Bachelor of Ministry, Bachelor of Theology and Related Programs

NT438D
Other Writings:
1 Peter and The Revelation
(Greek Text)

Semester 2, 2016

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

NT438D is offered by Malyon College as part of the Master of Divinity and Related Programs, authorized for distance and contact delivery by Malyon College. These are accredited awards of the Australian College of Theology (ACT).
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**

Welcome to the unit NT438D Other Writings (Greek Text)! This is an advanced unit in New Testament exegesis, working from the Greek text of selected New Testament documents. The “other writings” chosen for this unit are 1 Peter and The Revelation. The suite of New Testament Greek exegesis units offered at Malyon College also includes the Synoptic Gospels (Luke), the Fourth Gospel, and Romans. NT438D Other Writings offers the opportunity to expand your encounter with the Greek text of the New Testament by means of a careful examination of a general epistle (1 Peter) and an introduction to New Testament apocalyptic literature (The Revelation to John).

**Credit Points**

This unit is valued at 4 credit points.

**Co- and Pre-Requisites**

Co-Requisite: NT302. Pre-Requisite: LA004A and LA004B.

**Exclusions**

No material may be chosen in this unit that duplicates material in units NT421/431, NT422/432, NT426/436 or NT427/437.

**Unit Content**

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

1. The major issues in contemporary study of and the central themes of 1 Peter and The Revelation;
2. Translation and exegesis of the Greek text of 1 Peter 1 – 3 and The Revelation 1 – 3 and 20.

**Learning Outcomes**

On completion of this unit students will:

**Knowledge and Understanding. Know and understand**

1. Two of: a) Acts; b) 1 &/or 2 Corinthians; c) Galatians; d) Ephesians, Philippians, Colossians, Philemon; e) 1 & 2 Thessalonians; f) Pastoral Epistles; g) Hebrews; h) 1 Peter; or i) Revelation: authorship, date, destination, occasion, setting, purpose
2. The themes and theology of the selected books
3. Contemporary issues in the study of the selected books
4. The Greek text of the selected books
5. The nature and methods of New Testament exegesis
Skills. In order to determine the meaning of the Greek text of the selected books, be able to
1. Use sources such as lexicons, theological dictionaries, grammars, textual analyses, commentaries and on-line resources
2. Identify the authorship, date and purpose
3. Translate into English
4. Evaluate textual variants and issues in the history of the text
5. Recognise literary form, genre, structure and rhetorical conventions
6. Utilize the historical, social and cultural contexts
7. Assign passages to the literary and canonical contexts
8. Establish the meaning of significant words and phrases in the contexts of the selected books and other New Testament writings
9. Trace inter-textual references and allusions
10. Discuss the main themes, arguments and theological teachings
11. Translate and exegete the Greek text of selected chapters of the selected books

Application. Be in a position to
1. Exegete the Greek text of the selected writings for personal understanding and for use in ministry contexts
2. Integrate perspectives from the selected books into biblical interpretation and Christian thinking
3. Apply the teaching of the selected books 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. Assignments – 5 hours per week.
2. Distance students:
   a. Home study; including forums and revisions – 5 hours per week;
   b. Assignments – 5 hours per week.

Learning Guides
You should access the Learning Guides on the unit Moodle page for guidance throughout your studies for the semester.
Assessment Requirements

You will need to complete the following assessment requirements:

1. Weekly translations posted on the weekly Moodle forums (25%)
2. Essay on an introductory theme (1500 words; 25%)
3. Major exegetical essay (3000 words; 50%)

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 this unit successfully, you will need access to the following resources:

1. Greek New Testament
   The primary sources for this unit are the Greek texts of 1 Peter 1 – 3 and The Revelation 1 – 3 and 20, so the following is mandatory:

   AND 2. A good commentary based on the Greek text of 1 Peter. Choose any ONE of the following:
   Achtemeier, Paul J. 1996. 1 Peter. Hermeneia. Minneapolis: Fortress. ISBN 978-0-8006-6030-7 [The Mercedes-Benz in this group (with the corresponding price tag); detailed and scholarly; broadly conservative in orientation but holding to a pseudonymous authorship.]

