

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

## Fall 2025

*Tom Shepherd, PhD, DrPH*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	5709 N 20th St, Ridgefield, WA 98642
<b>Class meeting times:</b>	October 6-9, 2025 Monday – Thursday: 8 a.m. – 12:00 p.m.; 1:30 p.m. – 5 p.m.
<b>Course Website:</b>	learninghub.andrews.edu
<b>Instructor Telephone:</b>	269-277-9488
<b>Instructor Email:</b>	trs@andrews.edu
<b>Office location:</b>	Seminary, N124
<b>Office hours:</b>	Available on-line 8 a.m. to 8 p.m. Monday-Thursday by appointment

#### BULLETIN DESCRIPTION OF COURSE

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

#### PROGRAM & COURSE LEARNING OUTCOMES

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

- Delivers effective biblically based sermons.
- Demonstrates proper biblical interpretation skills.
- Understands the historical–theological development of the Adventist Church.
- Capable of training church members for evangelism.
- Demonstrates an understanding of how to empower church members for leadership.
- Capable of reaching specific social groups.

(The full set of program learning outcomes for your degree program is listed in [Appendix 1](#).)

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:

**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 through reading and discussion.
2. Apply the messages of 1-2 Peter to the church today through forum discussions and in-class exercises.
3. Learn useful details regarding 1–2 Peter through careful reading of textbooks.
4. Produce an exegesis paper on a short passage in 1–2 Peter.

## COURSE OVERVIEW

### COURSE MATERIALS

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#### ***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. 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.
4. Thomas Shepherd, *Unmistakably Christian* (Nampa, ID: Pacific Press, 2021) ISBN 978-0-8163-6799-3.

#### ***Recommended Course Materials***

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.

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

## ***PRE-INTENSIVE COURSE REQUIREMENTS***

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1. **FACULTY DIRECTED Analysis Assignments** – During our time together in early October 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 5 hours, for a total of 15 hours.** You turn in your assignments on Learning Hub, uploading them by the end of the week for each assignment (**Each assignment is worth 100 points. 70 points are earned with the filled in assignment sheets which you turn in at the end of each week. The other 30 points are for the on-line discussions**). The **blank forms are available on Learning Hub and at the end of 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 Jobes or Davids and other commentaries.
  - b. **Word Meanings** – Key words in the passage are listed on the sheet. Look up the meaning of the Greek words standing behind the English words in the text by using a concordance (such as Strong's Concordance) or a Bible software program such as Accordance or Logos. 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. You can often find literary pattern information in commentaries, but be sure you agree with the author if you use their literary pattern information.
  - d. **Conclusion** – From your study of the passage in the 3 ways above, in one or two sentences, indicate what you understand to be Peter's teaching in these verses.

List the sources you used for your report and pages. There is **a grading rubric for the analysis assignments on Learning Hub (and at the end of this syllabus)** to help you see what the professor expects in a report.

The other 30 points of the grade for these assignments are earned in the on-line discussion. During the month of September and the first few days of October, 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 each analysis assignment sheet, but will also appear on Learning Hub. You will see a discussion link for each assignment. The 30 points are earned as follows:

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

10 points – **student responds to/interacts with other students and/or professor** in the discussion. The response should be more than a yes or no, more than "I agree with you" or "I disagree with you." We are looking for a conversation.

The schedule for the assignments is as follows:

Analysis Assignment	Dates Open
Living a Holy Life, 1 Peter 1:13-21	12:00 a.m. Sun 9/14 to 11:59 p.m. Sat 9/20
Wives and Husbands, 1 Peter 3:1-7	12:00 a.m. Sun 9/21 to 11:59 p.m. Sat 9/27
Dealing with False Teachers, 2 Peter 2	12:00 a.m. Sun 9/28 to 11:59 p.m. Sat 10/4

**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. My suggestion – start early, don't wait until the end of the week. Once a forum is closed it will not be reopened.**

**Assignments Due – at the end of each week on Learning Hub. There are drop boxes for these.**

### ***REQUIREMENTS DURING THE 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. **In-Class Exercises** – We will have discussions of important concepts in 1–2 Peter during class. If you are present and participate, you get the points for these exercises.

