



**Bachelor of Ministry & Diploma of Ministry  
Master of Divinity & Graduate Diploma of Divinity**

# **NT302/502/D**

## **The Early New Testament Church**

**Note: This Unit Guide is indicative only. Please  
download the final Unit Guide from the Moodle in the  
first week of semester.**

**Semester 2, 2017**

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

NT302/502/D is offered by Malyon College as part of these courses is authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).

**MALYON COLLEGE**  
**([www.malyon.edu.au](http://www.malyon.edu.au))**

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**  
**([www.actheology.edu.au](http://www.actheology.edu.au))**

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 Australia 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.

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## Unit Details

### *Unit Description*

The vision of Malyon College is to develop Christians of influence. In order to be a Christian of influence a woman or man needs to have theological maturity. A theologically mature Christian displays a thorough knowledge of the Bible and its history, culture, geography, and theology. They are also able to articulate a personal theological understanding emerging from their knowledge. But to influence others, they also need to be able to interpret and apply the Bible and theological understanding to ministry contexts and situations and communicate their biblical/theological understanding with clarity and conviction. The purpose of the unit is to enable students to encounter, and gain a greater understanding of, the early churches as presented in Acts and the epistles. But it also aims at helping students further develop, apply and communicate their theological understanding that emerges through this study of the early churches.

The unit forms part of the four-unit suite of Bible survey units. Jesus and the Gospels (NT501) and The Early New Testament Church (NT502) aim to give students a broad introduction to the whole New Testament as a piece of literature. Hence the focus is on the “big picture” rather than “deep” exploration of specific passages, which is the focus of the exegesis units. The NT survey units aim to help you to see how the various books fit together into a coherent story and help you to see how you and your Christian community fit within that narrative. These units give you the platform that you will use in your exegesis of specific books, in understanding the way the Church has interpreted them during its history, in developing your theological positions in systematic theology and Christian thought units, and applying the Bible in practical ministry.

### *Credit Points*

This unit is valued at 4 credit points.

### *Co- and Pre-Requisites*

None.

### *Exclusions*

None.

### ***Unit Learning Outcomes***

	NT302	NT502
A. Knowledge and understanding	<u>know and understand</u> 1. The history, themes, theology and narrative of the Book of Acts	
	2. The contents, context, themes and theology of major New Testament Epistles	
		3. Selected approaches to Acts and the early New Testament Church
B. Skills	<u>be able to</u> 1. Discuss: a) the history, themes, theology and narrative presented in the Book of Acts; and	
	b) the contents, context, themes and theology of selected New Testament Epistles	
	2. Analyse key developments and emerging patterns in the beginnings and expansion of the early church	
	3. Explain the issues confronted by, and teaching of, selected New Testament Epistles	
		4. Evaluate selected approaches to Acts and the early New Testament Church
C. Application	<u>be in a position to</u> 1. Integrate perspectives from 'The Early New Testament Church' with their other theological studies.	
	2. Apply perspectives from 'The Early New Testament Church' to current issues in Christian life and thought.	

## Unit Outline

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

1. The Early Church:

The beginnings and expansion of the Church as reflected in the New Testament documents, with special attention to the Acts of the Apostles. Topics to be covered include:

- a. The Jerusalem church
- b. Early Christian preaching
- c. Stephen and the Hellenists
- d. The Pauline mission and churches
- e. The Council of Jerusalem
- f. Schism, heresy and external threat in the early church.

2. The New Testament letters

3. The Revelation.

## Workload Requirement

A unit will generally require about *10 hours per week* for lectures for on campus students or home study for online students, preparation and study, 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. On Campus students:

- a. Lectures – 3 hours per week;
- b. Preparation and reading – 2 hours per week;
- c. Assignments – 5 hours per week.

2. Online students:

- a. Learning Guides & forum posts – 3 hours per week;
- b. Preparation and reading – 2 hours per week;
- c. Assignments – 5 hours per week.

***Please note: On campus students will be expected to attend all lectures. The forum posts are the online student's equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for online students.***

It is important for students to realize that there are three *points of learning* for this unit; namely:

1. Learning Guides.
2. Readings from the textbook and other resources.
3. Personal reflection, input and study.
4. Webinar participation (Online students).

As such, students must ensure that they work systematically through all the material and ensure that they fully prepare for the assessment tasks. This will include the responsibility to synthesize the work read and studied in order to adequately complete the assessment tasks.

### **Learning Guides**

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

### **Textbook**

Students are required to have access to the following textbook which serves both NT501 (first semester) and NT502 (second semester):

Powell, M.A. 2009. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids: Baker Academic.

Copies are available from:

The College Office (limited number at \$40)

Word Books: <http://www.word.com.au/Introducing-the-New-Testament/Mark-Allan-Powell/9780801028687>

Koorong: <http://www.koorong.com/search/product/introducing-the-new-testament-mark-allan-powell/9780801028687.jhtml>

Kindle: <http://www.amazon.com/Introducing-New-Testament-Historical-Theological/dp/080102868X>

Kindle reader for PC:

<http://www.amazon.com/gp/feature.html?docId=1000426311>

Kindle reader for Mac:

<http://www.amazon.com/gp/feature.html?docId=1000464931>

On-campus students will be required to complete pre-reading from the textbook before the lectures each week.

