

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

Fall 2019

Thomas R. Shepherd, PhD, DrPH

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Forest Lake SDA Church, Apopka, Florida
Class meeting times:	September 16-19, 2019 Mon – Thurs: 8:00 am – 12:00 Noon, 2:00-5:00 pm
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(269) 277-9488
Instructor Email:	trs@andrews.edu
Office location:	Andrews University; Seminary Room N325
Office hours:	By Appointment

BULLETIN DESCRIPTION OF COURSE

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

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession.

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.

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

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. Write an exegesis paper on a passage in Colossians or Philemon.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Class Topic	Assignments Due
Mon 9/16/19	Intro to class, Intro to Colossians and Philemon	Analysis Assignments
Tue 9/17/19	Philemon	
Wed 9/18/19	Colossians 1 and 2	
Thu 9/19/19	Colossians 2	
Mon 10/7/19		Reading Report
Mon 10/21/19		Exegesis Paper

PRE-INTENSIVE COURSE REQUIREMENTS

1. **FACULTY DIRECTED Analysis Assignments** – During our time together in September we will work our way through important passages in Colossians and Philemon. In preparation for these discussions you are assigned 3 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 5 hours, 40 min, for a total of 17 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 and are also appended to this syllabus. 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. I recommend looking for helpful materials at the following sites:

- 1) Bible Hub – <https://biblehub.com/commentaries/>
 - 2) Biblical Research Institute – <https://adventistbiblicalresearch.org/materials>
 - 3) Journal of the Adventist Theological Society – <https://www.atsjats.org/publications/jats-journal-online-archive>
 - 4) Andrews University Seminary Studies – <https://digitalcommons.andrews.edu/auss/>
 - 5) ATLA via Andrews University Library – <https://www.andrews.edu/library/merged.html>
- 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. **Outline** – Outline the passage in an A. B. C., 1, 2, 3 type of pattern like the chapter headings of a book and its subheadings. But put the outline in the order that the apostle has in the text. Don’t reorder the text in your outline. The outline is meant to help you see the direction of Paul’s argument, and his “big point” that he is making. Pao will help you here, but try your hand at making the outline first and then you can check it against Pao after that. Remember, your ideas can be just as good as his, maybe better 😊
 - 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 rubric is also appended to this syllabus.

The other 30 points of the grade for these assignments are earned in the on-line discussion which occurs on Learning Hub in the Forum for each assignment. During the three weeks starting with August 26, 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 for each assignment, 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. Mon 8/26 to 11:59 p.m. Sat 8/31
Christ Hymn in Col 1	12:00 a.m. Sun 9/1 to 11:59 p.m. Sat 9/7

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 3 Analysis Assignments due Monday, September 16, 8:00 a.m. Discussions of assignments due during the weeks listed above.

REQUIREMENTS DURING THE 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 first day of class, Monday, October 7, 2019.** **Write a 3 page response report on Pao’s commentary. Use the report form on Learning Hub.** This report form is also appended to this syllabus. 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, also appended to this syllabus.

Assignment Due – Monday, October 7. Turn it in on Learning Hub using the assignment turn in location for the paper.

POST-INTENSIVE COURSE REQUIREMENTS

1. **Exegesis Paper** – You choose one of the following texts about which you will write a 10-12 page exegesis paper (excluding bibliography). The title of the paper is listed with the text below along with the research question your exegesis paper will answer. Dr. Shepherd will take time during class to explain in detail how to write the paper. Think of this paper as background research for

one or more sermons you would like to preach. In the paper you explain the meaning of the passage, answering the research question.

