

## NTST 567

# Theology of the English New Testament: New Testament Ethics

Spring 2026

*P. Richard Choi*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

|                              |  |
|------------------------------|--|
| <b>Class location:</b>       | Oklahoma Conference of SDAs (<br><a href="https://www.andrews.edu/sem/inministry/locations/oklahoma-conference-of-sda.html">https://www.andrews.edu/sem/inministry/locations/oklahoma-conference-of-sda.html</a> ) |
| <b>Class meeting times:</b>  | February 15-19, 2026<br>Sunday: 5:00 – 7:00 pm CST<br>Monday – Thursday 8:00 am – 5:00 pm CST  |
| <b>Course Website:</b>       | learninghub.andrews.edu  |
| <b>Instructor Telephone:</b> | H – (269) 429-4171 (email preferred)   |
| <b>Instructor Email:</b>     | choir@andrews.edu  |
| <b>Office location:</b>      | Seminary Building - N128   |
| <b>Office hours:</b>         | By Appointment via Zoom  |

#### BULLETIN DESCRIPTION OF COURSE

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

## PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

2. Demonstrate proper biblical interpretation skills (The full set of program learning outcomes for your degree program is listed in **Appendix 2.**)

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. Explain the theology of the New Testament from an ethical perspective
2. Discuss the ethical issues in key New Testament passages using sound exegetical tools
3. Apply Hays's four-step hermeneutical methodology to the study of the New Testament to address current ethical issues
4. Articulate a clear biblical stance on a current ethical issue by writing a paper

## COURSE OVERVIEW

### COURSE MATERIALS

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#### **Required Course Materials**

Green, Joel B. *The New Testament and Ethics: A Book-by-Book Survey*. Grand Rapids, 2011, 2013, 158 pages. ISBN 978-0-8010-4936-1.

Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. New York: Harper San Francisco, 1996, 528 pages. ISBN 0-06-063796-x.

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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**Reading Reports on required reading. Both due on February 2, 2026. Each report is worth 100 points.**

- i. Submit a 5 page report on Hays's book that deals with the following questions. (The main thing I am looking for is evidence that you read the book thoughtfully.)
  - a. *Descriptive (2 pages)*. What is the descriptive task? How does it differ from regular exegesis? Provide examples from the book to illustrate your point.

- b. *Synthetic (1 pages)*. What is the synthetic task? How does it differ from the descriptive task? Explain the concept of the focal images. How does a focal image differ from a metaphor? Provide examples from the book to support your answers.
    - c. *Hermeneutical (1 pages)*. What is the hermeneutical task? How does it differ from the synthetic task? How can we use the hermeneutical tools of tradition, reason, and experience in the context of the Adventist church? Provide examples from the book to support your answers.
    - d. *Practical (1 pages)*. What is the practical task? Hays does not offer any steps. Suggest steps that could help you do this task.
  - ii. Submit a 2-page report on Green's edited book that deals with the following questions.
    - a. *What chapters made the most impact on your understanding of NT Ethics? Explain why.*
    - b. *What concepts in this book complemented your reading of Hays's book?*
  - iii. Criteria of grading

| A  | B   | C   | D   | F  |
|--|---|---|---|--|
| Excellent grasp of the concepts illustrated with appropriate examples. Well written, coherent, personal essay. Evidence of the ability to work with abstract ideas and images. | A good grasp of the concepts. A graduate level of clarity in writing. | Confusion with some concepts. Inaccuracies in information. Not always easy to follow. | Poor grasp of the concepts. Poorly written with typos and errors in information. Unclear arguments. | Shows no evidence that the student has read the book. None of the concepts in the book are discussed in the essay, or contains false information. Poorly written with many typos and errors. |

## REQUIREMENTS DURING THE INTENSIVE

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### Examinations:

Two exams will be given during the intensive, one on Tuesday and the other on Thursday at 8:00-8:50 a.m., over the lecture materials and the appropriate portions of Hays's book. All the exams will be open-book, open-notes, and essay type. But students may NOT use any Internet sources or AI to do these exams. Doing so will result in an automatic zero for the exam. No retake of the failed exam will be allowed. Two questions will be given per exam from which you may choose one. Each exam is worth 50 points. The exams will NOT be accumulative. On the exams, students will be expected to demonstrate that they understand the lecture materials as

well as Hays's and Green's book. *Therefore, it is strongly recommended that students carefully read the textbooks before arriving on site to start the class, as there will be very little time to read them while the class is in progress or do much searching during the one-hour exam.*

Inasmuch as the exam is open-notes and open-book, the grade will be based on the student's ability to demonstrate that he or she understands the material presented in class, so that (1) they are able to produce a coherent essay on any topic discussed in the class and (b) adduce proofs from the lectures and the reading to support their arguments. Do NOT use bullet points or an outline form to write your exams.

