the recipients in the “Let us” passages.
 - theme of salvation by faith in the sacrifice of Christ.
- 12** The five short Epistles, 2 Peter, Jude, 1, 2, and 3 John, were written to cope with the trends toward
- the spirit of secularism, which glorified the state and emperor.
 - false doctrine within the church.
 - a greatly stepped-up program of official government persecution.
 - differences between Judaism and Christianity which meant that they were now less compatible than ever.
- 13** The chief contribution of 2 Peter to the teaching of the New Testament is its
- detailed analysis of end-time events, including judgment and the new heaven and new earth.
 - statement concerning the inspiration of the Scriptures.
 - carefully worded statement concerning the policies and procedures which the church should follow in a hostile world.
 - well-developed Christology.
- 14** In 2 Peter the writer attempts to show that the answer to false knowledge is
- true knowledge.
 - strict discipline within each local assembly.
 - more spiritual discrimination by church members.
 - to de-emphasize knowledge and to stress the value of subjective spiritual experience.
- 15** Tenney says, “There can be no doubt that the two (Jude and 2 Peter) are separate Epistles, and yet the similarities of occasion, of thought, and of vocabulary between the two can hardly be accidental.” Based upon the possibilities for these similarities, Tenney concludes that
- recipients of both letters faced the same problems.
 - both Epistles borrowed from a common source.
 - 2 Peter borrowed from Jude.
 - Jude was stimulated by 2 Peter to write his own Epistle.
- 16** In style and vocabulary, in terseness and graphic expression, and in dependence on figures of speech from outdoor life, the Epistle of Jude resembles which of the following Epistles?
- 2 Peter
 - 1 John
 - 1 Timothy
 - James
- 17** The Epistle of Jude shows that by the time it was written
- the battle against heresy had been fought and to a large extent lost.
 - the threat to the church was primarily external and political rather than internal and spiritual.
 - there was a recognized body of belief that could be called Christianity.
 - there was a critical need for an ordered leadership in the church to direct its overall defense.
- 18** Jude addressed himself, among other things, to the problem of antinomianism, which
- denied the humanity of the Lord Jesus Christ.
 - claimed that Christian grace and liberty entitled one to complete freedom in morals.
 - dealt with the claims of the superiority of knowledge over faith.
 - asserted the claims of legalism over faith.

- 19** Tenney says that 1 John differs from the Gospel of John in that the Gospel
- was written to arouse faith while the first Epistle was written to establish certainty.
 - emphasizes the humanity of the Lord Jesus while the first Epistle stresses His divinity.
 - arose out of the need to refute Gnosticism while 1 John deals with the heresy of antinomianism.
 - was written at an early date to give the church an appropriate body of doctrinal teaching, while 1 John came later and was intended to serve as an apologetic for the faith.
- 20** In 1 John the writer insists that the Christ he preached was a person one could see, hear, and touch. He asserts specifically that any spirit in evidence in the church was not of God if it
- denied the necessity for knowledge in the body.
 - refused to acknowledge the humanity of Jesus Christ.
 - insisted that the church be subject to ungodly political powers.
 - moved people to worship the Lord Jesus Christ as God.
- 21** Tenney shows that, based upon 3 John, much of the ministry toward the end of the first century was carried on by
- strong local pastors who were backed by good structural organization.
 - itinerant preachers who made periodic rounds, staying a while in each church for home meetings.
 - itinerant elders and bishops who exercised great power.
 - lay leaders trained to serve under circuit-riding bishops who exercised real power.
- 22** Of the five characteristics of apocalyptic literature mentioned by your textbook, which one below is NOT true of the book of Revelation?
- Extreme despair of present circumstances and intense hope of future divine intervention
 - Use of symbolic language, visions, and dreams
 - Authorship unknown
 - Celestial and demonic powers introduced
 - Prediction of fearful judgment on the wicked and deliverance for the righteous
- 23** The conditions under which the book of Revelation was written suggest
- general tolerance, but some isolated cases of persecution existed.
 - hostility and oppression of the church by the Roman state.
 - general war, plagues, famine, and widespread bloodshed.
 - a return to the status of general peace that had existed under Augustus.
- 24** The purpose of the writing of Revelation, as stated in Revelation 1:1, was to reveal
- in advance all the details of church history.
 - the course of human history and the conflict between good and evil.
 - to regional assemblies events which concerned only their immediate future.
 - Christ in relation to events of the last days.
- 25** The millennial view which holds that Christ will return personally to initiate His kingdom, that the righteous dead will be raised, and that they will reign personally with Christ on earth for a thousand years, is called the
- premillennial view.
 - postmillennial view.
 - amilennial view.
 - millennial view.
- 26** The school of prophetic interpretation which depends heavily on the literal interpretation of the events of the Apocalypse and regards most of them as yet remaining to be fulfilled is the
- Preterist School.
 - Idealist School.
 - Futurist School.
 - Historicist School.
- 27** What, according the author of our study guide, is a major rule for interpreting prophecy?
- All prophecies in any book of the Bible classified as apocalyptic must be interpreted symbolically.
 - Biblical prophecies can only be correctly interpreted through the spiritual gift of interpretation from the Holy Spirit.
 - All biblical prophecies must be interpreted by the guidelines set forth in the Fundamental Doctrines of the Assemblies of God.
 - Take the words of prophecy as literal, rather than figurative, unless the context and related prophecies indicate otherwise.

