NTS567

THEOLOGY OF THE
ENGLISH NT - ETHICS

P. Richard Choi

InMinistry Center Intensive
MA in Pastoral Ministry
NTS567
THEOLOGY OF THE ENGLISH NT - ETHICS
November 4-8, 2012
InMinistry Center Intensive
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: NTST567
Class name: Theology of the English NT - Ethics
Semester & year: Fall 2012
Class location: Chesapeake Conference Office – Board Room
Class time/day: Sunday, Nov 4, 7:00pm – 9:00pm
Monday – Thursday, Nov 5–8, 8:00am – 5:00pm
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: P. Richard Choi, PhD
Telephone: W – (269) 471-6573
H – (269) 429-4171
Email: choir@andrews.edu
Office location: Seminary Building - N128
Office hours: By Appointment

BULLETIN CLASS DISCRIPTION

Topics identical to NST600-level theology courses. Does not presuppose Greek proficiency no count toward MDiv core requirements or emphasis, nor the MA major or minor in Net Testament. Repeatable with a different subject area.

Seventh-day Adventist Theological Seminary
CLASS OBJECTIVES

The primary objectives of this class are to:

Course: Ethics is usually taught as a sub-discipline of philosophy. This is not the way in which this course will be taught. Students looking for philosophical and theological discussion of ethical issues such as abortion and euthanasia are advised to consider taking courses on ethics offered by the systematic theology department. This course introduces students to the ethics of the New Testament. In other words, this course explores the ways in which one can derive norms of conduct from the New Testament. In particular, students will be introduced to the four steps of interpretation outlined in Richard Hay’s book *The Moral Vision of the New Testament*. The student should expect class discussion to venture at times outside exegesis and theology.

Methodology: This course closely follows the methodology outlined in Richard B. Hays’s book. Students are advised to read his text closely, paying particular attention to the descriptive, synthetic, hermeneutical, and pragmatic methods of reading the NT. There will be no separate lectures on Peter, James, Jude, and Hebrews because of time constraints. They will be referenced in the course of lectures on the other books of the NT.

Justification: Today’s Christian is faced with complex and confusing ethical choices. It is important for him or her to be able to base their ethical decisions on the Bible. As a result of taking this course, the student will gain basic knowledge of how to approach ethical decisions facing Christians today based on the NT.

HOW MUCH TOTAL TIME INVESTMENT FOR THIS CLASS?

Advanced theological education is no ‘cake-walk’, nor is it intended to ‘wear out the saints’. Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship.

This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.
Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page
- Exam preparation 4-8 hours

Based on these averages, requirements for this class will take the average student the following:

- Required reading (1 book) 35 hrs.
- 2-exam preparation 8 hrs.
- 15-page report 45 hrs.
- 10-page essay 30 hrs.
- Hours in class 30

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Total Hours for class 148

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required Reading:


Selected Bibliography


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**Examinations**

Exams will be given on Tuesday (11/4) at 6-8 p.m. and Thursday (11/8) at 6-8 p.m. The exams will be essay types. Each exam will consist of two essay questions, (from which you can choose one). The exams are worth 100 points each. Each exam will test the materials covered in class up to the last class before the exam. For example, the test on Tuesday evening will cover the lecture materials up to and including the final class period on Tuesday (i.e. 3-4 p.m. class). Students will be expected to reflect the reading of the corresponding portions from the book on the test as well. It is strongly recommended that the student read the text book before arriving on site to start the class.

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**Written Works**
(1) **Reading Report.** Submit a 12-15 page report on Hays’s book consisting of the following 4 sections. See below under “Before Class Requirements” for more details. The report is worth 100 points.

(2) **Essay.** After the final lecture, the student needs to submit an essay on an ethical issue facing the church that is NOT discussed in Hays’s book. For example, you could write on issues like women’s ordination, Sabbath keeping, or the labor union. It would be perhaps most meaningful if you wrote on an ethical issue currently facing your congregation. The essay needs to be typed, double-space, and 10 pages long (no more and no less). These two topics will not be covered in class because of lack of time. Students are expected to produce an essay on one of these topics in the light of the discussion of the other three topics in class.