## **POST-INTENSIVE COURSE REQUIREMENTS**

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Paper. After the final lecture, the student must submit an essay on an ethical issue facing the church that is NOT discussed in Hays's book. It is highly recommended that you write on an ethical issue that you have either personally faced in the past or are currently facing. The paper must be typed, double-space, and may not exceed 10 pages in length.

Expectations. The paper needs to reflect the learning that has taken place in the course. The paper must discuss the subject *in four distinct sections*: descriptive, synthetic, hermeneutical, and practical—methodological approaches that will be carefully gone over in class. The criteria for grading will be based on the quality of the reflections *and* the competence with which and the manner in which the methodologies learned in class are applied. The essay must reflect the class discussions and the contents of Hays's book to score well on the paper. This paper must demonstrate the student's ability to discuss NT theology from an ethical perspective. The paper is worth 100 points. **The final paper is due on March 16, 2026.**

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows (Each lecture requires approximately 2 class periods):

| Date        | Topic   | Assignment Due             | CLOs Addressed |
|-------------|---|----------------------------|----------------|
| February 2  |   | <b>Reading Reports Due</b> | CLO 1-2        |
| February 15 | Syllabus and Introduction                     |                            | CLO 3-4        |
| February 16 | Paul (Hays, 16-72; Green, 55-81)              |                            | CLO 1-2        |
| February 16 | Paul (Hays, 16-72; Green, 55-81)              |                            | CLO 1-2        |
| February 16 | Mark (Hays, 73-92; Green, 44-46)              |                            | CLO 1-2        |
| February 16 | Matthew (Hays 93-111; Green, 41-43)           |                            | CLO 1-2        |
| February 17 | Luke-Acts (Hays 112-137; Green, 46-48, 51-53) | <b>Exam 1</b>              | CLO 1-2        |

| Date         | Topic   | Assignment Due         | CLOs Addressed |
|--------------|---|------------------------|----------------|
| February 17  | The Gospel and Epistles of John (Hays, 138-157; Green, 48-51) |                        | CLO 1-2        |
| February 17  | General Epistles (Green, 81-88)                               |                        |                |
| February 17  | Revelation (Hays, 169-185; Green, 89-91)                      |                        | CLO 1-2        |
| February 18  | The Synthetic Task (Hays, 187-290<br>Green, 1-40)             |                        | CLO 3          |
| February 18  | The Hermeneutical Task (Hays, 207-312; Green, 93-142)         |                        | CLO 3          |
| February 18  | The Pragmatic Task (Hays, 313-316)                            |                        | CLO 3          |
| February 18  | Violence in Defense of Justice (Hays, 317-346)                |                        | CLO 1-3        |
| February 19  | Divorce and Remarriage (Hays, 347-348)                        | <b>Exam 2</b>          | CLO 1-3        |
| February 19  | Homosexuality (Hays, 379-406)                                 |                        | CLO 1-3        |
| February 19  | Anti-Judaism and Ethnic Conflict (Hays, 408-443)              |                        | CLO 1-3        |
| February 19  | Abortion (Hays, 444-461)                                      |                        | CLO 1-3        |
| February 219 | Conclusion (Hays, 462-470)                                    |                        | CLO 1-4        |
| March 16     |   | <b>Final Paper Due</b> | CLO 3-4        |

## 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.

**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</b>       | 34 hours         |
| <b>Independent Learning Activities</b> | <b>Required Reading</b>                      | 42 hours         |
|  | <b>Exam Preparation</b>                      | 8 hours          |
|  | <b>5 -page Reading Report on Hays's Book</b> | 15 hours         |
|  | <b>2-page Reading Report on Green's Book</b> | 6 hours          |
|  | <b>10-page Essay</b>                         | 30 hours         |
| <b>Total Hours:</b>                    |  | <b>135 hours</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: 2.5 – 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.

| <b>Assignment Description</b> | <b>Weighting</b> |
|-------------------------------|------------------|
| 1. Book Review (Hays)         | 20%              |
| 2. Book Review (Green)        | 10%              |
| 3. 2 Exams                    | 40%              |

|                |     |
|----------------|-----|
| 4. Final Paper | 30% |
|----------------|-----|

\* 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.

*(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 most types of courses.)*

### **Submission of Assignments**

- **Book Reviews.** Submit on Learning Hub. The due date is **February 2, 2026**. Do not submit hard copies.
- **Final Essay.** Submit on Learning Hub. The due date is **March 16, 2026**. Do not submit hard copies.
- **Exams.** Submit both exams on Learning Hub immediately after you finish them. The exams must be completed within the first one hour of the class.
- **Late Submission**
  - **There will be a deduction of 3% per day on all late submissions.**
  - **Students may not be allowed to register if they have not submitted the pre-session assignments. The 3% per day penalty will be assessed for each late assignment.**

**Resubmission of Assignments** No resubmission of assignments will be allowed for this class.

## ABOUT YOUR INSTRUCTOR

P. Richard Choi, PhD, is a professor of New Testament Studies and chair of the New Testament Department at the Seventh-day Adventist Theological Seminary at Andrews University. His doctorate is from Fuller Theological Seminary. He has been teaching at the Seminary since 1991. He has served as an Executive Secretary of the Chicago Society of Biblical Research, Chair of Regional Coordinators for the Society of Biblical Literature, Regional Coordinator of the Midwest Region of the Society of Biblical Literature, and President of the Adventist Society for Religious Studies. He currently serves on the advisory board of the journal *Biblical Research*. He has published numerous articles and essays, and contributed the notes for Romans, 1 and 2 Corinthians, Galatians, and Philippians in the *Andrews Study Bible*. He served for eight years as pastor in the Southern California Conference before joining the Seminary faculty in 1991. He is married to Louise and has two grown children.





