Master of Arts and Related Programs

NT789-6i
New Testament Seminar: 2 Peter
“What Kind of People Ought You to Be?”

Semester 1, 2017

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

NT789i is offered by Malyon College as part of the Master of Arts 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.
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**

2 Peter has been called “perhaps the most dubious writing in the canon” (Käsemann 1964, 169) and the “ugly stepchild of the New Testament” (reported in Davids 2006, 121). What is more, 2 Peter poses to its readers a bewildering variety of critical questions and difficult content. As a result, this brief epistle, tucked away near the end of the New Testament, has suffered from benign (and sometimes not quite so benign) neglect. Some Bible students can perhaps remember a few isolated key verses from the letter, such as the following:

- His divine power has given us everything we need for life and godliness through our knowledge of him who called us by his own glory and goodness. Through these he has given us his very great and precious promises, so that through them you may participate in the divine nature (1:3-4).
- Above all, you must understand that no prophecy of Scripture came about by the prophet’s own interpretation. For prophecy never had its origin in the will of man, but men spoke from God as they were carried along by the Holy Spirit (1:20-21).
- But grow in the grace and knowledge of our Lord and Savior Jesus Christ (3:18).

Students of the Pauline corpus find relief in Peter’s comment about Paul’s letters:

- His letters contain some things that are hard to understand (3:16).

And who could ever forget this mental image:

- Of them the proverbs are true: “A dog returns to its vomit,” and, “A sow that is washed goes back to her wallowing in the mud” (2:22).

On the whole, however, 2 Peter is a closed book to most Christians. (When did you last hear a sermon from a text in 2 Peter?) This is a great shame, since 2 Peter contains an important message for embattled believers who are facing relentless attacks on their Christian faith, ethics, and hope. They need reassuring, they need to confront the false teaching that imperils their faith, and they need to be reminded to pursue growth in grace and in the knowledge of the Lord Jesus Christ. In short, they need a primer to help them answer the crucial question posed to them in 2 Peter 3:11, “What kind of people ought you to be?”

This question is no less pertinent to twenty-first century believers than it was to first-century believers. This unit aims at providing detailed answers to the question, paying careful attention to the critical issues related to the study of 2 Peter, exegeting the content of the letter in detail, distilling the main themes, and providing practical pointers towards preaching 2 Peter and applying its lessons in post-Christian western society.

**Credit Points**

This unit is valued at 6 credit points.

**Co- and Pre-Requisites**

None.
**Unit Content**

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

1. **Critical Issues in Studying 2 Peter**
   a. Overview of Reception History
   b. Authorship, date, addressees
   c. Amanuensis/es?
   d. Pseudepigraphy
   e. Genre
   f. Intertextuality and literary relationships (Old Testament; Jude; 1 Peter; the literature of Second Temple Judaism; non-canonical Petrine literature)
   g. The opponents in 2 Peter
   h. Dearth of attestation in second and third centuries
   i. Interpretative approaches to 2 Peter
      i. Traditional (Luther; Calvin; Nisbet; Brown)
      ii. 2 Peter as an “Apologia for Primitive Christian Eschatology” (Käsemann)
      iii. 2 Peter as a window into “early Catholicism” (*Frühkatholizismus*) (Käsemann, Dunn)
      iv. 2 Peter as a “farewell speech”/”testament” (Bauckham)
      v. Socio-rhetorical approaches (Neyrey; Witherington)
      vi. 2 Peter as an example of Greek rhetoric (Watson)
      vii. Theological interpretation (J Green, Reese)
      viii. Canonical approaches (Nienhuis, Lockett)

2. **Exegesis and exposition of 2 Peter**
   a. Detailed exegesis of the text of 2 Peter
   b. Theological themes in 2 Peter
   c. Preaching and teaching 2 Peter in contemporary context

**Unit Outcomes**

On successful completion of this unit, you should be able to:

