

NTST 535 –
Readings in the Pauline Writings:
Colossians & Philemon
October 2017

Instructor: Tom Shepherd, PhD, DrPH



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NTST 535

Readings in the Pauline Writings: Colossians & Philemon

October 9-12, 2017
Fall 2017 – Columbia Union
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: NTST 535
Class name: Readings in the Pauline Writings: Colossians & Philemon
Year & Semester: Fall 2017
Class location: Chesapeake Conference Office, Columbia, Maryland
Class time/day: Mon. – Thurs. 8 a.m. – 5 p.m.
Credits offered: 3

INSTRUCTOR CONTACT

Instructor: Tom Shepherd, PhD, DrPH
Telephone: (269) 471-6574
E-mail: trs@andrews.edu
Office Location: Andrews University; Seminary Room N325
Office Hours: By Appointment
Course Webpage: <http://learninghub.andrews.edu>

Administrative Assistant/GA: Rachel Sauer
Telephone: (269) 471-3219
Email: sauerr@andrews.edu
Office Location: Seminary Building Room N125

BULLETIN COURSE DESCRIPTION

NTST 535 – Readings in the Pauline Writings: Study of selected letters of Paul. Greek not required. Not applicable to MDiv credit.

SYLLABUS REVISION STATEMENT

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

MAPM PROGRAM OUTCOMES

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes

1. Delivers effective biblically based sermons.
 2. Demonstrates proper biblical interpretation skills.
 3. Understands the historical–theological development of the Adventist Church.
 4. Capable of training church members for evangelism.
 5. Demonstrates an understanding of how to empower church members for leadership.
 6. Capable of reaching specific social groups.
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STUDENT LEARNING OUTCOMES (SLO)

As a result of diligent participation in this course, the student will:

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. Produce a sermon series on Philemon.
4. Produce a sermon series on Colossians.

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:

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.
2. David W. Pao, *Zondervan Exegetical Commentary on the New Testament: Colossians & Philemon*, vol. 12 (Grand Rapids: Zondervan, 2012) ISBN 978-0-310-24395-3. **435 pages.**

Recommended/Optional:

1. 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.
2. 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.
3. 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.
4. 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.

PRE-INTENSIVE REQUIREMENT DETAILS

1. **FACULTY DIRECTED Analysis Assignments** – During our time together in October we will work our way through important passages in Colossians and Philemon. In preparation for these discussions you are assigned 4 analysis assignments to explore the meaning of the text. Brief videos by Dr. Shepherd will be available for each assignment instructing you how to do the assignment and some background regarding the passage. **It is expected that your total time for working on each one of these assignments and interacting in the on-line discussion with other class members and Dr. Shepherd will be 3.75 hours, for a total of 15 hours.** Bring your completed assignments printed out to the class and **TURN THEM IN ON THE FIRST DAY OF CLASS** (Each assignment is worth 100 points. 70 points are from the filled in assignment sheets which you turn in on the first day of class.). The blank forms are available on Learning Hub and the InMinistry website for this class, under Extra Materials for download. Each assignment asks you to analyze the passage in 3 ways with a conclusion at the end:
 - a. **Background** – Each assignment will pose a background question which you are to answer by looking up information in Pao's book and other sources. Don't depend just on Pao.

- 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 by using a concordance (such as Strong’s Concordance) or a Bible software program. 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 a chiasmic 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, indicate what you understand to be 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.

The other 30 points of the grade for these assignments is in the on-line discussion. During the month of September 2017, the on-line discussion for each assignment will be **open for one week only**. **YOU MUST PARTICIPATE IN THE ON-LINE DISCUSSION TO RECEIVE THIS GRADE. AFTER THE DISCUSSION CLOSES YOU WILL NOT BE ABLE TO GET THESE POINTS.**

The discussion questions will be listed on the bottom of the sheet, but will also appear on Learning Hub. You will see a discussion link for each assignment. The 30 points are earned as follows:

15 points – student answers the discussion question giving his/her viewpoint based on their own filling out of the assignment sheet.

5-15 points – student responds to other students and/or professor in the discussion. Points vary in accordance with the level of involvement in the discussion and the quality of the responses. Responses that show more knowledge of the passage receive higher marks. The grade for these points will be posted in the grade book each week after the discussion closes.