   AND 3. A good commentary based on the Greek text of The Revelation. Choose ONE of the following:


**AND 4. Do yourself a favour! On The Revelation, the following are worth their weight in gold, in my opinion.**


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.
**Learning Schedule, Semester 2, 2016. Week commencing:**

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18 July</td>
<td>Introduction to the unit; assessment. 1 Peter: Provenance, Authorship, Addressees; Critical Issues</td>
</tr>
<tr>
<td>2</td>
<td>25 July</td>
<td>1 Peter 1:1-12</td>
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<tr>
<td>3</td>
<td>1 Aug</td>
<td>1 Peter 1:13-25</td>
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<tr>
<td>4</td>
<td>8 Aug</td>
<td>1 Peter 2:1-17</td>
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<tr>
<td>5</td>
<td>15 Aug</td>
<td>1 Peter 2:18-3:7</td>
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<tr>
<td>6</td>
<td>22 Aug</td>
<td>1 Peter 3:8-22</td>
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<tr>
<td>7</td>
<td>29 Aug</td>
<td>The Revelation: Provenance and Themes</td>
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<tr>
<td>8</td>
<td>5 Sept</td>
<td>The Revelation: Genre and Interpretation</td>
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<tr>
<td>9</td>
<td>12 Sept</td>
<td>The Revelation 1:1-20</td>
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<td></td>
<td>19 Sept</td>
<td>Study Week 1</td>
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<td></td>
<td>26 Sept</td>
<td>Study Week 2</td>
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<tr>
<td>10</td>
<td>3 Oct</td>
<td>The Revelation 2:1-17</td>
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<td>11</td>
<td>10 Oct</td>
<td>The Revelation 2:18-3:6</td>
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<tr>
<td>12</td>
<td>17 Oct</td>
<td>The Revelation 3:7-22</td>
</tr>
<tr>
<td>13</td>
<td>24 Oct</td>
<td>The Revelation 20:1-15</td>
</tr>
<tr>
<td></td>
<td>31 Oct</td>
<td>Study Week 3</td>
</tr>
</tbody>
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**General Comments**

I hope it goes without saying (but let me say it anyway!) that your encounter with the Greek text of 1 Peter and The Revelation is foundational and indispensable in this unit. Make it your initial goal to become as familiar as possible with the documents themselves (all five chapters of 1 Peter and all 22 chapters of The Revelation, and not just the chapters designated for Greek exegesis – it’s impossible to understand 1 Peter 1 – 3 and The Revelation 1 – 3 and 20 on their own, if they are wrenched out of their larger setting). A good strategy for achieving this goal would be to read through 1 Peter and The Revelation repeatedly in a number of English versions, in an interlinear, and (of course) in the Greek text itself. Your reading should be aimed at soaking in the content of these two documents and producing your own detailed outline of the contents of the documents. Please don’t neglect the “Application” component of the Learning Outcomes listed above (page 4) – the ultimate goal is learning how to apply the text of 1 Peter to personal, theological, ministry, and cultural contexts. This is a key outcome of the unit, which will be missed if we are tempted to think that we can approach Scripture in a purely “academic” way. My prayer is that your engagement with 1 Peter and The Revelation will be a genuinely perspective-challenging and life-transforming experience.
The unit NT438D “Other Writings (Greek Text): 1 Peter and The Revelation” is taught by Rev Dr D L Morcom. Although my given name is “Donald,” everyone has called me “D” (my initial) since I was about three days old. I was born in Brisbane but spent most of my childhood and youth and much of my adulthood in South Africa, where my parents served as missionaries. I have been a passionate Christ-follower for as long as I can remember. My professional background was in the printing industry and in Christian publishing. I studied at the Baptist Theological College of Southern Africa (LThHons) and at the University of South Africa (BA). After serving as pastor of two Baptist churches in the Johannesburg area, I studied at the Southern Baptist Theological Seminary in Louisville, Kentucky in the United States (MDiv, PhD). I was then appointed lecturer and later Principal of the Baptist Theological College in Johannesburg, where I taught for thirteen and a half years. I and my family returned to Australia in 2002. After three years of pastoral ministry I was appointed to Malyon College at the beginning of 2005, where I presently serve as lecturer.

