Master of Divinity and Related Programs

NT639
Romans (Greek Text)

Semester 1, 2016

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

NT639 is offered by Malyon College as part of the Master of Divinity 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.

NT639 Romans (Greek text)  Page 2
 UNIT DETAILS

**Unit Description**

NT639 Romans (Greek Text) is an advanced elective New Testament exegesis unit in the Department of Bible and Languages. It entails detailed study of critical issues and the theology of the apostle Paul’s letter to the Romans, building upon the foundations laid in NT502. The unit also involves the translation and exegesis of selected chapters of Romans, building upon the foundations laid in LA004.

**Credit Points**

This unit is valued at 4 credit points.

**Co- and Pre-Requisites**

**Pre-Requisites:** LA004A and LA004B  
**Co-Requisite:** NT502

**Exclusions**

This unit cannot be completed for credit purposes if the student has already received credit for any of the following units:

- NT625 Pauline Theology and Romans (English Text)  
- NT635 Pauline Theology and Romans (Greek Text)  
- NT629 Romans (English Text)

**Unit Content**

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

1. Introductory issues:
   a. the themes and purpose(s) of Romans in the context of the Pauline mission;  
   b. the major issues in contemporary study of the book of Romans; and  
   c. the bearing of contemporary approaches to Pauline theology on the interpretation of Romans

2. Translation and exegesis of the Greek text of Romans 1-8 (or equivalent passages). An acquaintance with the issues in the major textual variants is expected.

**Learning Outcomes**

On completion of the unit, students will:

A. Know and understand:
   1. The themes and purpose(s) of Romans in the context of the Pauline mission  
   2. The major issues in the contemporary study of Romans
3. The bearing of contemporary approaches to Pauline Theology on the interpretation of Romans
4. The Greek text of Romans
5. The nature and methods of New Testament exegesis
6. A selection of historic and contemporary interpretations of Romans

B. In order to determine the meaning of the Greek text of Romans, 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. Explain the bearing of its genre, literary features and rhetorical conventions
   6. Utilize the historical, social and cultural contexts
   7. Assign passages to their literary context
   8. Establish the meaning of significant words and phrases in the contexts of the epistle and Paul’s other writings
   9. Trace inter-textual references and allusions
   10. Discuss the main themes, arguments and teachings
   11. Translate and exegete selected chapters of the Greek text of Romans
   12. Discuss interpretations of Romans

C. Be in a position to:
   1. Exegete the Greek text of Romans for personal understanding and for use in ministry contexts
   2. Integrate perspectives from Romans into biblical interpretation and Christian thinking
   3. Apply the teaching of Romans to situations and issues in contemporary Christianity and society
   4. Evaluate interpretations of Romans

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, three 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 and revision – 2 hours per week;
   c) Assignments – 5 hours per week.

2) Distance students:
   a) Home study; including forums and revision – 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 through your studies for the semester.

**Assessment Requirements**

You will need to complete the following assessment requirements:

1. Weekly translations presented in class (20%)
2. Essay on an introductory topic (30%)
3. Major exegetical essay on a key text OR concept in Romans (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 the unit, you will need to have access to the following resources.

The primary source in this unit is the Greek text of Romans, so the following is mandatory:


You will also need a good commentary which references the Greek text of Romans. The following is highly recommended:


Among many others, the following are also of great value:


Although the following resource was only due for publication in December 2015 (and thus I had not seen it in the flesh at the time of writing this Unit Guide), it promises to be an indispensable guide for studying the Greek text of Romans and will probably become the preferred textbook for this unit in the future:

I feel confident in making this recommendation on the basis of Longenecker’s reputation as a veteran Romans scholar and the enormous value of a previous publication on Romans:
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.

**General Comments**

Paul’s letter to the Romans has had enormous significance throughout the history of the Christian church. Among the multitudes down through the centuries who have been profoundly influenced by it, Augustine, Luther, John Wesley, and Karl Barth are prominent. My hope is that you will join this illustrious company!

Your encounter with the Greek text of Romans is the primary outcome for this unit. Make it your primary goal to become as familiar as possible with Romans itself (all sixteen chapters, and not just the eight designated for exegesis in this unit – it’s impossible to understand the first eight chapters if they are wrenched out of the context of the letter as a whole). A good strategy for achieving this goal would include reading through Romans 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 Romans and producing your own detailed outline of its argument.

