Bachelor of Ministry, Bachelor of Theology and Related Programs

NT426/D
The General Epistles: James and 1-3 John (English Text)

Semester 2, 2016

Malyon College
is an approved institution of the
Australian College of Theology

NT426/D is offered by Malyon College as part of the Bachelor of Ministry, Bachelor of Theology and Related Programs. This unit is an accredited award of the Australian College of Theology (ACT) and is authorized for distance and contact delivery by Malyon College.
Malyon College

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24-hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
1. the Anglican Primate of Australian and the Dean of the ACT,
2. the principals of 10 Anglican Theological Colleges,
3. 21 persons elected by the House of Bishops of the General Synod,
4. the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
5. 5 graduates holding an ACT research degree,
6. 5 graduates holding any other degree of the ACT.
UNIT DETAILS

Unit Description

The General Epistles (Hebrews, James, Peter, John and Jude) are important non-Pauline letters in the New Testament. Arguably written at a different time to Paul's letters, they not only address different theological issues, but also give valuable insights into the earlier (James) and later (Peter and John) development of the church. In this unit, attention will be given to the introductory issues, textual exegesis and theological themes of James and 1-3 John.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites


Exclusions

NT436/D, The General Epistles (Greek Text).

Unit Content

The unit is made up of the following sections and sub-sections:

1. The Epistle of James:
   a. Introductory issues.
   b. Textual exegesis.
   c. Theological themes.
2. The Epistles of John:
   a. Introductory issues.
   b. Textual exegesis.
   c. Theological themes.
On successful completion of this unit, student should be able to:

**Knowledge and understanding**, know and understand:
1. James and 1-3 John: authorship, date, destination, occasion, setting and purpose.
2. The themes and theology of James and 1-3 John.
3. The relation of James and 1-3 John to the gospel traditions and the writings of other theologians of the early church.
4. The English text of James and 1-3 John.

**Skills**, in order to determine the meaning of the English text of James and 1-3 John, be able to:
1. Use sources such as biblical and theological dictionaries, commentaries and online resources.
2. Recognise literary form, genre, structure and rhetorical conventions.
3. Compare and contrast translations.
4. Evaluate matters relating to authorship, date and purpose.
5. Utilize the historical, social and cultural contexts.
6. Assign passages to their literary and canonical contexts.
7. Establish the meaning of significant words and phrases.
8. Trace inter-textual references and allusions.
9. Discuss the main themes, arguments and theological teachings.
10. Exegete the English text of James and 1-3 John.

**Application**, be in a position to:
1. Exegete the English text of James and 1-3 John for personal understanding and use in ministry contexts.
2. Integrate perspectives from James and 1-3 John into biblical interpretation and Christian thinking.
3. Apply the teaching of James and 1-3 John to situations and issues in contemporary Christianity and society.

**Workload Requirement**

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
   a. Lectures – 3 hours per week;
b. Preparation – 2 hours per week;
c. Assessments – 5 hours per week.

2. Distance students:
   a. Home study; including forums and revisions – 5 hours per week;
b. Assessments – 5 hours per week.

Learning Guides

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

Assessment Requirements

The student shall complete the following assessment requirements:

1. James assignment.
2. John assignment.
3. Application assignment.

Contact students will be expected to attend all lectures; while the forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.

Students who fail to attend lectures or complete forum posts satisfactorily may be failed.

Required Resources

In order to complete the unit, the student will be required to have access to no less than one meaningful commentary on each of James and 1-3 John, preferably drawn from the list of commentaries found in the list of Recommended Readings (the commentaries marked with an asterisk are highly recommended). If two commentaries were to be recommended, for this particular unit of study, they would be:


Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.
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<th>Mod</th>
<th>Date</th>
<th>Preparation</th>
<th>Topic/s</th>
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<tr>
<td>1</td>
<td>20 Jul</td>
<td>Unit introduction</td>
<td>The General Epistles</td>
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<tr>
<td>2</td>
<td>27 Jul</td>
<td>Introduction to James in chosen commentary</td>
<td>Introducing James</td>
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<td>3</td>
<td>3 Aug</td>
<td>Step 1 of Module Learning Guide</td>
<td>James 1:1-27</td>
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<td>4</td>
<td>10 Aug</td>
<td>Step 1 of Module Learning Guide</td>
<td>James 2:1-26</td>
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<tr>
<td>5</td>
<td>17 Aug</td>
<td>Step 1 of Module Learning Guide</td>
<td>James 3:1-4:12</td>
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<td>7</td>
<td>31 Aug</td>
<td>Watch the audio-visual ‘Deriving Theological Themes’</td>
<td>Themes in James</td>
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<tr>
<td>8</td>
<td>7 Sep</td>
<td>Introduction to John in chosen commentary</td>
<td>Introducing 1-3 John</td>
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<tr>
<td>9</td>
<td>14 Sep</td>
<td>Step 1 of Module Learning Guide</td>
<td>1 John 1:1-2:27</td>
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<td>S/W</td>
<td>21 Sep</td>
<td>Study Week 1</td>
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<td>S/W</td>
<td>28 Sep</td>
<td>Study Week 2</td>
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<td>10</td>
<td>5 Oct</td>
<td>Step 1 of Module Learning Guide</td>
<td>1 John 2:28-4:6</td>
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<td>11</td>
<td>12 Oct</td>
<td>Step 1 of Module Learning Guide</td>
<td>1 John 4:7-5:21</td>
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<tr>
<td>12</td>
<td>19 Oct</td>
<td>Read 2-3 John well</td>
<td>2-3 John</td>
</tr>
<tr>
<td>13</td>
<td>26 Oct</td>
<td>Complete preliminary work for determining 1-3 John’s themes</td>
<td>Themes in 1-3 John</td>
</tr>
</tbody>
</table>
After working as an Air Traffic Controller in the South African Air Force, Charles de Jongh commenced his ministry experience working with children, teenagers and young adults while completing his initial theological studies at the Baptist Theological College in Cape Town, South Africa, where he graduated with a Licentiate in Theology. He continued to focus on young adults’ ministry while completing a BA with majors in Biblical Studies and Psychology.