### ***POST-INTENSIVE COURSE REQUIREMENTS***

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1. **Reading Reports** – You read the entirety of Karen Jobes' commentary on 1 Peter, the entirety of Shepherd's book and the section on 2 Peter in Peter David's commentary. Your reading reports are **due on Friday, December 5, 2025. Use the report form on Learning Hub.** For **each book** you prepare a **one page report** using the form on Learning Hub. The form is three pages long, one page for each book. You submit this as **ONE DOCUMENT**. The report form is self-explanatory. We will go over it in class. Each reading report is worth 100 points (thus 300 points total).
2. **Exegesis Paper** – Write a 7–10 page double-spaced exegesis paper on a short passage in 1 Peter or 2 Peter (no more than 5 verses). **You must get approval for your passage from the professor before or during our intensive.** I am listing some suggested possibilities here. Notice that a research question is linked with each passage. That is where you will begin, you want an answer to that question. If you choose a different passage than the ones below, be sure to come up with a research question and share it with the professor when you ask for approval. An exegesis paper is an explanation paper – you are explaining the text. I have posted on Learning Hub an outline you are to follow in writing your paper. It is also found at the end of this syllabus. Be sure to use it in preparing your paper. Do not go over 10 pages – ask me why. Your paper must include a minimum of 5 scholarly sources. Use modern commentaries and articles, not old ones (a

lot of the material on sites like Blue Letter Bible are old sources). Do not use Dr. Shepherd's lectures in class as one of your sources. Do not list the Bible as one of your scholarly sources. We will go over the outline for the paper in class and you can ask all the questions you want. Also be sure to go over the grading rubric for the exegesis paper found on Learning Hub and at the end of this syllabus. This paper is **due on Sunday, November 30, 2025**. The exegesis paper is worth 100 points. Here are some acceptable passages:

- a. **1 Peter 1:22–25 – A Purified Soul** – What does Peter mean by “having purified your souls by your obedience to the truth”? What purifies the soul and how is this related to being born again?
- b. **1 Peter 2:13–17 – Subject to Humans** – What does Peter mean by “every human institution” and how does subjection to human authority relate to being subject to God's authority?
- c. **1 Peter 3:3–4 – Adornment** – What adornment is Peter talking about and how should that be applied today?
- d. **1 Peter 5:1–4 – Leadership** – What is Peter's vision of church leadership and what are the possible pitfalls?
- e. **2 Peter 1:1–2 – Nature of Christ** – Is Peter calling Jesus divine (“our God and Savior Jesus Christ”) or is he referring to God the Father and Jesus Christ separately? What are the implications for our understanding of Christology?
- f. **2 Peter 3:11–13 – Hastening His Coming** – Can we hasten the return of Christ or is that something outside of our purview?

Date	Topic	Assignment Due	CLOs Addressed
10/6/25	Intro to class, Intro to 1–2 Peter	In class exercises	1–2
10/7/25	1 Peter 1–2	In class exercises	1–2
10/8/25	1 Peter 2–3	In class exercises	1–2
10/9/25	2 Peter 1–3	In class exercises	1–2

### MORE ABOUT THE COURSE

This course deals with two often neglected gems in the New Testament – 1–2 Peter. The theology of these two books, particularly that of 1 Peter, is every bit as profound as the apostle Paul's theology. These two books were written by the apostle Peter before his death dealing with two different problems – pressure from the outside world (1 Peter) and trouble from inside the church (2 Peter). As we will see, the style of writing is therefore quite different between the two books because of the differing problems the apostle was confronting.

In this course we will study and exegete each book, not in entirety because of time limitations. But we will look at key passages and think together about how their message impacts the church today. Our method for approaching this task includes forums before our intensive in which we will ponder passages not covered in the lectures. You will analyze the passages using a simple method and then interact with one another and the professor on Learning Hub asynchronously.

During our intensive, lectures will be supplemented with in-class exercises and discussion of the passages covered in the lectures.