Please don’t ignore the “application” facet of the Learning Outcomes (Section C) on page 4 above, the following in particular: 1. “Exegete the Greek text of Romans for personal understanding and for use in ministry contexts”; and 3. “Apply the teaching of Romans to situations and issues in contemporary Christianity and society”. These are key outcomes of the unit that will be missed if we are tempted to think that we can approach Romans (or any part of Scripture, for that matter) in a purely “academic” way. My prayer is that your engagement with Romans will go much further than that, and that (like untold numbers of Christ-followers before you) you will find your life transformed by the text of this remarkable letter.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16 Feb</td>
<td>Introduction to the unit, assessment. Thinking our way through Romans: a survey of the letter’s contents. Romans as a letter: the author and his circumstances; the recipients and their situation.</td>
</tr>
<tr>
<td>2</td>
<td>23 Feb</td>
<td>What is Romans really all about? Historical reception of the letter; main themes. The purpose/s of Romans. The centrum Paulinum.</td>
</tr>
<tr>
<td>3</td>
<td>1 Mar</td>
<td>The current debate on Romans: the “new perspective” on Paul, responses to the “new perspective”, and the influence of this debate on the interpretation of Romans. Principles of exegesis.</td>
</tr>
<tr>
<td>4</td>
<td>8 Mar</td>
<td>Romans 1:1-17</td>
</tr>
<tr>
<td>5</td>
<td>15 Mar</td>
<td>Romans 1:18-32; 2:1-11</td>
</tr>
<tr>
<td>6</td>
<td>22 Mar</td>
<td>Romans 2:12-29; 3:1-8</td>
</tr>
<tr>
<td></td>
<td>29 Mar</td>
<td><strong>STUDY WEEK 1</strong></td>
</tr>
<tr>
<td></td>
<td>5 Apr</td>
<td><strong>STUDY WEEK 2</strong></td>
</tr>
<tr>
<td>7</td>
<td>12 Apr</td>
<td>Romans 3:9-31</td>
</tr>
<tr>
<td>8</td>
<td>19 Apr</td>
<td>Romans 4:1-25</td>
</tr>
<tr>
<td>9</td>
<td>26 Apr</td>
<td>Romans 5:1-21</td>
</tr>
<tr>
<td>10</td>
<td>3 May</td>
<td>Romans 6:1-23</td>
</tr>
<tr>
<td>11</td>
<td>10 May</td>
<td>Romans 7:1-25</td>
</tr>
<tr>
<td>12</td>
<td>17 May</td>
<td>Romans 8:1-17</td>
</tr>
<tr>
<td>13</td>
<td>24 May</td>
<td>Romans 8:18-39</td>
</tr>
<tr>
<td></td>
<td>31 May</td>
<td><strong>STUDY WEEK 3</strong></td>
</tr>
</tbody>
</table>
UNIT LECTURER

The unit NT639 Romans (Greek Text) 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 (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
**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. The Assignment Style Guide contains details of the protocols to be followed in respect of the **due date**.

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. 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.

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

Graduate Diploma and Master’s students at the advanced graduate degree 600-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 in depth; and the critical and evaluative faculties of the students are developed in dialogue with scholarly literature.

Pass
✓ 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.

Credit
✓ 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.

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.

High Distinction
✓ Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
✓ Evidences a confident grasp of the foundational features of the discipline.
✓ Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.
**ASSESSMENT REQUIREMENTS**

**Requirement 1: Weekly translations in class (20%)**

In Weeks 4-13 inclusive, students present their own prepared translations from the assigned portion of the Greek text of Romans in class, comment on syntax and significant grammatical constructions, and provide rationale for translation choices. These are graded on the spot by the lecturer.

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, as per the Schedule of Lectures on page 7 above, and as requested by the lecturer in the class. *[Note: only approved absences are allowed. Unapproved absences will result in a mark of zero being given for that week]*

**Mark allocation:** 20%, calculated cumulatively from Weeks 4 to 13
Write an essay on ONE of the following topics. Note: For EVERY topic, please bear in mind the “application” facet of the Learning Outcomes (Section C) on page 4 above, the following in particular: 1. “Exegete the Greek text of Romans for personal understanding and for use in ministry contexts”; and 3. “Apply the teaching of Romans to situations and issues in contemporary Christianity and society”. Please include explicit consideration of these implications in your essay.

a. What purposes have been suggested for Paul’s writing of Romans? Critically evaluate these suggestions in light of the text of Romans itself, and formulate your own view on the purpose/s of Romans.

b. Critically evaluate the strengths and weaknesses of the major historical approaches to understanding Paul’s letter to the Romans. You should reference at least Augustine, Luther, Calvin, John Wesley, Karl Barth and the “new perspective” on Paul in your essay, highlighting their respective distinctive contributions to the interpretation of Romans.


d. Critically interact with N T Wright’s important essay, “Romans and the Theology of Paul”, paying particular attention to the implications of Wright’s viewpoint for the interpretation of Romans. (Available on the Moodle page for this unit – Module 2, Reading 2.3).

e. James D G Dunn notes (Romans 1 – 8, Word Biblical Commentary, p xxxix) that “no doubt is today entertained regarding the author of this letter [Romans].... More important than statistics of date and place for our understanding of the letter, however, are the background to the letter within the life and life-work of Paul and the point in his life and life-work at which he wrote. Three elements are of particular importance, without which much within the letter will remain at best obscure, at worst inexplicable.” He goes on to elucidate the three elements: that Paul was a Jew (and was trained as a Pharisee), that he was radically converted (the road-to-Damascus experience), and that his missionary work aroused considerable opposition from Jews (not least, Jewish Christians). Show in detail, with sustained reference to the text of Romans, how these three elements are essential for a proper understanding of the content and argument of Romans.