In 1991, he commenced ministry in a church plant as the solo pastor; during his ministry the church grew from 6-10 attendants to over sixty. At the same time, he completed an MA, researching ‘contemporary developments in Christology in Africa.’ After five years of ministry, he took up a lecturing position at the Baptist Theological College of Southern Africa with a focus on Biblical Studies and Practical Theology. While lecturing, he carried out doctoral research into the ‘significance of hermeneutical method in recent biblical scholarship.’ Other ministry involvement at this time included serving on the Executive of Baptist Youth of Southern Africa and chairing the Board of Mission Aviation Fellowship South Africa.

Charles has been a lecturer at Malyon College since July 2007, with his main teaching areas being Biblical and Youth Studies. He has since completed a doctorate in Higher Education, examining ‘theories of multiple intelligences and learning assessment for deep learning in higher education.’

Contact details:
Office number (07) 3354-5656
E-mail charles@malyon.edu.au
UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The College requirements for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current Assignment Style and Writing Guides are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. With respect to length, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

4. With respect to the List of References, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

5. The failure to adhere to the stipulated assessment format requirements will be penalized as follows:
   a. Body of assignment:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. List of References and referencing:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
Grade Criteria

Bachelor’s students at the advanced undergraduate degree 400-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed at depth; and the critical and evaluative faculties of the students are developed in dialogue of scholarly literature.

Pass
✓ Demonstrates an engagement with primary sources.
✓ Has begun to grasp the foundational features of the discipline.
✓ Is beginning to engage with a range of scholarly viewpoints.

Credit
✓ Demonstrates ability in engaging primary sources.
✓ Evidences a grasp of the foundational features of the discipline.
✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Distinction
✓ Demonstrates a pronounced ability to engage primary sources and understands their setting and historical context.
✓ Evidences a sound grasp of the foundational features of the discipline.
✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

High Distinction
✓ Demonstrates a pronounced ability in the analysis of primary sources and understands their setting and historical context.
✓ Evidences a confident grasp of the foundational features of the discipline.
✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.
**Assessment Requirements**

**Requirement 1: James Assignment**

Based on a rigorous exegesis of the chosen passage, students are to submit an essay that addresses the contemporary application of ONE of the following ethical issues addressed by James:

a. ‘Don’t show favouritism’ (James 2:1-13).
b. ‘Taming the tongue’ (James 3:1-12).
c. ‘Responding to oppression’ (James 5:1-12).

In completion of this requirement, students should ensure that the final submission gives balanced consideration (i.e. similar length) to both the exegesis of the text and the contemporary application of the passage.

The key assessment criteria for this requirement are as follows:

1. Meaningfully utilizes relevant cultural and historical insights.
2. Focuses on key aspects and sections of the biblical text.
3. Demonstrates an awareness of options of interpretation.
4. Draws reasonable and deliberate exegetical conclusions.
5. Appropriately considers the contemporary world.
6. Meaningfully translates the ethical teaching into the contemporary setting.
7. Realistically applies the ethical teaching to the contemporary situation.

Length: 2500 words

References: indicative of appropriate research in exegesis and ethics

Due: Wednesday 7 September by electronic submission on Moodle

Mark allocation: 45%

**Special Note on Exegesis Essays**

Based on passed essays, students should pay careful attention to the following:

- Do not make use of one-volume Bible commentaries (especially not Matthew Henry); the only exception is where the commentaries are ‘specialist,’ such as ‘The Africa Bible Commentary’ or a feminist commentary.
- Where there are options of interpretation, it is imperative that you present your own motivated conclusion; a basic format would be, ‘My conclusion is _______, because____.’
- The word ‘believe/s’ should not be used in academic writing unless it is actually referring to issues of faith; rather use words such as ‘argued,’ ‘proposed’ or ‘suggested.’
- The word ‘Bible’ is a proper noun and must always be written with a capital ‘B.’
- All exegesis essays must have an introduction and a conclusion, together with an abstract where the designated word length is 1500 words or more.
Requirement 2: John Assignment

Students to submit a detailed technical exegesis of ONE of the following passages:

a. 1 John 1:5-2:2.
b. 1 John 2:18-23.
c. 1 John 4:1-6.
d. 2 John.
e. 3 John.

