Master of Divinity, Master of Ministry and Related Programs

NT502/D
The Early
New Testament Church

Semester 2, 2016

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

NT502/D is offered by Malyon College as part of the Master of Divinity, Master of Ministry and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
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

This unit follows on from NT501/D, by considering the unfolding story of the church through the Book of Acts and the epistles (letters) that were written to the Early New Testament Church. This is done by means of a consideration of the structure, content, narrative and theology of the Book of Acts; together with an investigation of an introduction to, contents, themes and theology of selected New Testament epistles and the Revelation.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None.

Exclusions

None.

Unit Content

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

1. The Book of Acts:
   a. An introduction.
   b. Structure and contents.
   c. Narrative and theology.
2. Selected New Testament Epistles:
   a. 1 Thessalonians.
   b. 1 Corinthians.
   c. Romans.
   d. 1-3 John.
   e. 1-2 Peter.
   f. Hebrews.
3. The Revelation.
**Unit Outcomes**

On successful completion of this unit, student will:

**Knowledge and understanding**, know and understand:
2. The content, context, themes and theology of the major New Testament Epistles.

**Skills**, be able to:
1. Discuss:
3. Explain the issues confronted by and teaching of selected New Testament Epistles.

**Application**, be in a position to:
1. Integrate perspectives from ‘The Early New Testament Church with their other theological studies.

**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. Module forums.
3. Epistles 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.*

*D Distance students should note that this means they have to complete two forums posts weekly: (1) the forum posts completed as a distance student, and (2) the forum posts completed for assessment requirement 1.

*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 the following resource:


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.
<table>
<thead>
<tr>
<th>Mod</th>
<th>Date</th>
<th>Preparation</th>
<th>Topic/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19 Jul</td>
<td>Unit Introduction</td>
<td>Introductory studies</td>
</tr>
<tr>
<td>2</td>
<td>26 Jul</td>
<td>Read Acts 1-9</td>
<td>The Early Church and the Hellenists (Acts 1-9)</td>
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<tr>
<td>5</td>
<td>16 Aug</td>
<td>Powell 191-213</td>
<td>The Theological Themes of Acts</td>
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<tr>
<td>6</td>
<td>23 Aug</td>
<td>Powell 215-253</td>
<td>The NT Epistles</td>
</tr>
<tr>
<td>7</td>
<td>30 Aug</td>
<td>Powell 445-461</td>
<td>The Epistle of James</td>
</tr>
<tr>
<td>8</td>
<td>6 Sep</td>
<td>Powell 371-385, 273-291</td>
<td>1 Thessalonians</td>
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<tr>
<td>9</td>
<td>13 Sep</td>
<td>Powell 255-271</td>
<td>1 Cor (cntd)</td>
</tr>
<tr>
<td>S/W</td>
<td>20 Sep</td>
<td>Study Week 1</td>
<td></td>
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<tr>
<td>S/W</td>
<td>27 Sep</td>
<td>Study Week 2</td>
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<tr>
<td>10</td>
<td>4 Oct</td>
<td>Powell 493-507</td>
<td>1-3 John</td>
</tr>
<tr>
<td>11</td>
<td>11 Oct</td>
<td>Powell 463-491</td>
<td>1-2 Peter</td>
</tr>
<tr>
<td>12</td>
<td>18 Oct</td>
<td>Powell 427-443</td>
<td>The Epistle to the Hebrews</td>
</tr>
<tr>
<td>13</td>
<td>25 Oct</td>
<td>Powell 519-537</td>
<td>The Revelation</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%
Graduate Diploma and Master’s students at the foundational graduate degree 500-level should note that grades are awarded on the following criteria:

Units at a foundational level introduce graduate students to the introductory features, broad scope and principles of a discipline or topic. The study of primary sources and the principles underlying their analysis are introduced, especially in Biblical Studies and Church History and where relevant in other fields of study. The foundation for the critical evaluation of ideas is established.

**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 the primary sources, is beginning to understand their setting and historical context.
- ✓ 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 pronounced ability in engaging 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 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: Module Forums

Students will be required to post twelve 180-word responses to the first twelve modules on the related module forum on Moodle.

The purpose of the forums is for students to intentionally interact with the material being studied. While each response is only 160-200 words long (longer word length will be penalized), it is important to understand that they are to be well argued and appropriately referenced where necessary.

Students should note that they are granted two complete weeks to complete each forum; as such, extensions will only be granted in genuinely exceptional circumstances. Students should ensure that they complete the forums as soon after the module date as possible – procrastination will not be accepted as a reason for late or non-submission. In the event of late submission, students will be awarded 0% for the given forum post.

The key assessment criteria for this requirement are as follows:

1. Meaningful consideration of the topic.
2. Clear and focused responses.
3. Demonstrated grasp of the relevant materials.
4. Demonstrated advanced and critical thinking.
5. Appropriately referenced when necessary.