**Knowledge and Understanding**

1. Demonstrate up-to-date specialised knowledge and understanding of the critical issues and diverse interpretative approaches in the study of 2 Peter
2. Discuss the research principles and methods appropriate to the specialised study of 2 Peter
3. Master the content of the text of 2 Peter
4. Know and understand the spiritual and ethical implications of 2 Peter

**Skills**

1. For the detailed and specialised study of 2 Peter, utilise and refine the principles previously learned in New Testament studies as a discipline
2. Integrate and synthesise learning and knowledge from a wide range of sources and contexts in the investigation of specialised problems and issues in the study of 2 Peter
3. Plan and execute research tasks on 2 Peter by raising pertinent questions, identifying problems, and using appropriate research methods at the 700-level
4. Demonstrate the ability to communicate with both professional and lay audiences on the critical issues, themes, and content of 2 Peter
5. Demonstrate readiness for research at a higher level in capacity for wide reading, intellectual rigour, and independent thinking

Application
1. As a leader of larger and smaller groups, apply specialised understanding of 2 Peter in formal ministry contexts and the wider community
2. As a result of insights gained in the specialised study of 2 Peter, bring enhanced professional and vocational capacity to engagement with the challenges of contemporary Christianity, society, and the wider world

Workload Requirement

Although this unit is being offered in intensive mode by direct contact at Malyon College during the week Monday 27 to Friday 31 March 2017, you need to remember that this is a semester-long unit. Only the lecture component of the unit is compressed into 25 hours over five days; the other components of the unit – pre-intensive reading and research, the completion of pre-intensive assessment, post-intensive research, and the completion of post-intensive assessment tasks – are completed independently before and after the intensive week during the semester time frame of 13 February 2017 to 26 May 2017. (Two “study weeks” are also built into this schedule – see Malyon’s 2017 calendar for details). A 6 cps unit is reckoned at a notional time value of 195 hours (15 hours per week over 13 weeks). You will need to satisfy yourself that you have the necessary time available both before and after the intensive to fulfil these requirements. See the section on Assessment Requirements later in this Unit Guide for further details.

Intensive students will be expected to attend all lectures. Students who do not attend all lectures may be failed.

Learning Guides

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

Assessment Requirements

For this unit, you will need to complete the following assessment requirements:

1. Approximately 400 pages of pre-reading on 2 Peter, accompanied by a signed declaration that this reading has been completed, and a 2000-word overview of the main argument of the various assigned readings (25% of the final mark). All of the required readings are posted near the top of the Moodle page for this unit.
2. Minor 2000-word essay on a critical introductory theme (25% of the final mark).
3. Major 4000-word exegetical essay on a passage from 2 Peter, chosen in conjunction with the lecturer. The essay must include a detailed discussion on how you would preach or teach this passage to a contemporary Australian audience (50% of the final mark).

**Required Resources**

In order to complete the unit, you will need to access all of the required readings on the Moodle page. You should also ensure that you have access to at least two of the major commentaries on 2 Peter (of course, you will need more for the completion of the written assessment for the unit). I recommend the following commentaries (for purchase, if possible):


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.

**Lecture Schedule**

<table>
<thead>
<tr>
<th>Mon 27/3</th>
<th>Tues 28/3</th>
<th>Wed 29/3</th>
<th>Thurs 30/3</th>
<th>Fri 31/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-12:00</td>
<td>Introduction; overview of reception history</td>
<td>Intertextuality and literary relationships; opponents</td>
<td>Historical attestation; interpretative approaches (1)</td>
<td>Interpretative approaches (2)</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Amanuensis/es; pseudepigraphy; genre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>Authorship; date; addressees</td>
<td>2 Pet 1:5-11 exegesis and exposition</td>
<td>2 Pet 1:16-21 exegesis and exposition</td>
<td>2 Pet 3:8-13 exegesis and exposition</td>
</tr>
<tr>
<td>3:00-3:20</td>
<td></td>
<td>2 Pet 1:12-15 exegesis and exposition</td>
<td>2 Pet 2:1-10a exegesis and exposition</td>
<td>2 Pet 3:14-18 exegesis and exposition</td>
</tr>
</tbody>
</table>

*NT789-6i, NT Seminar: 2 Peter, “What Kind of People Ought You to Be?”*
The unit “NT789i New Testament Seminar: 2 Peter” is taught by Rev Dr D L Morcom. My first name is Donald, but everyone calls me by my initial “D”; I hope you will feel free to do the same.