An important part of this course is time allotted to reading. Pastors should ever be reading good books and thinking about new ways to share the gospel message with those inside and outside the church. Reading enhances preaching. So, you get to devote time in this course to read three books as per the list above. The reports on the reading are short. The main point is to take time to read and hear the voices of scholars beyond the lectures in class.

The other important part of this class is writing the exegesis paper. We will go over in class just how to do this, the steps in the process and discussion of the writing process. The exegesis paper helps you to think carefully about the text and helps develop an exegetical mindset about bringing out the message inherent in the text.

## 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		
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time with in-class exercises</b>	30 hrs
	<b>Other Instructor-Directed Activities – Forums BEFORE the class meets in October</b>	15 hrs
<b>Independent Learning Activities</b>	<b>Reading Reports</b>	45 hrs
	<b>Exegesis Paper</b>	45 hrs
<b>Total Hours:</b>		<b>135 hrs</b>

### SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 0.5 – 3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: [www.cte.rice.edu/workload/](http://www.cte.rice.edu/workload/)

## 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 Reports and Forums	20%
2. In-class Exercises	10%
3. Reading Reports	30%
4. Exegesis Paper	40%

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

### Letter Grades and Percentages

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

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.

*The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for this course.*

### Submission of Assignments

All assignments are submitted on Learning Hub and are **due on the due date listed in this syllabus. Late work is not accepted** except in the case of illness or family emergency. In such an exceptional case an explanation must be submitted to the professor requesting late submission. The professor will determine when any late submission will be due.

## Resubmission of Assignments

Assignments may not be resubmitted for this course.

## ABOUT YOUR INSTRUCTOR

**Thomas R. Shepherd**, PhD, DrPH, is Senior Research Professor of New Testament at the Seminary and is the pastor of the Eau Claire SDA Church. He has taught at the Theological Seminary since 2008. From 2011–2019 he was the Director of the PhD in Religion and ThD Programs. He officially retired in 2020 but continues teaching for the seminary on contract. Before coming to the Seminary he taught at Union College in Lincoln, NE for 13 years as a professor in the Religion Division (1994–2007). He and his family were missionaries in Brazil in South America (1992–1994) and in 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. He has also presented scholarly papers at the annual meetings of the Society of Biblical Literature, the Evangelical Theological Society 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 that conference were published in 2012 by the academic publisher, Peeters, in Belgium with Geert van Oyen and Dr. Shepherd as co-editors. Dr. Shepherd is the editor of *The Genesis Creation Account and Its Repercussions in the New Testament* published by Andrews University Press and is the author of the forth-coming new SDA Bible commentary on the Gospel of Mark and, along with Dr. Ross Winkle, on 1 Peter. A list of Dr. Shepherd's publications is attached to this syllabus. Dr. Shepherd is a Past President of the Adventist Theological Society.

Dr. Shepherd has been married for 51 years to his best friend, Sherry Shepherd, M.D. (50<sup>th</sup> anniversary September 8, 2024). 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 weightlifting. He is a cellist in a string quartet and for 10 years organized the twice-yearly Classical Seminary Concert. He is an avid amateur astronomer with an observatory housing his 11-inch Celestron telescope in his backyard.

### 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

*The Genesis Creation Account and Its Reverberations in the New Testament*, ed. Thomas R. Shepherd (Berrien Springs, MI: Andrews University Press, 2022).

*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**

Thomas R. Shepherd, “The Textual History and Translation of Revelation 21.3b,” *The Bible Translator* 74.1 (2023): 110–125.

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)**

“The Trinity and New Testament Textual Criticism” in *Revisiting the Trinity: Biblical, Theological, and Historical Reflections*, 2 vols., ed. Alberto Timm (Silver Spring, MD: Biblical Research Institute, 2025), 1:65–88.

“How is the Holy Spirit Represented in the Book of Revelation and What Does the Imagery Imply?” in *Exploring the Trinity: Questions and Answers*, 2 vols., ed. Clinton Wahlen and John C. Peckham (Silver Spring, MD: Biblical Research Institute, 2025), 2:253–258.