The key assessment criteria for this requirement are as follows:

1. Meaningfully utilizes relevant background and introductory insights.
2. Appropriately locates the text in its historical context.
3. Focuses on key aspects and sections of the biblical text.
4. Locates the passage in the context of the entire letter.
5. Demonstrates an awareness of options of interpretation.
6. Draws reasonable and deliberate exegetical conclusions.

Length: 2000 words

References: quality exegesis related resources

Due: Wednesday 26 October by electronic submission on Moodle

Mark allocation: 35%
**Requirement 3: Application Assignment**

Students are to prepare either a folded A4 size pamphlet or an A3 (or larger) poster that introduces and promotes a church that is built on the concerns expressed in EITHER James OR John. In other words, if a church were to genuinely respond to the concerns expressed in the chosen letter/s, how would that church introduce and promote herself?

In completion of the assessment item, students will be required to submit the following two items:

a. The pamphlet or poster in hard copy (submitted to the College office, clearly marked with your name) – **NO EXCEPTIONS WILL BE PERMITTED.**

b. A 750-word explanation that clearly demonstrates and explains how the pamphlet or poster relates to the concerns expressed by either James or John (submitted on Moodle) – no introduction or conclusion is required.

   *Students should note that it is expected that the submitted pamphlet or poster will be of good quality. This refers to both the presentation, where creativity is encouraged, and the actual material submission (for example, good quality card or paper for the poster). Penalties will be applied to low quality pamphlets and posters.*

The key assessment criteria for this requirement are as follows:

1. Well-developed demonstration and explanation of the alignment.
2. Appropriate alignment of the chosen letter to the pamphlet/poster.
3. Pamphlet/poster content aligns with the concerns of the chosen letter.
4. Quality presentation of pamphlet/poster.

**Length: 1000-word equivalence**

**References:** only direct references to the biblical text (either in-text of footnoted)

**Due*: 750-word explanation – Monday 7 November by electronic submission on Moodle

Pamphlet or poster – Monday 7 November to the College office by no later than 4.30pm

**Mark allocation:** 20%

*If you are concerned about not meeting the submission date and time, please ensure that you complete the requirement in relation to James, as NO permission will be granted for late submission. Remember that the date and times are the latest, not the earliest.*
### UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

**Developing Christians of Influence**

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”

*(Jeremiah 3:15)*

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#### Graduate Attribute 1: Personal Formation – ‘Shepherds with God’s heart’

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<tr>
<td>a.</td>
<td>Is secure in God, living in the truth and freedom of the gospel</td>
<td>✔</td>
<td></td>
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<tr>
<td>b.</td>
<td>Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines</td>
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<td>✔</td>
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<tr>
<td>c.</td>
<td>Intentionally plans for growth, being aware of personal strengths and weaknesses</td>
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<td></td>
<td>✔</td>
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<tr>
<td>d.</td>
<td>Grows spiritual, personal and relational health, especially through accountability</td>
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<td>✔</td>
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<td>e.</td>
<td>Is committed to influencing and serving others in the church and the world</td>
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#### Graduate Attribute 2: Theological Formation – ‘Knowledge and understanding of God’s heart’

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<td>a.</td>
<td>Understands the ‘big story’ of the Bible and the gospel</td>
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<td>b.</td>
<td>Is personally able to interpret and apply the Bible</td>
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<td>c.</td>
<td>Is formulating a biblical, historical and contemporary theology</td>
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<td>d.</td>
<td>Reflects biblically and theologically on life and practice</td>
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<td>d.</td>
<td>Is committed to communicating and demonstrating the gospel</td>
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#### Graduate Attribute 3: Ministry Formation – ‘Knowledgeable and wise shepherds’

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<td>a.</td>
<td>Has a godly influence on others</td>
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<tr>
<td>b.</td>
<td>Possesses the knowledge and skills needed for chosen ministry path</td>
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<td>c.</td>
<td>Ministers and communicates the gospel with clarity in a range of contexts</td>
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<td>✔</td>
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<td>d.</td>
<td>Works well in a team and intentionally does so</td>
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<td>✔</td>
<td></td>
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<tr>
<td>e.</td>
<td>Is committed to servant leadership and the mentoring of others</td>
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<td>✔</td>
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1. A major thrust of this unit
2. A contribution that this unit should make
3. A possible function of this unit, but not targeted
4. An unlikely product of this unit

**Note:** Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.

**The General Epistles**


**The Epistle of James**


**The Epistles of John**


**Specialist Commentaries**


**Background and Introduction**

Theological Themes


New Testament Ethics


The Epistle of James

ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publicly available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.