- 28** What particular significance has biblical prophecy and especially the message of Revelation to the life of the present day Christian? The Christian should
- know completely the full calendar of prophetic events so that he may explain their significance to others.
 - recognize the value of these dreadful events in persuading people to join the church.
 - study the symbolism of prophecy in general and Revelation in particular, so that he may have some basis for interpreting the Revelation.
 - become more conscientious in his daily Christian ministry and be ready at all times for the return of the Lord Jesus Christ.
- 29** Which of the seven churches is the only one for whom no strengths are mentioned?
- Philadelphia
 - Laodicea
 - Smyrna
 - Ephesus
 - Pergamos
- 30** The chart of time sequence of the major events of Revelation in your study guide follows which order?
- Tribulation, Rapture, Revelation of Christ, New Heaven and New Earth
 - Rapture, Tribulation, Revelation of Christ, Millennium, Satan's Last Revolt, Perfect Age
 - Rapture, Revelation of Christ, Tribulation, Millennium, Satan's Last Revolt, Perfect Age
 - Tribulation, Revelation of Christ, Rapture, Millennium, Satan's Last Revolt, Perfect Age
- 31** The word canon as it relates to the New Testament documents, refers to the
- books that were most generally accepted by each church council as being the ones of the most significant value for the church.
 - books that were accepted as divinely inspired, authentic, and agreed upon to become the standard for faith and practice, and thus to be included in the New Testament.
 - criterion or standard by which all works are either accepted into the New Testament or rejected solely on the basis of human authorship.
 - comprehensive standard by which a book is judged on its worthiness, literary qualities, and authenticity for inclusion into the body of sacred writings.
- 32** All of the principles of canonicity below helped influence the formation of the New Testament canon EXCEPT
- authenticity.
 - the church's acceptance of the book.
 - infallibility.
 - inspiration.
- 33** Tenney notes that the writings of the New Testament have a self-authenticating quality that impart what he calls
- internal testimony.
 - informal witness.
 - external testimony.
 - apostolic prerogative.
- 34** In ethical and spiritual effect the canonical books are different from all other literature in their greater power to
- transform human thought and conduct.
 - influence human thought and sometimes conduct.
 - inspire lofty thoughts and desires in people.
 - reveal to people the truth of their message.
- 35** As far as we know, Clement, Ignatius, Polycarp, Justin Martyr, and several others wrote the earliest
- canons in the formal list.
 - defense of the accepted New Testament canon.
 - apologetics for the methodology they used for determining canonicity.
 - documents in the informal witness to canonicity.
- 36** The role of church councils concerning canonicity of writings now in the New Testament was to
- evaluate each book to determine the degree of its inspiration.
 - recognize and give an opinion concerning whether books were canonical or noncanonical.
 - examine the life and background of each author to see whether his work was deserving of recognition as being inspired (on the basis of his conduct).
 - determine the practicality, literary quality, and applicability of its message on a universal scale.

- 37 The New Testament was officially acknowledged as we now know it
- at the end of the first century.
 - at about the middle of the second century.
 - near the end of the second century.
 - during the fourth century.
- 38 Of the books listed below, which one was NOT readily accepted as part of the New Testament canon?
- Matthew
 - Romans
 - Revelation
 - Hebrews
- 39 All of the following are “Sources of the Text” EXCEPT the
- Diatessaron of Tatian.
 - Rylands Fragment of John.
 - Chester Beatty papyri.
 - Bodmer Papyrus of John.
- 40 Because there were so many different Latin translations of the Bible, Pope Damasus commissioned Jerome to produce a new standard Latin version. This new corrected Latin text is known as the
- Peshitta version.
 - Syriac version.
 - Vulgate version.
 - Syriac Vulgate version.

Indicate whether each statement is TRUE or FALSE.

- 41 The lack of correspondence between Paul’s travels that are recorded in Acts and in the pastoral Epistles indicates that Paul continued to travel after his first imprisonment in Rome.
- 42 The internal evidence clearly reveals that Peter wrote his first Epistle from Babylon, a town on the Nile River in Egypt.
- 43 The second Epistle of Peter was actually written by Jude with the permission of Peter.
- 44 The first Epistle of John emphasizes the humanity of Jesus while the Gospel of John emphasizes the deity of Jesus Christ.
- 45 Docetism teaches that the Christ Spirit came upon Jesus at His water baptism and left Jesus just prior to His death.
- 46 Cerinthianism teaches that the Christ Spirit came upon Jesus at His water baptism and left Jesus just prior to His death.
- 47 The book of Revelation was not written by the apostle John, but by an elder John.
- 48 The Preterist Interpretation of Revelation claims that Revelation chapters 4 through 22 are prophecies of events still in the future.
- 49 Justin Martyr was the first early church father to include all twenty-seven books of the New Testament in the canon.
- 50 The Rylands Manuscript is the oldest complete copy of the Gospel of John in existence today.