“The Seven Heavenly Messengers of Revelation 14 and Adventist Identity,” in *Connecting Worlds: Biblical, Theological, and Interdisciplinary Studies in Honor of Ekkehardt Mueller*, ed. Eike Mueller and Gerard A. Klingbeil (Madrid, Spain: Safeliz, 2024), 207–228.

“The Sabbath in the Gospel of Mark” in *The Sabbath in the New Testament and in Theology: Implications for Christians in the Twenty-First Century*, eds. Ekkehardt Mueller and Eike Mueller (Silver Spring, MD: Biblical Research Institute, 2023), 89–106.

“Creation in the Gospel of Mark” in *The Genesis Creation Account and Its Reverberations in the*

*New Testament*, ed. Thomas R. Shepherd (Berrien Springs, MI: Andrews University Press, 2022), 183–201.

“Creation in the General Epistles” in *The Genesis Creation Account and Its Reverberations in the New Testament*, ed. Thomas R. Shepherd (Berrien Springs, MI: Andrews University Press, 2022), 373–403.

“Eschatology and Everyday Life: How Paul Brings Home the Last-Day Message to Our Daily Life,” in *Eschatology from an Adventist Perspective: Proceedings of the Fourth International Bible Conference, Rome, June 11–20, 2018*, eds. Elias Brasil de Souza, A. Rahel Wells, Laszlo Gallusz and Denis Kaiser (Silver Spring, MD: Biblical Research Institute, 2021), 161–179.

“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, MI: 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, MI: 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 (Hagerstown, MD: Review and Herald Publishing Association, 2005), 223-244.

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

### **Popular Books**

*Unmistakably Christian: Surprising Lessons from 1 & 2 Peter*. Nampa, Idaho: Pacific Press Publishing Association. 2021.

*Gospel of Mark*. Sabbath School Quarterly Companion Book. Nampa, Idaho: Pacific Press Publishing Association. 2024.

*Gospel of Mark*. Sabbath School Quarterly for July–September, 2024.

## OTHER COURSE-RELATED POLICIES

### 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.

### 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.

**“Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students. Student assignments will be submitted to AI and/or plagiarism detection tools to ensure that the student work product is human-created, not AI-generated.**

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](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](mailto: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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

### **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](http://www.learninghub.andrews.edu) .***

## APPENDIX 1: GRADE GUIDELINES

### Letter Grades and Percentages

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

### 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.

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 or the use of AI in writing assignments 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 or using AI in writing assignments 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.

## **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.

## APPENDIX 2: ASSIGNMENT FORMS

### Analysis Assignment 1 – Living a Holy Life

For the week: September 14–20, 2025

Learning Hub discussion:

Opens 12:01 a.m., Sunday, September 14

Closes 11:59 p.m., Saturday, September 20

Text: 1 Peter 1:13-21

Fill out this form on your computer and submit on Learning Hub by 11:59 p.m., Saturday, September 20. Your answers here should form the basis of your discussion on line.

**Background** – 1 Peter 1:14 refers to the former pagan way of life the Christians came out of. What was that way of life like according to historians of the Greco-Roman world?

**Word Meanings** – 1 Peter 1:15-16 places the Christian way of life in contrast to the pagan way of life. The central word here is **holy**. In two steps below, first look up the basic meanings of the word in a Bible dictionary (not an English dictionary). But, in the second step, more importantly, read through 1 Peter and note what words the apostle uses to characterize the Christian lifestyle in contrast to the pagan lifestyle. Give a list of the positives (what they are supposed to do and/or be like) and the negatives (what they are NOT supposed to do and/or be like).

Holy (ἅγιος) *hagios* (1:15-16)

Bible dictionary definition –

Contextual definition in 1 Peter –

Positives

Negatives

**Literary Patterns** – 1 Peter 1:18-21 is written in a somewhat poetic style. Try your hand at putting the phrases in a literary pattern (of course the order of the phrases as Peter wrote them) with major phrases out to the left and subsidiary phrases indented like a poem. What do you see from your work?