## 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. **All assignments and examinations will be scanned for plagiarism.**

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](https://www.andrews.edu/academics/academic_integrity.html)

### **ChatGPT and Generative AI Chatbots.**

- Turnitin scans all student submissions for content generated by AI. If the instructor receives the red flag that the student has used an AI chatbot to generate the assignment, they will be given an oral examination concerning the content at the time of the instructor's choosing. If it is

determined that the student has used an AI chatbot to generate the assignment, they will be given a failing grade for the assignment.

- Computer programs like ChatGPT can hallucinate and make up answers and introduce false information into the document. For a course in biblical studies and theology, what ChatGPT generates is also often too general and stereotyped and could apply to any topic. Any such papers will receive poor marks. Your submissions will be graded as is. No second chance will be given to resubmit the assignment. The instructor may also choose to give an oral examination at the time of his choosing.
- The instructor is looking for students' own unique voice in the assignments. It is better to submit a unique assignment with genuine human reasoning and feelings that may contain grammatical and stylistic errors than an immaculate one that lacks a unique voice, content, or feeling.

For more details see: [https://www.andrews.edu/academics/academic integrity.html](https://www.andrews.edu/academics/academic%20integrity.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 the 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: INTERPRETING LETTER GRADES

### 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 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 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 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.

## APPENDIX 2: 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.

### APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

- Cosgrove, Charles H. *Appealing to Scripture in Moral Debate: Five Hermeneutical Rules*. Grand Rapids: Eerdmans, 2002.
- Dewar, Lindsay. *An Outline of New Testament Ethics*. London: University of London Press, 1949.
- Flew, R. Newton. *Jesus and His Way: A Study of Ethics of the New Testament*. London: The Epworth Press, 1963.
- Goldsmith, Dale. *New Testament Ethics: An Introduction*. Elgin, IL: Brethren Press, 1988.
- Green, Joel B. *The New Testament and Ethics: A Book-by-Book Survey*. Grand Rapids, 2011, 2013.
- Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. New York: Harper San Francisco, 1996.
- Hays, Richard B, and Christopher B. Hays. *The Widening of God's Mercy: Sexuality within the Biblical Story: Sexuality Within the Biblical Story*. New Haven: Yale University Press, 2024.
- Houlden, J. L. *Ethics and the New Testament*. Harmondsworth, England: Penguin Books, 1973.
- Lillie, William. *Studies in New Testament Ethics*. Edinburgh: Oliver and Boyd, 1961.
- Lohse, Eduard. *Theological Ethics of the New Testament*. Translated by M. Eugene Boring. Minneapolis: Fortress, 1988, 1991.
- Marshall, L. H. *The Challenge of New Testament Ethics*. 3 Volumes. London: MacMillan and Co., Limited, 1946-64.
- Marxsen, Willie. *New Testament Foundations for Christian Ethics*. Translated by O. C. Dean, Jr. Minneapolis: Fortress Press, 1993.
- Matera, Frank J. *New Testament Ethics: The Legacies of Jesus and Paul*. Louisville, KY: Westminster John Knox Press, 1996.
- Meeks, Wayne A. *The Moral World of the First Christians*. Library of Early Christianity. Philadelphia, Westminster Press, 1986.
- Murray, John. *Principles of Conduct: Aspects of Biblical Ethics*. Grand Rapids, MI: Eerdmans, 1957.
- Pate, Marvin C. and Kennard, Douglas W. *Deliverance Now and Not Yet: The New Testament and the Great Tribulation*. Studies in Biblical Literature, 54. New York: Peter Lang, 2003.
- Sanders, Jack T. *Ethics in the New Testament: Change and Development*. Philadelphia: Fortress, 1975.

Schnackenburg, Rudolf. *The Moral Teaching of the New Testament*. Translated by J. Holland-Smith and W. J. O'Hara. London: Burns and Oates, 1965.

Schrage, Wolfgang. *The Ethics of the New Testament*. Translated by David E. Green. Philadelphia: Fortress, 1982, 1988.

Scott, C. A. Anderson. *New Testament Ethics: An Introduction*. New York: Cambridge University Press, 1930.

Verhey, Allen. *The Great Reversal: Ethics and the New Testament*. Grand Rapids; Eerdmans, 1984.