

NTST 537 –  
Studies in Acts and General Epistles:  
1-2 Peter  
*September 2018*

*Instructor: Tom Shepherd, PhD, DrPH*



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## NTST 537 Studies in Acts and General Epistles: 1-2 Peter

Fall 2018 – Northwest Pacific Union  
MA in Pastoral Ministry

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### GENERAL CLASS INFORMATION

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Class acronym: NTST 537  
Class name: Studies in Acts and General Epistles: 1-2 Peter  
Year & Semester: Fall 2018  
Class location: North Pacific Union Conference Office, 5709 North 20<sup>th</sup> St., Richfield,  
WA 98642  
Class time/day: Mon.–Thurs. 8:00 a.m.-12:30 p.m., 2:00-5:00 p.m, September 24-27, 2018  
Credits offered: 3

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### INSTRUCTOR CONTACT

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Instructor: Tom Shepherd, PhD, DrPH  
Telephone: (269) 471-6574  
E-mail: [trs@andrews.edu](mailto: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](mailto:sauerr@andrews.edu)  
Office Location: Seminary Building Room N125

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**BULLETIN COURSE DESCRIPTION**

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NTST 537 – Study of a selected book or books from either Acts or the General Epistles. Greek not required. Not applicable to MDiv credit.

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**SYLLABUS REVISION STATEMENT**

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

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**MAPM PROGRAM OUTCOMES**

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***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)**

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

1. Discuss key exegetical and theological concepts and themes of 1-2 Peter.
  2. Apply the messages of 1-2 Peter to the church today.
  3. Produce a sermon series on 1 Peter.
  4. Produce a sermon series on 2 Peter.
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**TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY**

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**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. Karen H. Jobes, *1 Peter*, ECNT (Grand Rapids: Baker, 2005) ISBN 0-8010-2674-1.
3. Peter H. Davids, *The Letters of 2 Peter and Jude*, PCNT (Grand Rapids: Eerdmans, 2006) ISBN 0-8028-3726-3.

### Recommended/Optional:

1. J. Ramsey Michaels, *1 Peter*, Word Biblical Commentary, (Word Books: Waco, TX, 1988), ISBN 0-8499-0248-7. Michaels' commentary is older, part of the Word Biblical Commentary series, but it is quite good with lots of exegetical detail. It does use Greek.
2. Paul Achtemeier, *1 Peter*, Hermeneia Commentary (Augsburg Fortress: Minneapolis, 1996), ISBN 0-8006-6030-7. The Hermeneia series tends to be more liberal in outlook, but Achtemeier takes some more conservative positions.
3. John Elliott, *1 Peter*, Anchor Bible Commentary (Doubleday: New York, 2000), ISBN 0-385-41363-7. This is probably the best commentary on 1 Peter. It is long, filled with exegetical detail, readable, written by a world authority on the book.
4. Richard Bauckham, *Jude, 2 Peter*, Word Biblical Commentary (Word Books: Waco, TX, 1983), ISBN 0-8499-0249-5. Anything written by Richard Bauckham is worth having. This book is also in the Word Biblical Commentary series. It uses Greek and is filled with exegetical detail.
5. Gene L. Green, *Jude & 2 Peter*, ECNT (Grand Rapids: Baker, 2008). Also in the Baker Exegetical series parallel to Jobes in 1 Peter.
6. Tom Shepherd, *Inside Out, Upside Down* – my book on the theology of 1-2 Peter. I will have copies available at the class in September.