**Conclusion** – From your study of the passage in the 3 ways above, in one or two sentences, what is Peter teaching here?

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

**Discussion Question (this will be the basis of discussion on Learning Hub)** – Why does “holy” seem like such a negative term for many people? What does Peter have to say that counters that?



## Analysis Assignment 2 – Wives and Husbands

For the week: September 21–27, 2025

Learning Hub discussion:

Opens 12:01 a.m., Sunday, September 21, 2025

Closes 11:59 p.m., Saturday, September 27, 2025

Text: 1 Peter 3:1-7

Fill out this form on your computer and turn it in on Learning Hub by 11:59 p.m., Saturday, September 27. Your answers here should form the basis of your discussion on line.

**Background** – What was the Greco-Roman understanding of the relationship between husband and wife? How was the Greco-Roman household set up?

**Word Meanings** – This controversial passage has a number of key terms that you can look up in a Bible dictionary. But try also to contextualize their meaning here in 1 Peter by noticing how he uses the terms in this passage and surrounding ones.

Submit (ὑποτάσσω) *hypotassō* (3:1,5)

Bible dictionary definition –

Contextual definition in 1 Peter –

Adornment (κόσμος) *kosmos* (3:3, with verbal form in 3:5)

Bible dictionary definition –

Contextual definition in 1 Peter –

Obey (ὑπακούω) *hypakouō* (3:6)

Bible dictionary definition –

Contextual definition in 1 Peter –

**Literary Patterns** – Structurally, in this passage, Peter has a lot more to say to wives than to husbands. Why do you suppose that is? How does the instruction to husbands affect or modify the instruction to wives?

**Conclusion** – From your study of the passage in the 3 ways above, in one or two sentences, what is Peter teaching here?

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

**Discussion Question (this will be the basis of discussion on Learning Hub)** – How are we to apply this passage today?

## Analysis Assignment 3 – Dealing with False Teachers

For the week: September 28 to October 4, 2025

### Learning Hub discussion:

Opens 12:01 a.m., Sunday, September 28, 2025

Closes 11:59 p.m., Saturday, October 4, 2025

### Text: 2 Peter 2

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.

**Background** – Peter refers to a number of Old Testament characters in this passage. Who were they and what do their stories add to Peter’s message (be brief).

**Word Meanings** – Peter talks a lot about the false teachers. We will note here just a few terms. Summarize the picture this gives you of what they were like.

Bring in secretly (παρεισάγω) *pareisagô* (2:1)

Bible dictionary definition –

Deny (ἀρνέομαι) *arneomai* (2:1)

Bible dictionary definition –

Sensuality (ἀσέλγεια) *aselgeia* (2:2)

Bible dictionary definition –

Greed (πλεονεξία) *pleonexia* (2:3)

Bible dictionary definition –

Summary –

**Literary Patterns** – Believe it or not, verses 4-9 are one long sentence in Greek, called a conditional sentence (If . . . then). The “if” part or protasis of the sentence is really long. The “then” part or apodosis is brief. List down all the different “if” parts of this sentence and then the “then” part. What is the overall point?

**Conclusion** – From your study of the passage in the 3 ways above, in one or two sentences, what is Peter teaching here?

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

**Discussion Question (this will be the basis of discussion on Learning Hub)** – Is 2 Peter 2 a blueprint for how we should handle false teaching in the church today? Just what principles should we draw from the apostle’s instruction?

## Reading Report Form

**Due Friday, December 5, 2025**

Report for Karen Jobes, *I Peter*, pages 1–338

Pages you read (list the page numbers and total) –

Pages you skimmed (50% credit, list the page numbers and total) –

Your score on the reading portion \_\_\_\_\_/70

Choose one or two passages that were especially helpful to you and write brief comments here:

Your score on the comment portion \_\_\_\_\_/30

Total score \_\_\_\_\_/100

Page(s) where found:

Summarize the content briefly:

Why was this helpful to you?