Length: 12x180 words
References: as required
Due: Each forum will be closed two weeks after the related module is taught*
Mark allocation: 35%

* Forum submission dates:
  Module 1 – Monday 1 August
  Module 2 – Monday 8 August
  Module 3 – Monday 15 August
  Module 4 – Monday 22 August
  Module 5 – Monday 29 August
  Module 6 – Monday 5 September
  Module 7 – Monday 12 September
  Module 8 – Monday 19 September
  Module 9 – Monday 26 September
  Module 10 – Monday 17 October
  Module 11 – Monday 24 October
  Module 12 – Monday 31 October
* NOTE: These dates are fixed
Requirement 2: Acts Assignment

Students are to submit an assignment on ONE of the following topics:


b. It has been argued that the contemporary Christian church should be the same, in principle and practice, as the New Testament church. Respond to this argument, by means of a consideration of the most important aspects of the New Testament church as found in Acts and the extent to which that is applicable to the contemporary Christian church.

c. Can biblical principles for contemporary evangelism and mission be drawn from Acts? If so, what are they and how do they apply to evangelism and mission in the 21st century?

The key assessment criteria for this requirement are as follows:

2. Balanced consideration of the main aspects of the chosen topic.
3. Awareness of various arguments and understandings.
4. Critical and key aspects of relevant arguments considered.
5. Adequate consideration of the contemporary context and setting.
6. Reasonable application to the contemporary context and setting.

Length: 1500 words

References: indicative of advanced research, including journals

Due: Monday 5 September by electronic submission on Moodle

Mark allocation: 25%
**Requirement 3: Epistles Assignment**

With respect to the New Testament Epistles, select ONE topic from each of the TWO sections listed (**but not the same numbered option; e.g. not A1 and B1**). Respond to each topic in 1200-1300 words in one combined essay with an outline as follows:

1. Introduction
2. Section A: Topic #
3. Section B: Topic #
4. Conclusion

**Section A: Introduction**

1. What was the purpose for the writing of the letter of James?
2. What are the three ‘prompts’ to the writing of 1 Corinthians? List them and present an outline of how Paul responded to each of them.
3. Why did Paul write his letter to the Romans?
4. Who wrote the two letters traditionally attributed to Peter? Consider the relevant evidence and options, and present a motivated conclusion.
5. Who wrote the letter to the Hebrews? Present the three possibilities you see as most likely, and conclude by explaining the reasons for the proposal you favour.

**Section B: Theology**

1. What does James mean when he says that “faith by itself, if it is not accompanied by action, is dead” (James 2:17)?
2. How does Paul address the problem of divisions in the church in 1 Corinthians?
3. What does Paul teach, in his letter to the Romans, regarding the current – ‘at the time he wrote’ – state of Jews?
4. The ‘antichrist/antichrists’ are a key theme in the Letters of John; based on the biblical text, explain how John develops the theme.
5. How does the writer of the letter to the Hebrews demonstrate the superiority of Christ?

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

1. Answers focused on the question as set.
2. An awareness of the critical issues related to the question topic.
3. Advanced interaction with the topics.
4. Draws reasonable and motivated conclusions where applicable.

**Length: 2500 words**

*References: indicative of advanced research, including journals*

*Due: Monday 7 November by electronic submission on Moodle*

*Mark allocation: 40%*
**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>Graduate Attribute 1: Personal Formation – ‘Shepherds with God’s heart’</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Is secure in God, living in the truth and freedom of the gospel</td>
<td>✔</td>
<td></td>
<td></td>
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<tr>
<td>b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines</td>
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<tr>
<td>c. Intentionally plans for growth, being aware of personal strengths and weaknesses</td>
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<td>✔</td>
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<tr>
<td>d. Grows spiritual, personal and relational health, especially through accountability</td>
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<td>✔</td>
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<tr>
<td>e. Is committed to influencing and serving others in the church and the world</td>
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<tr>
<th>Graduate Attribute 2: Theological Formation – ‘Knowledge and understanding of God’s heart’</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
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</thead>
<tbody>
<tr>
<td>a. Understands the ‘big story’ of the Bible and the gospel</td>
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<tr>
<td>b. Is personally able to interpret and apply the Bible</td>
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<td>c. Is formulating a biblical, historical and contemporary theology</td>
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<td>d. Reflects biblically and theologically on life and practice</td>
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<tr>
<td>d. Is committed to communicating and demonstrating the gospel</td>
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</table>

<table>
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<tr>
<th>Graduate Attribute 3: Ministry Formation – ‘Knowledgeable and wise shepherds’</th>
<th>1.</th>
<th>2.</th>
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</thead>
<tbody>
<tr>
<td>a. Has a godly influence on others</td>
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<tr>
<td>b. Possesses the knowledge and skills needed for chosen ministry path</td>
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<td>c. Ministers and communicates the gospel with clarity in a range of contexts</td>
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<td>✔</td>
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<tr>
<td>d. Works well in a team and intentionally does so</td>
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<td>✔</td>
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<tr>
<td>e. Is committed to servant leadership and the mentoring of others</td>
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<td>✔</td>
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</tbody>
</table>

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

**New Testament Background**


**New Testament Introduction and Theology**


**Dictionaries and Encyclopaedias**


**The Apostle Paul**

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.