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### PRE-INTENSIVE REQUIREMENT DETAILS

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1. **FACULTY DIRECTED Analysis Assignments** – During our time together in late September we will work our way through important passages in 1-2 Peter. But we will be unable to cover all of these two wonderful books. Some passages we will not cover in class we will work on in the pre-class analysis assignments. 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 earned with the filled in assignment sheets which you turn in on the first day of class. The other 30 points are for the on-line discussions). 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 Jobes or Davids and other commentaries.
  - 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 August 2018, 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 CLOSSES 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:

<b>Analysis Assignment</b>	<b>Dates Open</b>
Living a Holy Life, 1 Peter 1:13-21	12:00 a.m. Mon 8/27 to 11:59 p.m. Sat 9/1
Wives and Husbands, 1 Peter 3:1-7	12:00 a.m. Sun 9/2 to 11:59 p.m. Sat 9/8
Elders and Young People, 1 Peter 5:1-7	12:00 a.m. Sun 9/9 to 11:59 p.m. Sat 9/15
Dealing with False Teachers, 2 Peter 2	12:00 a.m. Sun 9/16 to 11:59 p.m. Sat 9/22

**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 September 24, 8 a.m.  
Discussions of assignments due during the weeks of August and September as listed above.**

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#### DETAILS FOR REQUIREMENTS DURING COURSE INTENSIVE

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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](mailto: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 Karen Jobes’ commentary on 1 Peter, and the section on 2 Peter in Peter David’s commentary. Your report on your reading is turned in at the beginning of class on the last day of class, **Thursday, September 27, 2018**. Write a 3 page response report for the 2 commentaries (the one report covers both commentaries). Use the report form on Learning Hub. You include your name, the class name, the complete bibliographic information, and the date you completed the reading. You list all the pages you read in the books 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 the commentaries. First describe what Jobes or Davids says, then critique it – positive and/or negative reaction and your reason for the reactions. Of course, it is impossible to respond to both books entirely. **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, September 27, 8 a.m.**

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## POST-INTENSIVE COURSE REQUIREMENT DETAILS

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1. **Sermon Series on 1 Peter, Sermon Series on 2 Peter – Due on Monday, November 5, 2018**. 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 1 Peter with 3 sermons and another with 3 sermons out of 2 Peter**. What is listed below is what you do for your 1 Peter sermon series, and **again**, what you do separately for your 2 Peter 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 1Peter series and a one page report for the 2 Peter 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 1 Peter series you will have 3 sermonic ideas. For the 2 Peter series you will have 3 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 3 sermons for 1 Peter, and a title for each of the 3 sermons for 2 Peter.**
- c. **Sermon** – Write **one complete sermon from your series on 1 Peter and one complete sermon from your series on 2 Peter.** 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** that contains **ALL** your materials for this assignment (everything for 1 Peter and 2 Peter in one file – of course, clearly marked for which book and passage the sermon is coming from – don't forget to include your name on the document).
- e. **Assignment Due: Monday, November 5, 2018.**

### MAPM Intensive Class Schedule

MAPM Intensive Class Schedule			
Schedule for class meetings: Monday, September 24 through Thursday, September 27			
			Running total
Monday	8:00-12:30 p.m. 2:00-5:00 p.m.	4.5 hours 3.0 hours  7.5	7.5
Tuesday	8:00-12:30 p.m. 2:00-5:00 p.m.	4.5 hours 3.0 hours  7.5	15
Wednesday	8:00-12:30 p.m. 2:00-5:00 p.m.	4.5 hours 3.0 hours  7.5	22.5
Thursday	8:00-12:30 p.m. 2:00-5:00 p.m.	4.5 hours 3.0 hours  7.5	30
Pre-session	Videos and analysis assignments	15 hours  15.0	45

**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:***

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

***GUIDELINES FOR SPECIFIC ASSIGNMENTS:***

<b>GUIDELINES FOR SPECIFIC ASSIGNMENTS</b>	
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



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**OUTLINE OF TOPICS AND ASSIGNMENTS**

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Date	Class Topic	Assignments Due
Mon 9/24/18	Intro to class, Intro to 1-2 Peter	Analysis Assignments
Tue 9/25/18	1 Peter 1-2	
Wed 9/26/18	1 Peter 2-3	
Thu 9/27/18	2 Peter 1-3	Reading Report

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**GRADING AND ASSESSMENT**

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**Grading System**

*Basis for grading:*

1.	Analysis Assignments	30%
2.	Reading Report	30%
3.	1 Peter Sermon Series	20%
4.	2 Peter Sermon Series	20%
<b>Total</b>		<b>100%</b>

**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).

**Grading Rubrics**

The Grading Rubrics and forms for this class are appended to the end of this syllabus.