## Reading Report Form

**Due Friday, December 5, 2025**

Report for Peter Davids, *2 Peter and Jude*, pages 121–318

Pages you read (list the page numbers and total) –

Pages you skimmed (50% credit, list the page numbers and total) –

Your score on the reading portion \_\_\_\_\_/70

Choose one or two passages that were especially helpful to you and write brief comments here:

Your score on the comment portion \_\_\_\_\_/30

Total score \_\_\_\_\_/100

Page(s) where found:

Summarize the content briefly:

Why was this helpful to you?

## Reading Report Form

**Due Friday, December 5, 2025**

Report for Tom Shepherd, *Unmistakably Christian*, pages 9–192

Pages you read (list the page numbers and total) –

Pages you skimmed (50% credit, list the page numbers and total) –

Your score on the reading portion \_\_\_\_\_/70

Choose one or two passages that were especially helpful to you and write brief comments here:

Your score on the comment portion \_\_\_\_\_/30

Total score \_\_\_\_\_/100

Page(s) where found:

Summarize the content briefly:

Why was this helpful to you?

## APPENDIX 3: GRADING RUBRICS

Analysis Assignment Grading Rubric – 1-2 Peter – MAPM Fall 2025

	Descriptions	A	B	C	D	F	Grade
Analysis Assignment Form	Analysis of Background	Exceeds the basic standards (15)	Meets basic standards: Explains succinctly the scholarly consensus on the background issue. Does not leave out important points. (13)	Does not meet the basic standards in some areas (10)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. (5)	Score: ____
	Analysis of Word Meanings	Exceeds the basic standards (15)	Meets basic standards: Finds the meaning of 3 words not only from a Bible dictionary but also from examples in Peter's writings. (13)	Does not meet the basic standards in some areas (10)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. (5)	Score: ____
	Analysis of Literary Patterns	Exceeds the basic standards (15)	Meets basic standards: Analysis of the literary pattern fits the data from the text and succinctly explains it. (13)	Does not meet the basic standards in some areas (10)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. (5)	Score: ____
	Conclusion	Exceeds the basic standards (15)	Meets basic standards: Comes to a reasoned conclusion that is based on the data presented and is logically connected to it. (13)	Does not meet the basic standards in some areas (10)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. (5)	Score: ____
	Bibliography	Exceeds the basic standards (10)	Meets basic standards: Has a minimum of 3 sources, two of which are scholarly (such as a commentary, monograph, scholarly article) (8)	Does not meet the basic standards in some areas (6)	Does not meet the basic standards in many areas (4)	Does not meet the basic standards at all. (2)	Score: ____
Discussion Forum	Student Answers Discussion Questions in Forum	Exceeds the basic standards (20)	Meets basic standards: Answers the discussion question in 25-50 words in a logical fashion with good evidence and reasoning. (17)	Does not meet the basic standards in some areas (13)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. (5)	Score: ____
	Interaction with Other Students and Professor	Exceeds the basic standards (10)	Meets basic standards: Responds respectfully and thoughtfully to the posts of others. Make useful points for carrying the discussion forward. (8)	Does not meet the basic standards in some areas (6)	Does not meet the basic standards in many areas (4)	Does not meet the basic standards at all. (2)	Score: ____

Grading Rubric for Reading Reports

1. The reading report for each book is worth 100 points and they together make 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 read (such as pages 9–57) and the total number of pages (such as 48 pages).
  - a. The total number of pages you are required to read is listed on each report. You list the pages you read and the total and if you skimmed some of the pages you list those as well (these two lists are exclusive, of course). Skimmed pages are worth 50% of the score available for the pages read.
  - b. This section of the report is worth **70 points** total and your grade is based on how many of the assigned pages you read and at what level.
4. The second part of the report is worth 30 points. The points are broken down as follows:
  - a. Lists page(s) where the passage commented on is found: **5 points.**
  - b. Summarizes briefly the content of the passage: **15 points.**
  - c. Explains why this passages was helpful to you: **10 points.**