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 returned to Australia with my family at the beginning of 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
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**

**Coursework Masters (700) Units**

Candidates will be expected to demonstrate superior knowledge and skills in their analysis of texts and ideas, and to arrive at independent judgments appropriate to early postgraduate level in their select area of study. Candidates are expected to demonstrate a developing capacity for further postgraduate research.

**Pass**
- ✓ demonstrates pronounced ability in engaging primary sources and understands their setting and historical context
- ✓ evidences a sound grasp of features of the discipline as they intersect with a select area of study
- ✓ shows an ability to evaluate critically a range of scholarly viewpoints with empathy

**Credit**
- ✓ demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context
- ✓ evidences a confident grasp of the features of the discipline as they intersect with a select area of study
- ✓ 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

**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 features of the discipline as they intersect with a select area of study
- ✓ 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

**High Distinction**
- ✓ demonstrates superior knowledge and skills in the analysis and critique of primary sources and ideas and understands their setting and historical context
- ✓ evidences a confident grasp of the features of the discipline as they intersect with a select area of study
- ✓ exhibits genuinely independent scholarly judgments appropriate to early postgraduate level in a select area of study
ASSESSMENT REQUIREMENTS

**Requirement 1: Pre-reading, 2000-word overview of the pre-reading, and signed declaration PRESENTED ON THE FIRST DAY OF THE INTENSIVE (25%)**

It is a requirement of 6 cps units presented in Intensive Mode that at least 400 pages of pre-reading (that is, before the intensive week) must be done. With the exception of the Bible readings from 2 Peter and Jude, all of these readings are posted on Moodle, for your convenience. This requirement comprises three elements:

1. The pre-reading itself
2. A signed declaration that this reading has been done in its entirety (please complete and sign the declaration on the Moodle page for this unit, and bring it to class on the first day of the intensive, Monday 27 March 2017)
3. A 2000-word reading report which summarises the main argument and theme of every document assigned for pre-reading.

The compulsory pre-readings are as follows. Please note:

- The Scripture readings from 2 Peter and Jude are of primary importance. Read them with a view to getting the content into your mind as well as possible. You may find it helpful to use a variety of English translations.
- Observe the order of the readings – I have tried to follow a logical progression, although I am aware that there will be some overlapping. On the Moodle page, I offer some guidance on reading each selection.
- The numerals at the end of each entry denote the page count (406 pages in all).

- The biblical text of 2 Peter, three times (9)
- The biblical text of Jude, twice (2)
- The biblical text of 2 Peter, again, twice (6)
- Wallace, “Second Peter: Introduction, Argument, and Outline” (21)
- Green, “Introduction to 2 Peter” (33)
- Dunn, “Peter” (31)
- Webb, “The Petrine Epistles: Recent Developments and Trends” (18)
- Käsemann, “An Apologia for Primitive Christian Eschatology” (27)
- Bauckham, “Introduction” (33)
- Dunn, “The Issue of Pseudepigraphy” (6)
- Kruger, “The Authenticity of 2 Peter” (24)
- Morcom, “Was Peter Capable of Writing the Greek of 2 Peter? An Exploration” (13)
- The biblical text of 2 Peter, again, five times (15)
- Picirilli, “Allusions to 2 Peter in the Apostolic Fathers” (27)
- deSilva, “Jude and 2 Peter” (20)
- Neyrey, “General Introduction” (19)
- Davids, “Second Peter” (63)
- Davids, “2 Peter” (3)
- Dryden, “2 Peter” (1)
- Nienhuis, “The Canonical Function of 2 Peter” (22)
The **key assessment criteria** for this requirement are as follows:

1. On the first day of the intensive (Monday 27 March), the student presents the signed declaration that all pre-reading has been completed.
2. The reading report contains brief comment on the content, argument, and main themes of **ALL** of the set readings. This includes the readings of the biblical texts of 2 Peter and Jude – I would like to see what impression the multiple readings of these primary sources have made on you.
3. The reading report is presented according to the standard Malyon formatting and style.

