NTST 550
Exegesis of the English NT: Colossians & Philemon
Fall 2014
November 9-13, 2014
InMinistry Center Intensive
MA in Pastoral Ministry

Instructor: Tom Shepherd, PhD, DrPH
NTST 550
Exegesis of the English NT: Colossians & Philemon
FALL 2014 – MID-AMERICA UNION

GENERAL CLASS INFORMATION

Class acronym: NTST 550
Class name: Exegesis of the English NT: Colossians & Philemon
Semester & year: Fall 2014
Class location: Mid-America Union Office
Class time/day: Sun 6:30-8:30 p.m., Mon-Thur 8:00 a.m. to 5 p.m., Nov 9-13
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Tom Shepherd, PhD, DrPH
Telephone: 269-471-6574
Email: trs@andrews.edu
Office location: Seminary N325
Secretary: Rachel Sauer, ext. 269-471-3219
Email: sauerr@andrews.edu
Office location: Seminary N125

BULLETIN CLASS DESCRIPTION

NTST 550 – Exegesis of selected portions of the New Testament. The same subject cannot be repeated with the other 500-level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament. Repeatable with different topics.

PROGRAM OUTCOMES COVERED IN THIS COURSE

MAPMin Program Outcomes (PO)
1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
CLASS OBJECTIVES

Student Learning Outcomes (SLO)

The learning objective of this course is to equip the student with the following two SLO’s of the MAPMIN program through a study of Colossians and Philemon in English. As a result of taking this course the student should be able to:

1. Discuss key exegetical and theological concepts and themes of Colossians and Philemon.
2. Apply the messages of Colossians and Philemon to the church today.
3. Investigate a short passage in Colossians or Philemon and write a 10-15 page exegesis paper relating his/her findings.
4. Produce a sermon and sermon series outline based on the exegesis of Colossians or Philemon.

How We Will Use Class Time

Our class time will be used in reading and talking about the text of Colossians and Philemon.

1. In the first days of class you will be introduced to Colossians and Philemon.
2. The professor’s lectures will focus attention on the background and exegesis of the books of Colossians and Philemon and relate these details to the life of the church today, particularly in relation to facing false teachings and the church’s relation to social issues of the day.
3. Your analysis assignments become the focus of discussion on the passages assigned, followed by the professor’s lecture.

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Textbooks:

1. An English Bible of word for word style of translation – ESV, NASB, RSV are good examples. Do not use KJV, NKJV or Clear Word for this class – ask me why.

Other Books You May Wish to Utilize:

2. James D. G. Dunn, The Epistles to Colossians and to Philemon, NIGTC (Grand Rapids: Eerdmans, 1996). Dunn is a good thoughtful writer. The downside of this commentary is that it uses Greek text and does not always translate it. That is a drawback, but Dunn is so clear and concise you may still find it worth getting.
3. Ron du Preez, Judging the Sabbath: Discovering What Can’t Be Found in Colossians 2:16 (Berrien Springs: Andrews University Press, 2008). This is a summary of du Preez’s work on this key text. He is completing a PhD dissertation on the topic.
4. Markus Barth and Helmut Blanke, *Colossians*, Anchor Bible Commentary, vol. 34B (New Haven: Yale University Press, 1994). This is a translation of a German commentary. It is wordy and it takes time to find the reference you are looking for since the AB people left out verse numbers at the top of each page. But the commentary does have useful material and it is all in English. Wherever Greek is used it is transliterated and translated.

5. Joseph A. Fitzmyer, *The Letter to Philemon*, Anchor Bible Commentary, vol. 34C (New York: Doubleday, 2000). Also in the AB series, this one is a little easier to find your way around in (shorter book does not hurt!). Anything Fitzmyer writes is worth getting. He is clear, concise, straight in what he feels the text is saying.

---

**GRADING CRITERIA AND COURSE ASSESSMENT ITEMS**

**Criteria for Grades**
Your final grade in this class is based on your scores on assignments and reports. See the details of grading procedure below and the grade scale. Rubrics for grading class assignments and papers are provided by the professor and posted on Andrews University on the InMinistry website for this class, under Extra Materials.

**Assignment Submission**
Your assignments such as reading reports and research reports are turned in to the professor directly or on the Learning Hub on the due date.

**Late Submission**
Assignments are due on the due date. The next day the assignment is late and loses 10% of its value per day. There is no deduction for Sabbaths (a day of grace).