**SDATS NT Exegesis Paper Learning Outcomes for MAPM**

	<b>Descriptions</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Grade</b>
<b>Analysis of Text</b>	Analysis of Text (Comparison and analysis of English versions and commentaries)	Exceeds the basic Standards (20)	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. (17)	Does not meet the basic standards in some areas (13)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. (5)	Score: ____
	Analysis of Literary Structure and Context (pericope, narrative, rhetorical, structural, intertextual, etc.)	Exceeds the basic Standards (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. (13)	Does not meet the basic standards in some areas (10)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. (5)	Score: ____
	Analysis of Backgrounds (history, primary literature: Greco-Roman, Jewish, and Patristic, etc.)	Exceeds the basic Standards (15)	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. (13)	Does not meet the basic standards in some areas (10)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. ( )	Score: ____
<b>Expertise in Field</b>	Interaction with secondary literature (journals, books, dissertations, Internet, etc.)	Exceeds the basic Standards (15)	Meets basic standards: cites at least 5 sources in discussion; engages in argumentation with authors at least 3 times, examining the evidence presented in the literature. (13)	Does not meet the basic standards in some areas (10)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. ( )	Score: ____
<b>Coherence of the Paper</b>	Construction of Argument (identification of exegetical problems, goals, and thesis, flow, conclusion, etc.)	Exceeds the basic Standards (15)	Meets basic standards: has a thesis statement; evidence is presented to support the thesis; appropriate conclusions are drawn from the evidence (13)	Does not meet the basic standards in some areas (10)	Does not meet the basic standards in many areas (8)	Does not meet the basic standards at all. ( )	Score: ____
	Style (clarity & style of writing, spelling, correct style for notes, etc.)	Exceeds the basic Standards on all levels (5)	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 (4)	Does not meet the basic standards in some areas (3)	Does not meet the basic standards in many areas (2)	Does not meet the basic standards at all. (1)	Score: ____
<b>Relevance</b>	Implications (personal, relating to church, further research, sermons, etc.)	Exceeds the basic Standards on all levels (5)	Meets basic standards: Inferences are drawn from the study; the ideas are coherent (4 )	Does not meet the basic standards in some areas (3)	Does not meet the basic standards in many areas (2)	Does not meet the basic standards at all. (1)	Score: ____
<b>Overall Quality</b>	Creativity, originality, sincerity, and quality of reflection	Very Satisfactory (10)	Satisfactory (8)	Somewhat Satisfactory (6)	Barely Satisfactory (4)	Not Satisfactory (2)	Score: ____



## Writing an Exegesis Paper

### A. Research Process

1. An exegesis paper explains clearly, succinctly and exegetically what a passage of Scripture means. It explains the text from the ancient Scriptures in language that is understandable today.
2. The research process is the opposite of the writing process. In research we start with the idea that we do not know, or know well, what the text means. The research process is how we find what the text means. The writing process is the explanation of what we found in our research. As such it reverses the process, now explaining what we found, presenting our conclusions as to what the text means. The research process begins with questions. The writing process presents the answers in a clear, readable, succinct and reasoned manner.
3. Begin the research process with a series of questions such as:
  - a. What are the key words in my passage?
  - b. What do these words mean?
  - c. How are these words used in the context of my passage?
  - d. How does the author use these words in other places or synonyms of these words?
  - e. What historical and cultural background information is helpful in understanding my passage?
  - f. What is the wider literary context of my passage?
  - g. What literary patterns are there in my passage and the surrounding context?
  - h. How should my passage be outlined?
4. My suggestion is that you read over your passage again and again in various translations and try to answer the above questions for yourself before turning to commentaries.
5. Some information like cultural and historical backgrounds you will need to find in commentaries, articles and books that talk about the time period. You should look at primary sources for information. This is things like data from Greco-Roman sources or Jewish sources that help to explain what your passage is about – such as Josephus, Philo, Greco-Roman historians. Where can you find this data and the references? Look at commentaries, they will often list those sources –then go look them up for yourself. Many of these ancient sources can be found online.
6. The idea is that I do not want you to just parrot what others have said. Think for yourself about the passage. That does not mean that you make no research in good commentaries, books and articles – but it means that you do not start there. You bring your work to the reading of those sources so that you can enhance and modify your own research by comparing it to what others have said. When you find that your conclusions are parallel or similar to what some commentator has said, you know you are thinking along the lines that others have thought. These others will also challenge your ideas sometimes. This helps you since then you have to rethink what you have said and make it stronger.
7. Once you have answered fairly well or at least initially the questions above, then read commentaries, articles, books that address your passage and/or its issues/topics. Take notes on what you read. You may want to copy down key passages as quotes for your paper. In