- a. **Colossians 1:15** – The Image of the Invisible God and the Firstborn of All Creation
Research question – What does it mean that Jesus Christ is the image of the invisible God and the firstborn of all creation?
 - b. **Colossians 2:14** – The Handwriting of Requirements against Us
Research question – What is the handwriting of requirements (NKJV) and what does it mean that it was nailed to the cross?
 - c. **Colossians 2:16** – The Sabbath in Colossians 2:16
Research question – Does Paul do away with Sabbath observance in Colossians 2:16?
 - d. **Philemon** – Paul and Slavery
Research question – What is Paul’s teaching on the subject of slavery as seen in Philemon?
2. Details for writing the exegesis paper:
- a. The paper is to be written using Andrews University Seminary style format (Turabian) with footnotes and bibliography.
 - b. The bibliography is to have a minimum of 10 works with no source published earlier than 1950.
 - c. The paper’s length is to be 10-12 pages (excluding bibliography), no longer.
 - d. The paper has 4 sections with the following subheadings:
 - 1) **Statement of Problem** – in a page or so, describe the problem concerning your passage. You can refer to a story that illustrates the problem, or dispute among scholars concerning the meaning of the text. Include in this section the research question to be answered.
 - 2) **Thesis** – In one paragraph state what your thesis is. This is your answer to the research question that your research has led you to. This thesis is what you will prove in the next section.
 - 3) **Explanation** – This is the body of your paper. In it you explain the text using background information, explanatory information from commentaries and articles, grammar and outline data that all serve to support the thesis of your paper.
 - 4) **Conclusion** – Here you summarize your findings and apply them to the church today. Your conclusion should summarize briefly the salient points of your explanation data that answer the research question and support the thesis you presented at the beginning of the paper.
 - e. This paper is **due on Monday, October 21. Turn it in on Learning Hub using the assignment turn in location for the paper.**

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

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.

COURSE MATERIALS

Required Course Materials

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 Course Materials

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.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	28 hours
	Other Instructor-Directed Activities	17 hours
Independent Learning Activities	Reading	40 hours
	Post-Intensive Assignments	50 hours
Total Hours:		135 hours

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
1. Analysis Assignments	30%
2. Reading Report	30%
3. Exegesis Paper	40%
Total	100%

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Late Submission

Assignments are due on the due date listed above at the beginning of class. No late submissions are accepted except for illness or serious family emergency.

ABOUT YOUR INSTRUCTOR

Thomas R. Shepherd, PhD, DrPH, is Professor of New Testament Interpretation at the Seminary. From 2011 to 2019 he was 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 national Society of Biblical Literature, writing proposals establishing the Mark and Methodology Consultation, the Mark Group, the Sabbath in Text, Tradition and Theology Consultation, and the Mark Passion Narrative Seminar which he co-chairs (starting Fall 2019). He has 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. Dr. Shepherd has authored peer reviewed articles and books and is the author of the Gospel of Mark and 1 Peter 1-2 commentaries for the new Seventh-day Adventist International Bible Commentary. Dr. Shepherd is a Past President of the Adventist Theological Society. He is head elder of the Eau Clair SDA Church where in 2012 he held an evangelistic series with Pastor Ted Toms and was emcee for another series in 2016.



Dr. Shepherd has been married for 44 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 speaks English, Portuguese and Spanish and enjoys walking, cycling and weight lifting. He is a cellist and has organized numerous classical concerts at the Seminary.

Academic Publications by Thomas R. 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)

"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 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.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record

of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout 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.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

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

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria 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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is

affecting one's 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.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDICIES

Below are listed the analysis assignment forms and grading rubric, the reading report form and grading rubric, and the exegesis paper grading rubric. All these items are also available on Learning Hub.

Analysis Assignment Forms

Analysis Assignment 1
For the week: August 26-31, 2019
Learning Hub discussion:
Opens 12:01 August 26, 2019
Closes 11:59, August 31, 2019

Philemon

Fill out this form on your computer and print it out and bring it to the first day of class. Your answers here should form the basis of your discussion on line

Name:

Passage: The book of Philemon

Background – Why was Philemon written?

Word Meanings – Several words play a key role in this book. Notice all the places where these words appear in Philemon and indicate how Paul is using the term in Philemon.

Love (ἀγάπη = *agape*)

Comfort (παράκλησις = *paraklēsis*)

Heart (σπλάγχνον = *splagchnon*)

Outline – Below outline the book of Philemon in the order in which Paul wrote it. Indicate what you think is the key argument of the book in the outline by putting it in bold and underlining it.

Conclusion – From your study of the passage in the 3 ways above, in one or two sentences, what is Paul's teaching in Philemon?

Bibliography – Give full bibliographic data for all your sources, including internet sources.

Discussion Question (this will be the basis of discussion on Learning Hub) – Why didn't Paul just say slavery is wrong and tell Philemon to set Onesimus free?

Analysis Assignment 2
For the week: September 1-7, 2019
Learning Hub discussion:
Opens 12:01 September 1, 2019
Closes 11:59, September 7, 2019

Colossians 1:15-20

Fill out this form on your computer and print it out and bring it to the first day of class. Your answers here should form the basis of your discussion on line

Name:

Passage: Colossians 1:15-20

Background – Determining the heresy in Colossae is challenging. What Paul discusses in Colossians provides our best clues. What about the problem in Colossians would lead Paul to talk so much about Christology here?