I am married to Jackie, and we have three adult children, all of whom are married (Michelle, Bryan and Joanne), four grandchildren (so far!), and an energetic golden Labrador.

Contact details:
Office number (07) 3354 5656
E-mail d.morcom@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; they 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. The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.

4. 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.

5. 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. “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.

6. 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**

*Note:* In addition to the weekly translations posted on the Moodle forum (Requirement 1), there are two written pieces of assessment – an essay on an introductory theme (Requirement 2) and a major exegetical essay (Requirement 3). **If you write your introductory essay on 1 Peter you must write your major exegetical essay on The Revelation, and vice versa.**

**Requirement 1: Weekly translations posted on the Moodle forum (25%)**

In Weeks 2-6 and 9-13 inclusive, students post their own prepared translations from the assigned portion of the Greek text of 1 Peter and The Revelation on the Moodle forum, comment on syntax and significant grammatical constructions, and provide rationale for translation choices. These translations are due on the Monday following the completion of each module. For example, the first module including translation is Module 2, commencing on Monday 25 July 2016. Your translation for this Module (1 Peter 1:1-12) is due for posting on Moodle by Monday 1 August 2016.

The **key assessment criteria** for this requirement are as follows:

1. The student gives evidence of careful preparation.
2. The student provides an accurate and elegant English translation of the assigned passage.
3. The student offers accurate and pertinent comment on syntax and significant grammatical constructions.
4. Where appropriate, the student is able to discuss various translation options and to justify a particular translation choice.

**Length:** Not applicable

**References:** Not generally applicable, unless you want to refer specifically to a resource you found helpful in preparing your translation

**Due:** Weekly, on the Monday following each Module, as per the Schedule of Lectures on page 7 above.

**Mark allocation:** 25%, calculated cumulatively from Weeks 2-6 and 9-13
Choose ONE of the following topics. **REMININDER: If you write your introductory essay on 1 Peter you must write your exegetical essay on The Revelation, and vice versa.**

a. Discuss the authorship of 1 Peter, utilizing information from the text of 1 Peter itself and pertinent secondary literature. What are the implications of your findings for the interpretation of the letter?

b. Explain the purpose or purposes of 1 Peter in light of the text of 1 Peter itself and other pertinent secondary literature.

c. By whom and when was The Revelation written? Substantiate your response fully.

d. Explain the various approaches (historicist, preterist, idealist, futurist, eclectic) that have been taken to interpreting The Revelation. Which, in your view, is most appropriate, and why?

The **key assessment criteria** for this requirement are as follows:

1. **Topic:** the student understands what the topic requires, remains focused on the topic, and provides specific, concrete responses to the issue posed in the topic.

2. **Primary Source Research:** where appropriate, the student demonstrates a thorough engagement with the primary source (that is, the Greek text of 1 Peter or The Revelation); the text of 1 Peter or The Revelation is analysed carefully as it intersects with the topic; all references to the text are quoted in Greek.

3. **Secondary Source Research:** the student demonstrates familiarity with a range of scholarly viewpoints on the issue raised in the topic, reports these viewpoints empathetically, and evaluates them critically.

4. **Argument:** the student constructs a logical, clear and well-organised argument, documents each stage of the argument thoroughly from both primary and secondary sources, and reaches well-substantiated conclusions; the argument demonstrates a grasp of the foundational features of New Testament introduction as a discipline.

5. **Implications:** The student pays due attention to the “Application” section of the Learning Outcomes for the unit (see above, page 4), with particular reference to ministry contexts.

6. **List of references:** The list of references is indicative of appropriate research.