(3) **Expectations.** The paper needs to reflect the learning that has taken place during the course. The paper must discuss the subject in four distinct sections: descriptive, synthetic, hermeneutical, and practical—methodologies that will be carefully gone over in the lectures. The criteria for grading will be the depth and quality of reflection and the mastery of the methodologies. The student must go beyond the class discussion and the contents of Hays’s book. This essay is a culmination of the student’s reflection and learning. The essay is worth 100 points. **The paper is due on April 1, 2013.**

(4) **Total Points Possible for the Course.** You may earn up to 400 points with your report, exam and essay, 100 points from the report, 200 points from the exams and 100 points from the essay.

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**GRADING CRITERIA AND COURSE ASSESSMENT ITEMS**

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<th>Score Range</th>
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<td>95-100</td>
<td>A</td>
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<td>90-94</td>
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<tr>
<td>85-89</td>
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<td>80-84</td>
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<td>55-59</td>
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**SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY**

6
Late Submission
The following penalties will be applied for late submission of assessment items:

Assessments received by due date: (possible A grade)
Delay up to 60 days: (no better than an A- grade)
Delay up to 90 days: (no better than a B+ grade)
Delay up to 120 days: (no better than a B grade)
Delay up to 150 days: (no better than a C grade)

BEFORE CLASS REQUIREMENTS

   i. Submit a 12-15 page report on Hays’s book consisting of the following 4 sections dealing with the questions listed below.
      a. Descriptive (6-8 pages). What is the descriptive process? How does this differ from ordinary exegesis? Provide examples from each of the categories, e.g. Pauline, Matthew, etc.
      b. Synthetic (3-4 pages). What is the synthetic process? How does this process grow out of the descriptive process? Explain the concept of focal images. How do they differ from focal concepts? Provide examples.
      c. Hermeneutical (2-3 pages). What is the hermeneutical process? How does this process differ from the synthetic section? Can we admit the three hermeneutical tools – tradition, reason, and experience – into Adventist ethics? Give your reasons and provide examples.
      d. Practical (1-2 pages). What is the practical process? Is there any principle involved in this process than simply making the jump?
   ii. Criteria of grading

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<td>Clear grasp of the concepts. Well written, coherent essay. Evidence of the ability to work with abstract ideas and images.</td>
<td>A fair grasp of the concepts. Reasonable level of clarity in writing. Some confusion over abstract concepts but overall good grasp of abstract ideas and images.</td>
<td>Pervasive confusion with regard to abstract concepts. Recurrent inaccuracies in terms of information. Convoluted and incoherent writing.</td>
<td>Poor grasps of the concepts. Poorly written essay. Unable to show evidence of having understood abstract concepts and images.</td>
<td>Shows no evidence that the student has read the book. None of the concepts in the book are present in the essay. Poorly written essay.</td>
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The Report is due at the beginning of the class on Nov 4, 2012. The report is worth 100 points.
DURING CLASS REQUIREMENTS

1. **Exam 1.** See the descriptions above. Tuesday (11/1) at 6-8 p.m. Worth 100 points.
2. **Exam 2.** See the descriptions above. Thursday (11/3) at 6-8 p.m. Worth 100 points.
3. **Criteria of grading**

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<td>A</td>
<td>Clear grasp of the concepts. Accuracy of information. Well written, coherent essay. Evidence of the ability to work with abstract ideas and images.</td>
<td>A fair grasp of the concepts. Some inaccuracies in information. Reasonable level of clarity in writing. Some confusion over abstract concepts but overall good grasp of abstract ideas and images.</td>
<td>Pervasive confusion with regard to abstract concepts. Many inaccuracies in information. Recurrent inaccuracies in terms of information. Convoluted and incoherent writing.</td>
<td>Poor grasps of the concepts. Poorly written essay. Unable to show evidence of having understood abstract concepts and images.</td>
<td>Shows no evidence that the student has understood the lectures. None of the concepts given in the class are present in the essay. Poorly written, confused essay.</td>
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**AFTER CLASS REQUIREMENTS**

Essay. After the final lecture, the student needs to submit an essay on an ethical issue facing the church that is NOT discussed in Hays’s book. Due on March 30, 2012. See the expectations above and the rubrics for grading below. The essay is worth 100 points.