The key assessment criteria for this requirement are as follows:

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

2. Primary Source Research: the student demonstrates a thorough engagement with the primary source (that is, the Greek text of Romans); the text of Romans 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” facet of the Learning Outcomes (Section C) on page 4 above, the following in particular: 1. “Exegete the Greek text of Romans for personal understanding and for use in ministry contexts”; and 3. “Apply the teaching of Romans to situations and issues in contemporary Christianity and society”.

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**: 1800 words

   **References**: In addition to the Greek text of Romans, at least 10 good references

   **Due**: Friday 1 April 2016 by electronic submission on Moodle – please submit Word documents and use the Teknia Greek font

   **Mark allocation**: 30%
Requirement 3: Major essay on a key concept OR text in Romans (3000 words, 50%)

Write a detailed exegetical essay on ONE of the following concepts OR ONE of the following texts in Romans. Regardless of which option you choose:

- Make sure that you take the context of the Letter to the Romans as a whole into account;
- Please bear in mind the “application” facet of the Learning Outcomes (Section C) on page 4 above, the following in particular: 1. “Exegete the Greek text of Romans for personal understanding and for use in ministry contexts”; and 3. “Apply the teaching of Romans to situations and issues in contemporary Christianity and society”. I will expect to see explicit discussion on how you would preach or teach your material to 21st century Australians.

CONCEPTS (one of the following):
- Ἰαβραάμ
  δικαιοσύνη θεοῦ
  δικαιώμα and δίκαιος ἔς and πολλοὶ
  ἐργον and ἐργάζομαι
  ἐφʼ ὑμῖν in Rom 5:12
  ἰλαστήριον and ἀπολύτρωσις
  λογίζομαι
  μὴ γένοτο
  ὁ Ἰουδαῖος / οἱ Ἰουδαῖοι and τὰ ἔθνη
  περιτομὴ and ἁκροβυστία
  πίστεως Ἰησοῦ [Χριστοῦ] in Rom 3:23, 26
  πίστεως and πιστεύω
  πνεῦμα
  σάρξ
  χάρις

OR TEXTS (one of the following):
Rom 1:1-7; Rom 1:16-17; Rom 2:12-16; Rom 2:25-29; Rom 3:21-26; the purpose of the Abraham illustration in Rom 4; Rom 5:1-5; Rom 5:12-21; Rom 6:1-4; Rom 6:5-11; the identity of the “I” in Rom 7:7-25; Rom 8:12-17; Rom 8:18-25.

The key assessment criteria for this requirement are as follows:

1. **Topic**: the student understands what the topic requires, and remains focussed on the exegetical foundations of the chosen concept or text.
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 Romans); 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 concept or text, 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” facet of the Learning Outcomes (Section C) on page 4 above, the following in particular: 1. “Exegete the Greek text of Romans for personal understanding and for use in ministry contexts”; and 3. “Apply the teaching of Romans to situations and issues in contemporary Christianity and society”.

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 the Romans, at least 10 good references

   **Due**: Friday 3 June 2016 by electronic submission on Moodle – please submit Word documents and use the Teknia Greek font

   **Mark allocation**: 50%
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)

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

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>grows a deepening relationship with Jesus</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>is secure in God’s call with a desire and ability to learn and grow</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>is self-aware and maintains self-care</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>d.</td>
<td>seeks and builds healthy relationships</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>e.</td>
<td>is committed to living with integrity and prayerful dependence on God</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>knows and trusts the Bible</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>understands the context of diverse theological ideas</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>forms a personal theology which is both biblical and thoughtful</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>reflects theologically and applies the Bible to real life</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>is committed to helping others know God’s grace and truth and live God’s way</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>is able to have a godly influence over others</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>possesses skills needed for chosen ministry path</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>understands cultures and contexts and is able to minister in a range of contexts</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>is able to work with and lead a team</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>is committed to serving, evangelising and mentoring others</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**

*Accordance* software (for Mac).


*BibleWorks 9* software (for PC).


**Romans: Background, Introduction, Reception and Interpretation**


**Pauline Theology**


**Romans: Commentaries**


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.