The schedule for the assignments is as follows:

Analysis Assignment	Dates Open
The purpose of Philemon	12:00 a.m. Sun 9/3 to 11:59 p.m. Sat 9/9
Thanksgiving in Colossians	12:00 a.m. Sun 9/10 to 11:59 p.m. Sat 9/16
Christ Hymn in Col 1	12:00 a.m. Sun 9/17 to 11:59 p.m. Sat 9/23
Pictures of salvation in Col 2	12:00 a.m. Sun 9/24 to 11:59 p.m. Sat 9/30

Remember, the times listed above are the only times the individual discussion forums are open for you to give your input and respond to your fellow students and the professor. You can make your comments any time during the week the discussion forum is open. Once a forum is closed it will not be reopened.

Assignment Due – Hard copy of 4 Analysis Assignments due October 9, 8 a.m. Discussions of assignments due during the weeks of September as listed above.

DETAILS FOR REQUIREMENTS DURING COURSE INTENSIVE

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. **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, October 12, 2017. Write a 3 page response report on Pao’s commentary. Use the report form on Learning Hub.** 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 to respond to – 2-3 will be fine** (note the page number and chapter reference for your responses in your report). There is a grading rubric for the reading reports on the InMinistry website for this class, under Extra Materials and on the Learning Hub site.

Assignment Due – Thursday, October 12, 8 a.m.

POST-INTENSIVE COURSE REQUIREMENT DETAILS

1. **Sermon Series on Philemon, Sermon Series on Colossians – Due on Wednesday, December 13, 2017.** 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 with 4 sermons and another with 2 sermons out of Philemon.** What is listed below is what you do for your Colossians sermon series, and **again**, what you do separately for your Philemon sermon series.
 - a. **Sermon Series Plan** – Write a one page report that describes the guiding thought for your sermon series. There should be an overarching concept or trajectory that you describe here. People should be able to sense where your series is going. That is what you talk about in this report. You have a one page report for the Colossians series and a one page report for the Philemon series.
 - b. **Sermonic Ideas and Sermon Titles**
 - 1) A sermonic idea is **one declarative sentence that summarizes the point of your sermon.** The value of this type of sentence is that, in a good sermon, everything in the sermon is enslaved to this sentence. You can see that a sermonic idea is something you

think about a long time. It comes after you have exegeted the passage and determined what the Biblical author is teaching in the passage. **Write your sermonic idea for each sermon and give an explanation of what you mean by it and how you decided it explains your passage.** Thus for the Colossians series you will have 4 sermonic ideas. For the Philemon series you will have 2 sermonic ideas.

- 2) **Sermon titles** are important. They are often the only thing passersby know about your church. Choose them carefully! List clearly what the titles are for each of your sermons. Then give a short explanation as to why you chose this title. Thus you will have a title for each of the 4 Colossians sermons, and a title for each of the 2 Philemon sermons.
- c. **Sermon – Write one complete sermon from your series on Colossians and one complete sermon form your series on Philemon.** This can either be in complete outline form or long hand, whichever format you are more comfortable with. However, recognize that the professor will be looking for your **introduction** that links people into your sermon, your **explanation of the passage** you are preaching, **good illustrations**, and a **thoughtful conclusion with appeal**. A grading rubric for the sermon series is on the InMinistry website for this class, under Extra Materials.
- d. To help you in the process of preparing these sermons, a Sermon Writing Form is available on Learning Hub. Please use it. You should upload to the Learning Hub site for this assignment **ONE file for Colossians** including the sermon series plan, the sermonic ideas and titles and finally the sermon for Colossians itself. Then upload **ONE file for Philemon** with the sermon series title, sermonic ideas and titles and the sermon for Philemon.
- e. **Assignment Due: Wednesday, December 13, 2017.**

MAPM Intensive Class Schedule			
Schedule for class meetings: Monday, October 9 through Thursday, October 12			
			Running total
Monday	8:00-12:00 p.m.	4.0 hours	7.5
	1:30-5:00 p.m.	3.5 hours	
		7.5	
Tuesday	8:00-12:00 p.m.	4.0 hours	15
	1:30-5:00 p.m.	3.5 hours	
		7.5	
Wednesday	8:00-12:00 p.m.	4.0 hours	22.5
	1:30-5:00 p.m.	3.5 hours	
		7.5	
Thursday	8:00-12:00 p.m.	4.0 hours	30
	1:30-5:00 p.m.	3.5 hours	
		7.5	
Pre-session	Videos and analysis assignments	15 hours	45
		15.0	

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class:

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	30	45 hours total
Pre Online	15	
Independent Completion of Assignments		
Reading	40 hours (including report)	
Post-Intensive Assignment(s)	50 hours (both sermon series)	
Total Hours	135 hours	

GUIDELINES FOR SPECIFIC ASSIGNMENTS:

GUIDELINES FOR SPECIFIC ASSIGNMENTS	
Average reading speed:	15-20 pages/hour for light reading not to be tested on
	10-15 pages/hour for heavy reading for exams or Bible Commentaries
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page

OUTLINE OF TOPICS AND ASSIGNMENTS

Date	Class Topic	Assignments Due
Mon 10/9/17	Intro to class, Intro to Colossians and Philemon	Analysis Assignments
Tue 10/10/17	Philemon	
Wed 10/11/17	Colossians 1 and 2	
Thu 10/12/17	Colossians 2	Reading Report

GRADING AND ASSESSMENT

Grading System

Basis for grading:

1.	Analysis Assignments	20%
2.	Reading Report	30%
3.	Colossians Sermon Series	25%
4.	Philemon Sermon Series	25%
	Total	100%

Grade Scale

95-100	A	70-74	C+
90-94	A-	65-69	C
86-89	B+	60-64	C-
80-85	B	55-59	D
75-79	B-	0-54	F

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).

CLASS POLICIES

Classroom Seating

Choose the place you want to sit throughout the intensive and sit there each day. The professor will expect you in your seat at the beginning of class each day.

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

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.

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. 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.

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.” (*Current AU Bulletin.*)

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) 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.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records.” (*Current AU Bulletin.*)

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.” (*Current AU Bulletin.*)

Excused Absence

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.” (*Current AU Bulletin.*)

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

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.” (*Current AU Bulletin.*)

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 and has been the director of the PhD in Religion and ThD programs since 2011. Previously 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 in Brazil in South America (1992-1994) and in Malawi in Africa (1979-1985). Dr. Shepherd has been active in leadership within the Society of Biblical Literature, writing proposals establishing 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 the Adventist Theological Society. He was co-convenor 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 is a Past President of the Adventist Theological Society. For six years he was the head elder of the Eau Clair SDA Church where in 2012 he held an evangelistic series with Pastor Ted Toms and in 2016 he was emcee for another evangelistic series. He is currently Sabbath School Superintendent at Eau Claire.



Dr. Shepherd has been married for 42 years to his best friend, Sherry Shepherd, M.D. They have two grown children (Amy and Jonathan), and six grandchildren (Malachi, Nadia, Isaiah and Nathaniel, Samantha and Alexandra). Dr. Shepherd enjoys walking, cycling and lifting weights. He is the cellist in the Hope Piano Trio.

Academic Publications by Tom Shepherd, PhD, DrPH

Academic Professional Books Published (refereed)

Markan Sandwich Stories: Narration, Definition, and Function, Andrews University Seminary Doctoral Dissertation Series, vol. 18, (Andrews University Press: Berrien Springs, 1993).

Book/Volume Edited

Biblical Parables: Essays in Honor of Robert M. Johnston, eds. Thomas R. Shepherd and Ranko Stefanovic (Berrien Springs, Mich.: New Testament Department, Seventh-day Adventist Theological Seminary, Andrews University, 2016).

Resurrection of the Dead: Biblical Traditions in Dialogue, eds. Geert Van Oyen and Tom Shepherd, *Bibliotheca Ephemeridum Theologicarum Lovaniensium*, vol. CCIL (Leuven: Peeters, 2012).

Interpreting Scripture: Bible Questions and Answers, Associate Editor. Ed. Gerhard Pfandl, Biblical Research Institute 2. Silver Spring, MD: Biblical Research Institute, 2010.

The Trial and Death of Jesus: Essays on the Passion Narrative in Mark, eds. Geert Van Oyen and Tom Shepherd, Contributions to Biblical Exegesis & Theology, vol. 45 (Leuven: Peeters, 2006).

Refereed Journal Articles

Joel E. Lisboa and Thomas R. Shepherd, "Comparative Narrative Analysis as a Tool in Determining the *Lectio Difficilior* in Mark 1:40-45: A Narrative Analysis of Codices Bezae, Vaticanus, and Washingtonianus," *Neotestamentica* 49.1 (2015): 75-89.

"'We Thank God for You' How Thanksgiving Transforms Our Walk: A Study in the Theology of Colossians," *Journal of the Adventist Theological Society* 25/2 (2014): 29-42.