Word Meanings – Several words play a key role in this passage. Find out what they mean in Paul's writings, and what role they play in this passage:

Image (εἰκὼν = *eikōn*)

Firstborn (πρωτότοκος = *prōtotkos*)

Beginning (ἀρχή = *archē*)

Outline – This passage is typically seen as a hymn. See if you can determine how many stanzas it has and put it in parallel lines as an outline. Remember, leave the text in the order Paul wrote it.

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?

Bibliography – Give full bibliographic data for all your sources, including internet sources.

Discussion Question – Paul uses the term "Firstborn" twice in this passage. What does he mean by this term? And how would you answer a Jehovah's Witness on this passage?

Analysis Assignment 3
For the week: September 8-14, 2019
Learning Hub discussion:
Opens 12:01 September 8, 2019
Closes 11:59, September 14, 2019

Colossians 2:6-15

Fill out this form on your computer and print it out and bring it to the first day of class. Your answers here should form the basis of your discussion on line

Name:

Passage: Colossians 2:6-15

Background – What backgrounds from the Mediterranean world help illuminate what Paul is talking about in this passage?

Word Meanings – Several words play a key role in this passage. Find out what they mean in Paul's writings, and what role they play in this passage:

Fullness ($\pi\lambda\acute{\eta}\rho\omega\mu\alpha = pl\bar{e}r\bar{o}ma$)

Handwriting ($\chi\epsilon\iota\rho\acute{o}\gamma\rho\alpha\phi\omicron\nu = cheirographon$)

Triumphing ($\theta\rho\iota\alpha\mu\beta\acute{\epsilon}\nu\omega thriambeu\bar{o}$)

Outline – Outline the passage in the order it is written. Determine how many pictures of salvation are found here and divide the outline accordingly. Remember, leave the text in the order Paul wrote it.

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?

Bibliography – Give full bibliographic data for all your sources, including internet sources.

Discussion question for Learning Hub – Why is Paul putting so much emphasis on salvation? What does the discussion of this topic solve?

Reading Report Form

NTST535– Readings in Pauline Writings: Colossians and Philemon – Fall 2019

Due Monday, September 16, 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: _____ / 60

Book Assigned	Pages Assigned	Pages You Read	Your Level of Reading
David Pao, <i>Colossians & Philemon Commentary</i>	19-435		

Below you interact with the book on two to three passages. Score _____ / 40

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:

RUBRICS

Reading Report Grading Rubric

NTST535 – Colossians and Philemon 2019

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 book and at what level. List the pages as pages of the total pages in the book (such as 100 pages of 253). This section is worth 60 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 worth 40 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: **10 points**. Leaves out some details: 7 points. Leaves out many details: 5 points. Does not list: 0 points.
 - c. Your reaction and reasoning: presents a clear reaction with reasonable and insightful reasoning: **20 points**. Reaction present but unclear, and/or reasoning leaves out some details: 15-19 points. Reaction weak, reasoning present but weak: 10-14 points. Reaction very weak or absent, reasoning very weak or absent: 0-9 points.