7. **Presentation:** Requirements for the writing of assignments have been adhered to. These requirements include the overall quality of the typescript, formatting, documentation, writing style and expression, grammar, spelling, and proper title page.

**Length:** 1500 words

**References:** In addition to the Greek text of 1 Peter or The Revelation, at least 8 good quality references

**Due:** Friday 30 September 2016 by electronic submission on Moodle

**Mark allocation:** 25%
**Requirement 3: Major exegetical essay (3000 words; 50%)**

**REMINDER:** If you wrote your introductory essay on 1 Peter you must write your exegetical essay on The Revelation, and *vice versa.*

Choose ONE passage from the following list and write a detailed exegetical essay on the passage, showing the role of the passage in the overall argument of the book. *Essays must demonstrate sustained engagement with the Greek text.*

a. 1 Peter 1:3-5  
b. 1 Peter 2:4-10  
c. 1 Peter 3:18-22  
d. Rev 1:12-20  
e. Rev 3:14-22  
f. Rev 20:11-15

The key assessment criteria for this requirement are as follows:

1. **Topic:** the student understands what the topic requires, and remains focused on the exegesis of the text in its context.

2. **Primary Source Research:** the student demonstrates a thorough engagement with and careful analysis of pertinent portions of the primary source (that is, the Greek text of 1 Peter or The Revelation); all references to the text are quoted in Greek.

3. **Secondary Source Research:** the student demonstrates familiarity with a range of scholarly viewpoints on the chosen passage, reports these viewpoints empathetically, and evaluates them critically.

4. **Argument:** the student constructs a logical, clear and well-organised argument, documents each stage of the argument thoroughly from both primary and secondary sources, and reaches well-substantiated conclusions; the argument demonstrates a grasp of the foundational features of New Testament exegesis as a discipline.

5. **Implications:** The student pays due attention to the “Application” section of the Learning Outcomes for the unit (see above, page 4), with particular reference to ministry contexts.

6. **List of references:** The list of references is indicative of appropriate research.

7. **Presentation:** Requirements for the writing of assignments have been adhered to. These requirements include the overall quality of the typescript, formatting, documentation, writing style and expression, grammar, spelling, and proper title page.

**Length:** 3000 words

**References:** In addition to the Greek text of 1 Peter or The Revelation, at least 10 good quality references, including major commentaries

**Due:** Friday 4 November 2016 by electronic submission on Moodle

**Mark allocation:** 50%
### 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)

<table>
<thead>
<tr>
<th>1. A major thrust of this unit</th>
<th>2. A contribution that this unit should make</th>
<th>3. A possible function of this unit, but not targeted</th>
<th>4. An unlikely product of this unit</th>
</tr>
</thead>
</table>

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

- a. grows a deepening relationship with Jesus
  - ✔
- b. is secure in God’s call with a desire and ability to learn and grow
  - ✔
- c. is self-aware and maintains self-care
  - ✔
- d. seeks and builds healthy relationships
  - ✔
- e. is committed to living with integrity and prayerful dependence on God
  - ✔

#### Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’

- a. knows and trusts the Bible
  - ✔
- b. understands the context of diverse theological ideas
  - ✔
- c. forms a personal theology which is both biblical and thoughtful
  - ✔
- d. reflects theologically and applies the Bible to real life
  - ✔
- e. is committed to helping others know God’s grace and truth and live God’s way
  - ✔

#### Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’

- a. is able to have a godly influence over others
  - ✔
- b. possesses skills needed for chosen ministry path
  - ✔
- c. understands cultures and contexts and is able to minister in a range of contexts
  - ✔
- d. is able to work with and lead a team
  - ✔
- e. is committed to serving, evangelising and mentoring others
  - ✔

**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.

General Exegesis Resources


Greek Text and Aids for Translation and Exegesis


BibleWorks software (latest release).


### General Works Containing Material Pertinent to 1 Peter and The Revelation


### 1 Peter


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**The Revelation**


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 publically 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.