"The Scholar and the Word of God: Reflections on 2 Peter 1:16-21," in *Journal of the Adventist Theological Society* 24/2 (2013): 3-17.

"Narrative Analysis as a Text Critical Tool: Mark 16 in Codex W as a Test Case," *Journal for the Study of the New Testament* 32.1 (2009): 77-98.

"The Narrative Function of Markan Intercalation," *New Testament Studies* 41 (1995): 522-540.

Chapters Contributed to Book/Volume (refereed)

Thomas R. Shepherd, "Welcoming Sinners: Redeeming the Past and Future in the Parable of the Prodigal Son (Luke 15:11-32)" in *Biblical Parables: Essays in Honor of Robert M. Johnston*, eds. Thomas R. Shepherd and Ranko Stefanovic (Berrien Springs, Mich.: New Testament Department, Seventh-day Adventist Theological Seminary, Andrews University, 2016), 168-184.

"Facing Evil and Finding Atonement: The Crossroad of Jesus' Passion in 1 Peter 2," in *The Great Controversy and the End of Evil: Biblical and Theological Studies in Honor of Ángel Manuel Rodríguez in Celebration of His Seventieth Birthday*. Edited by Gerhard Pfandl (Silver Spring, MD: Biblical Research Institute; Review and Herald Publishing Association, 2015), 173-182.

"Resurrection, Rebirth, and the Human Being in 1 and 2 Peter," in "What Are Human Beings that You Remember Them?" *Proceedings of the Third International Bible Conference, Nof GInosar and Jerusalem, June 11–21, 2012*. Edited by Clinton Wahlen (Silver Spring, MD: Biblical Research Institute, 2015), 165-182.

"The General Epistles" in *Servants and Friends: A Biblical Theology of Leadership*, ed. Skip Bell (Berrien Springs: Andrews University Press, 2014), 211-226.

"Promise and Power: A Narrative Analysis of the Resurrection Story in Mark 16 in Codex Vaticanus and Codex Washingtonianus," in *Resurrection of the Dead: Biblical Traditions in Dialogue*, eds. Geert Van Oyen and Tom Shepherd, Bibliotheca Ephemeridum Theologicarum Lovaniensium, vol. CCIL (Leuven: Peeters, 2012), 159-182.

"Do the wicked burn forever in hell? Matthew 25:46." In *Interpreting Scripture: Bible Questions*

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and Answers, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 293-296.

“Does 1 John 3:9 teach that converted Christians do not sin?” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 422-424.

“Does Paul teach that all things are lawful for the Christian? 1 Corinthians 6:12.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 360-362.

“Does the Parable of the rich man and Lazarus teach the immortality of the soul? Luke 16:22, 23.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 309-312.

“Has the law of Moses been replaced by the grace of Jesus? John 1:17.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 316-320.

“Is Peter the rock on which Jesus built the church? Matthew 16:18.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 273-276.

“What does Jesus mean when he says we are to be ‘perfect’? Matthew 5:48.” In *Interpreting Scripture: Bible Questions and Answers*, ed. Gerhard Pfandl. Biblical Research Institute 2 (Silver Spring, MD: Biblical Research Institute, 2010), 265-266.

“The Irony of Power in the Trial of Jesus and the Denial by Peter – Mark 14:53-72,” in *The Trial and Death of Jesus: Essays on the Passion Narrative in Mark*, eds. Geert Van Oyen and Tom Shepherd, Contributions to Biblical Exegesis & Theology, vol. 45 (Peeters: Leuven, 2006), 229-245.

“The Narrative Role of John and Jesus in Mark 1.1-15,” in *Biblical Interpretation in Early Christian Gospels, Vol 1: The Gospel of Mark*, ed. Thomas Hatina, Library of New Testament Studies, no. 304 (formerly *The Journal for the Study of the New Testament Supplement Series*) (T & T Clark: London, 2006), 151-168.

“The Interpretation of Types, Allegories, and Parables” in *Understanding Scripture: An Adventist Approach*, ed. George Reid, Biblical Research Institute Studies, vol. 1 (Review and Herald Publishing Association: Hagerstown, MD, 2005), 223-244.

“Give the Poor Wretch a Drink,” in *Creation, Life, and Hope: Essays in Honor of Jacques B. Doukhan*, ed. Jiri Moskala (Old Testament Department, Seventh-day Adventist Theological Seminary, Andrews University: Berrien Springs, MI, 2000), 139-145.

APPENDIX 1

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

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 center, 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 plagiarising 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.