Analysis Assignment Grading Rubric – Colossians and Philemon – MAPM Fall 2019

	Descriptions	A	B	C	D	F	Grade
Analysis Assignment Form	Analysis of Background	Exceeds the basic standards (14-15)	Meets basic standards: Explains succinctly the scholarly consensus on the background issue. Does not leave out important points. (12-13)	Does not meet the basic standards in some areas (9-11)	Does not meet the basic standards in many areas (7-8)	Does not meet the basic standards at all. (0-6)	Score:_____
	Analysis of Word Meanings	Exceeds the basic standards (14-15)	Meets basic standards: Finds the meaning of 3 words not only from a Bible dictionary but also from examples in Paul’s writings. (12-13)	Does not meet the basic standards in some areas (9-11)	Does not meet the basic standards in many areas (7-8)	Does not meet the basic standards at all. (0-6)	Score:_____
	Outline	Exceeds the basic standards (14-15)	Meets basic standards: Outline fits the data from the text and makes good sense of it. (12-13)	Does not meet the basic standards in some areas (9-11)	Does not meet the basic standards in many areas (7-8)	Does not meet the basic standards at all. (0-6)	Score:_____
	Conclusion	Exceeds the basic standards (14-15)	Meets basic standards: Comes to a reasoned conclusion that is based on the data presented and is logically connected to it. (12-13)	Does not meet the basic standards in some areas (9-11)	Does not meet the basic standards in many areas (7-8)	Does not meet the basic standards at all. (0-6)	Score:_____
	Bibliography	Exceeds the basic standards (9-10)	Meets basic standards: Has a minimum of 3 sources, two of which are scholarly (such as a commentary, monograph, scholarly article) (7-8)	Does not meet the basic standards in some areas (5-6)	Does not meet the basic standards in many areas (3-4)	Does not meet the basic standards at all. (0-2)	Score:_____
Discussion Forum	Student Answers Discussion Questions in Forum	Exceeds the basic standards (14-15)	Meets basic standards: Answers the question in 50-100 words in a logical fashion with good evidence and reasoning. (12-13)	Does not meet the basic standards in some areas (9-11)	Does not meet the basic standards in many areas (7-8)	Does not meet the basic standards at all. (0-6)	Score:_____
	Interaction with Other Students and Professor	Exceeds the basic standards (14-15)	Meets basic standards: Responds respectfully and thoughtfully to the posts of others. Make useful points for carrying the discussion forward. (12-13)	Does not meet the basic standards in some areas (9-11)	Does not meet the basic standards in many areas (7-8)	Does not meet the basic standards at all. (0-6)	Score:_____

Student Name _____

TOTAL _____/100

SDATS NT Exegesis Paper Rubric for Colossians & Philemon NTST 535 September 2019

	Descriptions	A	B	C	D	F	Grade
Analysis of Text	Analysis of Text (Comparisons of versions and commentaries)	Exceeds the basic standards (14-15)	Meets basic standards: knows how to identify difficulties in the translation of the text; no more than 3 errors in each type of analysis used. (12-13)	Does not meet the basic standards in some areas (10-11)	Does not meet the basic standards in many areas (8-9)	Does not meet the basic standards at all. (0-7)	10 (sample) Score: _____
	Analysis of Literary Structure and Context (pericope, narrative, rhetorical, structural, intertextual, etc.)	Exceeds the basic standards (14-15)	Meets basic standards: the suggested structures correspond to the intent of the text; no more than 3 errors in each type of analysis used. (12-13)	Does not meet the basic standards in some areas (10-11)	Does not meet the basic standards in many areas (8-9)	Does not meet the basic standards at all. (0-7)	Score: _____
	Analysis of Backgrounds (history, primary literature: Greco-Roman, Jewish, and Patristic, etc.)	Exceeds the basic standards (9-10)	Meets basic standards: Knows how to apply the information in primary and secondary historical sources to the text; no more than 3 errors in each type of analysis used. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0-5)	Score: _____
Expertise in Field	Interaction with secondary literature (journals, books, dissertations, Internet, etc.)	Exceeds the basic standards (9-10)	Meets basic standards: cites at least 5 source in discussion; engages in argumentation with authors at least 3 times, examining the evidence presented in the literature. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0-5)	Score: _____
Coherence of the Paper	Construction of Argument (identification of exegetical problems, goals, and thesis, flow, conclusion, etc.)	Exceeds the basic standards (23-25)	Meets basic standards: has a thesis statement; evidence is presented to support the thesis; appropriate conclusions are drawn from the evidence (20-22)	Does not meet the basic standards in some areas (16-19)	Does not meet the basic standards in many areas (14-15)	Does not meet the basic standards at all. (0-13)	Score: _____
	Style (clarity & style of writing, spelling, correct style for notes, etc.)	Exceeds the basic standards (9-10)	Meets basic standards: no more than 3 spelling or grammatical errors; no more than 3 errors in the footnote and bibliographical entries; correctly follows the Andrews Style (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0-5)	Score: _____
Relevance	Implications (personal, relating to church, further research, sermons, etc.)	Exceeds the basic standards (9-10)	Meets basic standards: Inferences are drawn from the study; the ideas are coherent (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0-5)	Score: _____
Overall Quality	Creativity, originality, sincerity, and quality of reflection	Very Satisfactory (5)	Satisfactory (4)	Somewhat Satisfactory (3)	Barely Satisfactory (2)	Not Satisfactory (0-1)	Score: _____

Student Name:

Score _____/100