**CLASS POLICIES**

**Classroom Seating**
There will be no seating chart for this course.

**Disability Accommodations**
If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.
Late Submission of Assessment
All late assessment will incur a 10% per day penalty.

Withdrawing From Class
August 31 is the last day to enter a class, or to drop a class with full tuition refund. November 22 is the last day to change credit to audit or to withdraw from a class with a W. In some instances in which additional time is required to complete the course, the M. Div. student may petition for an incomplete, and the M.A. and Ph.D. students may request for a DG.

Audit
You must clear with the Associate Dean’s office to audit this class. Regular attendance is required of those who are taking the course for an audit.

Language Requirements
You must have passed both Intermediate Hebrew and Intermediate Greek to be in this class. If it is discovered in the middle of the semester that you have not met these requirements, you will be required to drop the class.

Emergency Protocols
Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Other Policies

*Laptop Computer and Lecture Notes:* Laptop computers may be used for taking notes. But no hard copies or copies of the files containing the lectures may be made from the notes with the intention of circulating them either in the name of the course or of the instructor. The notes are for the sole use of the student taking the course. If the student wishes to sell or publish whole or part of the lectures, he or she must obtain the instructor’s prior and written approval. The decision to remain in the course constitutes the consent to this stipulation.

*Recording:* The student may not use tape or other means of electronic recording to reproduce the lectures.

*Changes in the Terms of this Syllabus:* The terms outlined in this syllabus may be changed during the semester at the discretion of the teacher, with the consent of the class.

Class Attendance
“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of
late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.”

Andrews University Bulletin 2010, page 29-30

**Academic Integrity**

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.”

Andrews University Bulletin 2010, page 30

<table>
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<tbody>
<tr>
<td>1</td>
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INSTRUCTOR PROFILE

P. Richard Choi, PhD, is an associate professor of New Testament Studies and chair of the New Testament Department at the Seventh-day Adventist Theological Seminary at Andrews University. His doctorate is from Fuller Theological Seminary. He has been teaching at the Seminary since 1991. He is a former president of the Adventist Society for Religious Studies, and currently serves as Executive Secretary of the Chicago Society of Biblical Research and Regional Coordinator for the Midwest Society of Biblical Literature. He contributed the notes to Romans, 1 and 2 Corinthians, Galatians, and Philippians in the Andrews Study Bible. He is currently writing the commentary on Galatians for the Seventh-day Adventist International Bible Commentary series. He is married to Louise and has two grown children.
APPENDIX 1

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.
**EXTRA CURRICULAR ACTIVITIES**

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

**PLAGIARISM**

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

**LANGUAGE AND GRAMMAR**

There is an expectation that a person who holds a Master’s qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.
## CRITERIA FOR ASSESSMENT