**Grading Percentages**

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Report</td>
<td>25%</td>
</tr>
<tr>
<td>Exegesis Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Sermon Series</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Credit Hour Definitions**
A MAPMIN 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments (2 hours outside the classroom for each hour in the classroom). The estimated hour breakdown for these items in this course are as follows:

<table>
<thead>
<tr>
<th>Course Item</th>
<th>MAPMin 3 hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom attendance</td>
<td>45 hours</td>
</tr>
<tr>
<td>Analysis Assignments</td>
<td>10 hours</td>
</tr>
<tr>
<td>Reading Reports</td>
<td>30 hours</td>
</tr>
<tr>
<td>Short Exegesis Paper</td>
<td>35 hours</td>
</tr>
<tr>
<td>Sermon Series</td>
<td>15 hours</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>135 hours</strong></td>
</tr>
</tbody>
</table>

**Assignment Details**
Pre-Intensive Course Requirements

1. **Analysis Assignments** – During our time together in November we will work our way through important passages in Colossians and Philemon. In preparation for these discussions you are assigned 5 analysis assignments to explore the meaning of the text. Bring your completed assignments printed out to the class where we will discuss them. The blank forms are available on the InMinistry website for this class, under Pre-intensive Materials for download. Each assignment asks you to analyze the passage in 3 ways with a conclusion at the end:
   a. **Background** – what is the background story or history linked with this passage? What problems does it presuppose and point to as the context of this passage? You can find information from Pao’s book, but you should add several other sources so that you do not get just one viewpoint.
   b. **Word Meanings** – What are the key words in the passage and what do they mean? Look up the meaning of Greek words standing behind the English words in the text. How does the knowledge of these words help you understand the passage better?
   c. **Literary Patterns** – What literary patterns do you see in the passage? It may be as simple as parallelism (complementary, synonymous or antithetical) or as complex as large chiastic structure. Literary patterns help us see the direction of the apostle’s argument and what he focuses attention on. Note in this section emphases of the passage.
   d. **Conclusion** – From your study of the passage in the 3 ways above, in one or two sentences, what is Paul’s teaching in these verses? List the sources you used for your report giving full bibliographic information and pages. There is a grading rubric for the analysis reports on Learning Hub to help you see what the professor expects in a report.

2. **Reading Report** – You read the entirety of David Pao’s commentary. Your report on your reading is turned in at the beginning of class on the last day of class, Thursday, November 13. **Write a 5 page response report on Pao’s commentary.** You include your name, the class name, the book’s complete bibliographic information, and the date you completed the reading. You list all the pages you read in the book for the assignment. Then you make one of the following statements:
   - I read these pages thoroughly (read all the words and details of each page you list). Worth 100%
   - I read these pages substantially (read most of the words and details of the pages you list). Worth 75%
   - I skimmed these pages (got the main idea of pages you list, but did not read substantially). Worth 50%
   After the above statement you report interaction with Pao’s commentary. First describe what Pao says, then critique it – positive and/or negative reaction and your reason for the reactions. Of course, it is impossible to respond to the entire book. Choose certain passages (note the page number and chapter reference for your responses). There is a grading rubric for the reading reports on the InMinistry website for this class, under Extra Materials.

Intensive and Post Intensive Course Requirements

1. **Attendance** at classroom lectures is expected, record is taken. Each 50 minute period counts for one class period. **More than 3 unexcused absences will result in a decrease in the final grade by one full letter, 4 tardies = 1 absence.** Excused absences are for illness or family emergency. For an absence to be excused send an e-mail to the professor with an explanation to
trs@andrews.edu. If the number of unexcused absences exceeds 5, the student may be asked to drop the class.

2. **Short Exegesis Paper – Due on Friday, February 27, 2015.** Each student writes a 10-15 page traditional exegesis paper for this course on 1-3 verses from either Colossians or Philemon. The point of your paper is to indicate what Paul is teaching in the passage you choose. We will go over the paper preparation process at the beginning of the course. A grading rubric for the paper is on the InMinistry website for this class, under Extra Materials.

3. **Sermon Series – Due on Friday, February 27, 2015.** This course seeks to be practical for preaching and teaching purposes. Thus as part of the process you will propose a sermon series based out of Colossians or Philemon with 3-5 sermons. You write a title and sermonic idea for each. You also write in outline form one complete sermon (NOT longhand format). Your outline should include complete thoughts so that the professor can follow your argumentation. Do not forget the sermonic idea. A grading rubric for the sermon series is on the InMinistry website for this class, under Extra Materials.