After answering all of the questions in this UPE, refer again to points 3–6 under the heading *Taking Your Unit Progress Evaluations* and points 1–3 under the heading *Taking the Final Examination*. You will find these on the **INSTRUCTIONS** page in the front of this student packet.

Unit Progress Evaluation Answer Keys

Unit Progress Evaluation (UPE) scores are not counted as part of your final course grade.

UPE scores indicate how well you learned the material and how well you may do on the final examination. Review lesson sections pertaining to any questions you miss.

The numbers following the answer represent the lesson number and the objective number.

1 E 1.1	14 B 1.4	27 D 2.1	40 E 2.7
2 D 1.2	15 D 1.4	28 E 2.1	41 F 1.1
3 D 1.2	16 B 1.4	29 A 2.1	42 T 1.2
4 C 1.2	17 A 1.4	30 C 2.2	43 F 1.4
5 B 1.2	18 B 1.5	31 E 2.2	44 T 1.5
6 A 1.2	19 C 1.5	32 C 2.3	45 T 2.1
7 A 1.3	20 E 1.5	33 A 2.3	46 F 2.3
8 D 1.3	21 D 1.5	34 C 2.3	47 T 2.7
9 B 1.4	22 A 1.5	35 A 2.3	48 T 2.7
10 E 1.4	23 B 1.5	36 E 2.4	49 F 2.7
11 A 1.4	24 E 1.6	37 B 2.5	50 T 2.7
12 C 1.4	25 B 1.6	38 D 2.6	
13 C 1.4	26 D 2.1	39 C 2.6	

1 C 3.1	14 B 4.3	27 D 6.4	40 E 7.7
2 A 3.2	15 C 4.4	28 B 6.4	41 F 4.4
3 D 3.2	16 C 4.4	29 C 6.4	42 T 4.4
4 A 3.2	17 D 4.5	30 B 6.4	43 T 4.4
5 C 3.3	18 C 5.1,2	31 B 7.1	44 F 5.1
6 D 3.4	19 A 5.2	32 C 7.2	45 T 5.3
7 A 3.5	20 A 5.3	33 D 7.3	46 F 5.3
8 B 3.6	21 C 5.4	34 D 7.3	47 T 6.3
9 D 3.7	22 D 5.4	35 D 7.3-7.7	48 F 6.4
10 B 4.1	23 E 5.5	36 D 7.3-7.7	49 T 7.3
11 B 4.2	24 A 6.1	37 A 7.5	50 T 7.3
12 A 4.3	25 A 6.2	38 A 7.5	
13 B 4.3	26 C 6.2	39 B 7.6	

The numbers following the answer represent the lesson number and the objective number.

1 D 8.1	14 D 9.2	27 A 10.3	40 E 11.8
2 A 8.2	15 B 9.3	28 C 10.4	41 T 8.3
3 C 8.2	16 B 9.4	29 D 11.1	42 T 8.3
4 A 8.2	17 B 9.5	30 B 11.2	43 F 8.6
5 B 8.2	18 C 9.5	31 A 11.2	44 F 9.4-5
6 C 8.2	19 A 9.6	32 A 11.2	45 T 9.4-5
7 B 8.3	20 D 9.6	33 C 11.2	46 F 9.4-5
8 D 8.3	21 B 9.7	34 B 11.3	47 F 9.4-5
9 D 8.3	22 B 9.8	35 A 11.3	48 T 9.4-5
10 C 8.5	23 A 9.9	36 C 11.4	49 F 9.7
11 B 8.6	24 C 10.1	37 A 11.5	50 T 10.4
12 C 8.7	25 D 10.2	38 D 11.6	
13 D 9.1	26 D 10.3	39 C 11.7	

1 A 12.1	14 A 13.2	27 D 14.3	40 C 15.5
2 D 12.1	15 D 13.3	28 D 14.4	41 T 12.1
3 C 12.2	16 D 13.4	29 B 14.5	42 F 12.5
4 C 12.2	17 C 13.4	30 B 14.6	43 F 13.2
5 B 12.3	18 B 13.4	31 B 15.1	44 T 13.5
6 C 12.3	19 A 13.5	32 C 15.1	45 F 13.5
7 A 12.4	20 B 13.5	33 A 15.2	46 T 13.5
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9 D 12.5	22 C 14.1	35 D 15.3	48 F 14.2
10 C 12.6	23 B 14.1	36 B 15.3	49 F 15.3
11 A 12.6	24 D 14.2	37 D 15.4	50 F 15.5
12 B 13.1	25 A 14.2	38 D 15.4	
13 B 13.2	26 C 14.2	39 A 15.5	