**Length:** 2000 words

**References:** none required beyond the set readings themselves

**Due:** Sunday 26 March 2017, by electronic submission on Moodle

**Mark allocation:** 25%
**Requirement 2: Minor essay on a critical introductory theme (2000 words; 25% of the final mark)**

Write an essay of approximately 2000 words on **ONE** of the following topics:

1. What are the most important considerations when trying to determine the author of 2 Peter? Critically assess the strengths and weaknesses of the various views that have been suggested, and explain which is most convincing to you.


3. Critically assess Richard Bauckham’s view that 2 Peter is “farewell speech” or “testament.”

4. What is the relationship between 2 Peter and Jude?

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 each of the issues posed in the topic.

2. **Primary Source Research:** the student demonstrates a thorough engagement with the primary source (that is, the text of 2 Peter); the text of the Fourth Gospel is analysed carefully as it intersects with the topic.

3. **Secondary Source Research:** the student demonstrates familiarity with a range of scholarly viewpoints on the issues 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 an advanced understanding of the foundational features of New Testament introduction as a discipline.

5. **Application:** The student pays due attention to the “Application” component of the Learning Outcomes (see page 5 above).

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:** 2000 words

**References:** *in addition to 2 Peter itself as the primary source, at least fifteen high-quality references*

**Due:** Friday 28 April by electronic submission on Moodle

**Mark allocation:** 25%
Write a 4000-word exegetical essay on a passage from 2 Peter, chosen in consultation with the lecturer. The essay must include a detailed discussion on how you would preach or teach this passage to a contemporary Australian audience.

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, implications, and applications 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 text of 2 Peter).

3. **Secondary Source Research**: the student demonstrates familiarity with a range of scholarly viewpoints on the chosen 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 an advanced 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 on page 5 above, the following in particular: “As a leader of larger and smaller groups, apply specialised understanding of 2 Peter in formal ministry contexts and the wider community”; and “As a result of insights gained in the specialised study of 2 Peter, bring enhanced professional and vocational capacity to engagement with the challenges of contemporary Christianity, society, and the wider world.”

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: 4000 words*

*References: in addition to 2 Peter itself as the primary source, at least fifteen high-quality references*

*Due: Friday 16 June 2017 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.”  
(Exodus 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>
<td></td>
</tr>
<tr>
<td>b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Intentionally plans for growth, being aware of personal strengths and weaknesses</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Grows spiritual, personal and relational health, especially through accountability</td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>e. Is committed to influencing and serving others in the church and the world</td>
<td></td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understands the ‘big story’ of the Bible and the gospel</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Is personally able to interpret and apply the Bible</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Is formulating a biblical, historical and contemporary theology</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Reflects biblically and theologically on life and practice</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Is committed to communicating and demonstrating the gospel</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attribute 3: Ministry Formation – ‘Knowledgeable and wise shepherds’</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Has a godly influence on others</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Possesses the knowledge and skills needed for chosen ministry path</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Ministers and communicates the gospel with clarity in a range of contexts</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Works well in a team and intentionally does so</td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>e. Is committed to servant leadership and the mentoring of others</td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
</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.


Elliot, John H. 1981.


Green, Joel B. “Cultivating the Practice of Reading Scripture,” www.catalystresources.org/cultivating-the-practice-of-reading-scripture


https://bible.org/seriespage/second-peter-introduction-argument-and-outline


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.