4. **Tests** – There are no tests in this class.

### Grading Percentages

<table>
<thead>
<tr>
<th>Analysis Assignments</th>
<th>Exegesis Paper</th>
<th>Sermon Series</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Grade Scale

<table>
<thead>
<tr>
<th>95-100</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>86-89</td>
<td>B+</td>
</tr>
<tr>
<td>80-85</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>B-</td>
</tr>
<tr>
<td>70-74</td>
<td>C+</td>
</tr>
<tr>
<td>65-69</td>
<td>C</td>
</tr>
<tr>
<td>60-64</td>
<td>C-</td>
</tr>
<tr>
<td>55-59</td>
<td>D</td>
</tr>
<tr>
<td>0-54</td>
<td>F</td>
</tr>
</tbody>
</table>

---

**CLASS POLICIES**

### Attendance

Attendance record is taken each day. University policy requires that students attend class. Three tardies equals one absence. **Missing more than 10% of class is grounds for failure in the course.** Excused absences are for illness. When you are sick send an email to the professor indicating that you are unable to attend class due to sickness.

### Disability Accommodations

Andrews University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; therefore, if you have a documented disability and would like to request accommodations, please schedule an appointment with the instructor.

### Syllabus Modification

The professor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

### Examinations
“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time.”

Andrews University Bulletin 2012-2013, page 38

Teacher Tardiness
“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.”

Andrews University Bulletin 2012-2013, page 38

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 2012-2013, page 38.

“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 2012-2013, page 38

TENTATIVE OUTLINE OF TOPICS AND ASSIGNMENTS

Note: AA = Analysis Assignment

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
**INSTRUCTOR PROFILE**

**Tom Shepherd, PhD, DrPH** is Professor of New Testament Interpretation at the Seminary and Director of the PhD in Religion and ThD programs. He has taught at the Theological Seminary since 2008. Before that he taught at Union College in Lincoln, NE for 13 years as a professor in the Religion Division. He and his family have been missionaries to Brazil in South America (1992-1994) and to Malawi in Africa (1979-1985). Dr. Shepherd has been active in leadership within the Society of Biblical Literature, helping to establish the Mark and Methodology Consultation, the Mark Group, and the Sabbath in Text, Tradition and Theology Consultation. He has also presented scholarly papers at the annual meetings of the Society of Biblical Literature and at meetings of the Adventist Theological Society. He was co-convener of the international conference *Resurrection of the Dead: Biblical Traditions in Dialogue* held in Louvain-la-Neuve in Belgium, April 2010. The papers of this conference were published in 2012 by the academic publisher, Peeters, in Belgium. A list of Dr. Shepherd’s publications is attached to this syllabus. Dr. Shepherd teaches the Gospels of Mark and John, 1-2 Peter, and Colossians and Philemon in the Seminary. He also teaches Narrative Analysis and a course titled Love, Marriage and Divorce. He is the President of the Adventist Theological Society.

Dr. Shepherd has been married for 40 years to his best friend, Sherry Shepherd, M.D. They have two grown children (Amy and Jonathan), and five grandchildren (Malachi, Nadia, Isaiah, Nathaniel and Samantha). Dr. Shepherd enjoys walking every day and is the cellist in the Seminary String Quartet. He speaks three languages – English, Portuguese and Spanish. He is head elder of the Eau Claire Seventh-day Adventist Church where he presented a Prophecy Seminar in September-October 2012 with Pastor Ted Toms.

**Academic Publications by Tom Shepherd, PhD, DrPH**

**Academic Professional Books Published (refereed)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun 11/9/14</td>
<td>Intro to class, How to write exegesis paper</td>
<td></td>
</tr>
<tr>
<td>Mon 11/10/14</td>
<td>Intro to Colossians and Philemon</td>
<td>Philemon AA</td>
</tr>
<tr>
<td>Tue 11/11/14</td>
<td>Philemon and Colossians 1</td>
<td>Colossians 1:1-14 AA</td>
</tr>
<tr>
<td>Wed 11/12/14</td>
<td>Colossians 1 and 2</td>
<td>Colossians 2:6-15 AA</td>
</tr>
<tr>
<td>Thur 11/13/14</td>
<td>Colossians 2</td>
<td>Colossians 2:16-23 AA</td>
</tr>
</tbody>
</table>

Book/Volume Edited


Refereed Journal Articles


Chapters Contributed to Book/Volume (refereed)


Chapter Contributed to Book or Volume (not refereed)