- your paper you will need to enter into dialogue with scholars who have written on your passage, agreeing or disagreeing with them. So keep that in mind as you read commentaries and articles. You may want to select certain “discussion partners” that you will include in your exegesis paper.
8. What all this study and research should lead to is a **thesis statement** for your paper. What does that look like? It can be something like this: “I will argue that in 1 Peter 2:8 the apostle utilizes a word play to demonstrate that the lost choose their own destiny.” Notice that this is one clear declarative sentence. It would be an answer to a research question such as: “Does Peter teach in 1 Peter 2:8 that the lost are predestined to destruction?”
  9. You have to gather all your data together in clear groups of information that can be readily and easily assembled in the writing process. Careful and thoughtful research leads to clear and persuasive writing.
- B. The Writing Process
1. Your research culminated in a thesis statement about what Peter is teaching in your passage.
  2. Your paper is going to have the thesis statement early on in the writing. This is part of the way your written paper is the reverse of your research process. Your conclusion of your research becomes the big point you will prove/support in your paper.
  3. **Introduction of the paper**
    - a. Start our paper with introductory remarks about your passage. A good way to start this is to briefly (yes, briefly) summarize differing scholarly views on your passage. Scholar A says this, scholar B says the opposite.
    - b. This can lead to your research question – just what is Peter teaching in your passage?
    - c. Conclude your introduction with your thesis statement – that is what you are going to prove. And, with that conclusion, briefly (yes briefly) state how you are going to go about supporting/proving your thesis – I will present A, B, C, data in support of this thesis and argue that D, E, F.
  4. **Body of the paper**
    - a. This is where you present your arguments supporting your thesis. Remember the things that have to be in here to get that A grade you want –
    - b. You have to talk about different translations of your passage and any difficulties there.
    - c. You have to lay out an outline of the literary structure of your passage and point out how that helps you explain the passage.
    - d. You need to include historical and/or cultural background information that helps explain the text.
    - e. You need to dialogue with scholars about your passage.
    - f. The body of your paper should have a clear direction, a clear line of argument. It SHOULD NOT just be a listing of information or categories of information one after another to “get in everything I need to get an A.” Rather, the information should be interweaved as you support your thesis.
    - g. I suggest making an outline of how you will argue your case. Make it in 1, 2, 3 pattern, work over it, set it aside for a few days. Then come back to it and see if it makes sense. Are there missing details to make your argument clear and rock solid? Modify the outline to include anything you see that is missing.

- h. Your paper MUST NOT be a verse by verse commentary on your passage. Instead, it should have a clear thesis that you are proving by your argumentation that brings all the data together to support the thesis.
5. **Conclusion of your paper**
- a. The conclusion does not add new arguments supporting your thesis.
  - b. Instead, it summarizes what you have been arguing and indicates how all that supports/proves your thesis.
  - c. Then, you finish your paper with inferences that can be drawn from your study. Here you can briefly talk about application to current situations in life and/or in the church.
  - d. Remember, your paper is to be a total of 7–10 pages of text, double-spaced, 12 point font. The bibliography page can be an 11<sup>th</sup> page. Do not go over the page limit. You do not want Dr. Shepherd saying “This paper has no conclusion!”
6. **Bibliography and Footnotes**
- a. Use Andrews style for your paper.
  - b. Use footnotes, not endnotes.
  - c. Learn proper style for footnotes and bibliography. This information is available from the Andrews style guide. Go to <https://www.andrews.edu/services/wellness/documents/auws.pdf>
  - d. Remember, you need a minimum of 5 scholarly sources for your paper.

## APPENDIX 4: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

#### 2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.