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## CLASS POLICIES

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### **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.)*

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## INSTRUCTOR PROFILE

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**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, writing proposals establishing the Mark and Methodology Consultation, the Mark Group, the Sabbath in Text, Tradition and Theology Consultation, and currently is working on a proposal for a seminar on Mark 9. He has also presented scholarly papers at the annual meetings of the Society of Biblical Literature and 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 is a Past President of the Adventist Theological Society. He was head elder of the Eau Clair SDA Church for 6 years and is currently the Sabbath School Superintendent. In 2012 he held an evangelistic series with Pastor Ted Toms at Eau Claire and was emcee for another series in 2016.



Dr. Shepherd has been married for 43 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 weight lifting, and he is the cellist in the Hope Piano Trio which participates in the twice yearly Classical Seminary concert.

### **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.

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

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

## CRITERIA FOR ASSESSMENT GUIDELINES

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### **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.



Reading Report for NTST537– Studies in Acts and General Epistles: 1-2 Peter – Fall 2018

**Due Thursday, September 27, 8:00 a.m.**

Your Name:

Categories of reading:

**Read in Detail** – reading thoroughly every portion of the reading assignment, reading every page in detail. Earns 100%

**Read** – reading a major portion of each page, but not every word. Earns 75%

**Skimmed** – going through each page noting the principle concepts so that you can give a brief summary of what the topic was about. Earns 50%

In the table below, type in the pages you read and at what level, using the above 3 categories (Read in detail, Read, Skimmed).

Turning in this report means that you agree to the following statement: **On my honor, I promise to maintain the highest standards of honesty, integrity, and personal responsibility on this assignment.** This means that your report below reports what you actually read at the level you read it, and that the material following in your report is your own.

Score: \_\_\_\_\_ / 40

Book Assigned	Pages Assigned	Pages You Read	Your Level of Reading
<b>Karen Jobes, 1 <i>Peter</i></b>			
<b>Peter Davids, 2 <i>Peter</i></b>			

Below you interact with the books on two to three passages. Score \_\_\_\_\_ / 60

Topic:

Pages in the book:

Book's major concept:

Your reaction and reasoning:

Topic:

Pages in the book:

Book's major concept:

Your reaction and reasoning:

Topic:

Pages in the book:

Book's major concept:

Your reaction and reasoning:

## Sermon Writing Form

### 1 Peter and 2 Peter

Name:

#### Sermons on 1 Peter

- A. **Sermon Series Plan** – a one page report on the trajectory of your sermon series. Write or paste it here.
- B. **Sermonic Ideas and Sermon Titles** – list each here and give explanation and support for why you chose these ideas and these titles.
1. Sermon One
    - a. Sermonic idea
    - b. Support for sermonic idea
    - c. Sermon title
    - d. Support for title
  2. Sermon Two
    - a. Sermonic idea
    - b. Support for sermonic idea
    - c. Sermon title
    - d. Support for title
  3. Sermon Three
    - a. Sermonic idea
    - b. Support for sermonic idea
    - c. Sermon title
    - d. Support for title
- C. **First Peter Complete Sermon** – paste your complete sermon here. It can be in outline form (with sufficient information for the professor to follow your thoughts), or in written out form, whichever works best for your preaching.