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<thead>
<tr>
<th>Elements</th>
<th>A Range</th>
<th>B Range</th>
<th>C Range</th>
<th>D Range</th>
<th>F – Fail</th>
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<tbody>
<tr>
<td>Title and Paper Presentation</td>
<td>The title is creative, succinct, one that also hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of a high professional standard.</td>
<td>The title is succinct and hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of professional standard.</td>
<td>Contains elements of the topic, scope and purpose of the paper. The appearance and word-processing of the document is adequately presented, but lacks a professional standard.</td>
<td>Describes little about the content. The appearance and word-processing in the document is poor.</td>
<td>Does not describe the content. The appearance of the word-processing in the document is very poor and demonstrates a lack of commitment to the professional standards required of Masters recipients.</td>
</tr>
<tr>
<td>Introduction and Thesis</td>
<td>Presents the topic and purpose of the paper very clearly and succinctly. It is objective and demonstrates a high level of critical scholarship.</td>
<td>Presents the topic and purpose of the paper clearly and succinctly. It is objective and demonstrates critical scholarship.</td>
<td>The topic and purpose lacks some clarity. It tends to be overly wordy. Critical scholarship is lacking in some places.</td>
<td>The topic and purpose has limited clarity. It is not easily apparent what this paper is about. Critical scholarship is lacking in some places.</td>
<td>The topic is not clearly described nor is the purpose of the paper expressed. Critical scholarship is nonexistent.</td>
</tr>
<tr>
<td>Development</td>
<td>Your thesis is succinct, insightful, sophisticated, even exciting. It demonstrates independent insight and comprehensive reading and research of the topic. All ideas in the paper flow logically; your argument is identifiable, reasonable, and sound. You have excellent transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.</td>
<td>Your thesis is clear, insightful and demonstrates extensive reading and research of the topic. All ideas in the paper flow logically. Your argument is identifiable, reasonable, and sound. You have very good transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.</td>
<td>Your thesis is unclear at times, your references to scholarly literature is limited or, are irrelevant. Not all ideas in the paper flow logically, some are unsound. Your argument is difficult to identify at times. Your transitions require improvement. Your paragraphs have topics but often deviate from them.</td>
<td>Your thesis is frequently unclear, your references to scholarly literature is very limited or, is irrelevant. Ideas in the paper flow illogically. Your argument is very difficult to identify at times. Your transitions require significant improvement. Paragraphs do not stay on topic.</td>
<td>Your thesis is unclear, your references to scholarly literature is nonexistent or is irrelevant. Ideas in the paper flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic.</td>
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<td>Analysis</td>
<td>Supports every point with examples from a wide range of academic literature. Quoted material is expertly integrated into the body of your work. Your analysis suggests new ways to perceive the material or identifies gaps or shortcomings in the literature.</td>
<td>Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work.</td>
<td>Does not support every point with examples from academic literature. Uses only old or out of date sources. Quoted material is sometimes irrelevant or poorly integrated into the body of work.</td>
<td>Points are not supported by academic literature. Uses non-scholarly sources or old, out of date sources. Quoted material is often irrelevant or poorly integrated into the body of work.</td>
<td>Does not support any point with examples from academic literature. Uses only non-scholarly sources. Quoted material is often irrelevant or poorly integrated into the body of work.</td>
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<tr>
<td>Communication and Language</td>
<td>Is very interesting, thought provoking and exciting to read. Uses language appropriately and articularly. No more than one spelling, grammatical or style mistake per page.</td>
<td>Is interesting and holds the reader’s attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page.</td>
<td>Paper is generally well written, but sometimes lacks purpose or relevance to the topic. Has up to four spelling, grammatical and style mistakes on every page.</td>
<td>Paper is generally well written, but often lacks purpose or relevance to the topic. Reader is easily distracted. Has up to 10 spelling, grammatical and style mistakes on every page.</td>
<td>Paper is poorly written, lacks purpose or relevance to the topic. Has multiple spelling, grammatical and style mistakes on every page.</td>
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<td>Conclusion</td>
<td>Your conclusion is succinct and very persuasive. It is strongly evidence based, and your inference very sound.</td>
<td>Your conclusion is persuasive. It is evidence based and your inference is sound.</td>
<td>Your conclusion may have some merit but some of your evidence is weak or inference is questionable.</td>
<td>Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable.</td>
<td>You conclusion is not persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable.</td>
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<tr>
<td>Referencing/Bibliography</td>
<td>Perfectly adheres to SBL Style or Andrews University Standards for Written work. No mistakes are permitted.</td>
<td>Adheres to SBL Style or Andrews University Standards for Written work. No more than three mistakes permitted.</td>
<td>Often adheres to SBL Style or Andrews University Standards for Written work. No more than 7 mistakes permitted.</td>
<td>Seldom adheres to SBL Style or Andrews University Standards for Written work. No more than 10 mistakes permitted.</td>
<td>Does not adhere to SBL Style or Andrews University Standards for Written work.</td>
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