## Sermons on 2 Peter

- A. **Sermon Series Plan** – a one page report on the trajectory of your sermon series. Write or paste it here.
- B. **Sermonic Ideas and Sermon Titles** – list each here and give explanation and support for why you chose these ideas and these titles.
1. Sermon One
    - a. Sermonic idea
    - b. Support for sermonic idea
    - c. Sermon title
    - d. Support for title
  2. Sermon Two
    - a. Sermonic idea
    - b. Support for sermonic idea
    - c. Sermon title
    - d. Support for title
  3. Sermon Three
    - a. Sermonic idea
    - b. Support for sermonic idea
    - c. Sermon title
    - d. Support for title
- C. **Second Peter Complete Sermon** – paste your complete sermon here. It can be in outline form (with sufficient information for the professor to follow your thoughts), or in written out form, whichever works best for your preaching.

Grading Rubric for Reading Reports

1. The reading report is worth 100 points and makes up 30% of the final grade.
2. The reading report grade is divided between the number of pages read (along with the level of the reading) and the report on your reading.
3. The reading report asks you to report the pages you have read in the books and at what level. List the pages as pages of the total pages in the books (such as 100 pages of 253). This section is worth 40 points.
  - a. The total number of pages assigned, read thoroughly, is determined as 100% of the reading report. If you read all the pages at this level you get 40 points for this section.
  - b. If you read less pages you receive a proportionally lower grade. And if you read at a lower level (read substantially or skimmed) you receive a lower grade.
4. The second part of the report is also worth 60 points. The points are broken down as follows:
  - a. Lists passage being commented on and book pages: **10 points**. Lists partial data: 5 points. Lists no data: 0 points
  - b. Book's major concept: lists major concept accurately not leaving out details: **20 points**. Leaves out some details: 15 points. Leaves out many details: 10 points. Does not list: 0 points.
  - c. Your reaction and reasoning: presents a clear reaction with reasonable and insightful reasoning: **30 points**. Reaction present but unclear, and/or reasoning leaves out some details: 22-29 points. Reaction weak, reasoning present but weak: 13-22 points. Reaction very weak or absent, reasoning very weak or absent: 0-12 points.

**Sermon Grading Rubric – 1-2 Peter – MAPM Fall 2018**

	<b>Descriptions</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Grade</b>
	Sermon Series Plan	Exceeds the basic standards (14-15)	Meets basic standards: Series plan is logical in direction and content. The series is memorable and consistent with the Bible. (11-13)	Does not meet the basic standards in some areas (9-10)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. (0-7)	Score: ____
	Sermonic Ideas	Exceeds the basic standards ( 18-20)	Meets basic standards: Sermonic ideas are clear, logical, declarative sentences consistent with the message Paul makes in the passage. (15-17)	Does not meet the basic standards in some areas (12-14)	Does not meet the basic standards in many areas (11)	Does not meet the basic standards at all. (0-10)	Score: ____
	Sermon Titles	Exceeds the basic standards (14-15)	Meets basic standards: Sermon titles are connected to the topic, thoughtful, creative, and catch the audience’s attention. (11-13)	Does not meet the basic standards in some areas (9-10)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. (0-7)	Score: ____
	Sermon Content	Exceeds the basic standards (18-20)	Meets basic standards: Sermon content is consistent with Paul’s message and with sermonic idea. (15-17)	Does not meet the basic standards in some areas (12-14)	Does not meet the basic standards in many areas (11)	Does not meet the basic standards at all. (0-10)	Score: ____
	Sermon Logic and Order	Exceeds the basic standards (18-20)	Meets basic standards: Sermon is laid out logically, moves from point to point well, appropriate illustrations, appeal that is Biblical and tied to sermonic idea. (15-17)	Does not meet the basic standards in some areas (12-14)	Does not meet the basic standards in many areas (11)	Does not meet the basic standards at all. (0-10)	Score: ____
	Creativity	Very Good (9-10)	Good (7-8)	Less Good (6)	Lacking (5)	Insufficient (0-4)	Score: ____

Student Name \_\_\_\_\_

TOTAL \_\_\_\_\_/100