## Unit Lecturer#



**Rev Dr Ian Hussey** is married to Lynette and they have two daughters. Between 1993 and 2010 Ian was solo/Senior Pastor of Nundah/North-East Baptist church during which time the church grew from 35 to 500 people, including people of 15 different nationalities. Ian commenced at Malyon College in 2011 and is the Director of Postgraduate Studies and the Online Content Developer. He also teaches preaching, pastoral leadership and research methods. Ian attends Windsor Road Baptist Church, an international church in the inner west of Brisbane and has taught conversational English as a cross-cultural outreach for over 15 years. He has degrees in science, education, theology and management. Ian's MTh was on "the soteriological use of  $\kappa\alpha\lambda\epsilon\omicron$  by Luke and Paul" and his PhD was on the topic: "The engagement of newcomers in church attendance." His other research interests include church vitality and theological education. Prior to pastoral ministry he was a school teacher in NSW and Queensland. He enjoys music, reading novels and swimming.

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## Unit Schedule

Mod	Date	Preparation	Topic/s	
1	18 July		Unit Introduction	Introduction to Acts
2	25 July	Read Acts 1 - 9	Acts 1 – 9	The Jerusalem church. Stephen and the Hellenists.
Webinar for Online Students Wednesday 26 <sup>th</sup> July 7:30pm				
3	1 Aug	Read Acts 10 – 18 & Powell pp 191 – 200 (Ch 9)	Acts 10 - 18	Early Christian preaching. The Council of Jerusalem.
4	7 Aug	Read Acts 19 – 28 & Powell pp 200 - 213	Acts 19 – 28	The Pauline mission and churches. Schism, heresy and external threat in the early church.
Task 1 due 14 August				
5	15 Aug	Read Powell ch 10 & 11.	The NT letters	Introduction to the Pauline Letters The Use of the OT in the early church.
6	22 Aug	Read Galatians, 1 & 2 Thess. & Powell 19 & 20	Galatians	1 & 2 Thessalonians
Task 2 due 28 August				
7	29 Aug	1 & 2 Cor. Philemon & Powell 13, 14 & 22	1 & 2 Corinthians	Philemon
Webinar for Online Students Wednesday 30 <sup>th</sup> August 7:30pm				
8	5 Sep	Romans and Philippians & Powell 12 & 17	Romans	Philippians
9	12 Sep	Ephesians & Colossians & Powell 16, 18	Ephesians	Colossians
	19 Sep	Study Week		
Task 3 due 25 September				
	26 Sep	Study Week		
10	3 Oct	Read the Pastoral Epistles & Powell ch 21	The Pastoral Epistles	
11	10 Oct	Read 1Peter & 1John & Powell ch's 25, 26 & 27	1 & 2 Peter	1, 2, 3 John
12	17 Oct	Read Hebrews & the Revelation & Powell ch's 23 & 29	Hebrews	The Revelation
13	24 Oct	Read James, Jude & Powell ch's 24, 28	James	Jude Hermeneutics and the Gender Debate
Task 4 due 29 October				
	1 Nov	Study Week		
Semester examinations 3 – 9 November				
Task 5 due 9 November				

## 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 Writing Guide** is available to all students on the Moodle site; it should be studied by all students, 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 3% per day.** The Assignment Writing 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. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
  - b. Web resources 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. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> & 3<sup>rd</sup> level – 2%
  - b. List of References and referencing:
    - i. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> & 3<sup>rd</sup> level – 2%

## **Grade Criteria**

**Bachelor's students at the foundational undergraduate degree 300-level should note that grades are awarded on the following criteria:**

Units at foundational level introduce undergraduate students to the foundational features 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**

- ✓ Attempts to engage primary sources and is aware of their significance for the discipline.
- ✓ Evidences a basic understanding of the foundational features of the discipline.
- ✓ Shows an awareness of relevant scholarly viewpoints without necessarily engaging these in depth.

### **Credit**

- ✓ 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.

### **Distinction**

- ✓ Demonstrates ability in engaging 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.

### **High Distinction**

- ✓ Demonstrates a 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.

**Grades at 500- foundational level 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 Tasks

### NT302 Assessment

#### Task 1

Identify, with reference to the biblical text and scholarship, the plot and structure of the book of Acts. What message was Luke trying to communicate?

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

How well students demonstrate:

1. Engagement with the Scriptures.
2. Engagement with the Learning Guides and Textbook (and other resources).
3. An understanding of the plot and structure of the book of Acts.
4. An understanding of the message Luke was trying to communicate.
5. The ability to write concisely and clearly.
6. The ability to synthesise diverse ideas into a coherent argument.
7. The ability to draw motivated and reasonable conclusions.

**Length: 500 words**

**References:** Students are only required to refer to the textbook and Learning Guides in answering this question. Other sources may be referred to but are not expected.

**Due: Monday 14 August by no later than 11.55 on Moodle**

**Mark allocation: 10%**

**Learning Outcomes addressed: B.1.a**

#### Task 2

Identify two (2) major issues faced by the early NT Church as reported in Acts. How did the early NT Church overcome these issues?

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

How well students demonstrate:

1. Engagement with the Scriptures.
2. An understanding of 2 major issues faced by the early NT Church as reported in Acts
3. An understanding of how the early NT Church overcame these issues.
4. The ability to write concisely and clearly.
5. The ability to synthesise diverse ideas into a coherent argument.
6. The ability to draw motivated and reasonable conclusions.

**Length: 1500 words**

**References: At least 4**

**Due: Monday 28 August by no later than 11.55 on Moodle**

**Mark allocation: 30%**

**Learning Outcomes addressed: B.2**

### Task 3

What were four (4) major issues which prompted the writing of the epistles traditionally ascribed to Paul (excluding the Pastoral Epistles)? Identify which of these issues prompted each epistle.

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

How well students demonstrate:

1. Engagement with the Scriptures.
2. An understanding of 4 major issues which prompted the writing of the epistles traditionally ascribed to Paul (excluding the Pastoral Epistles).
3. The ability to identify which of these issues each of the Pauline epistles addresses with reference to the biblical text.
4. An awareness of, and engagement with, scholarly viewpoints.
5. The ability to write concisely and clearly.
6. The ability to synthesise diverse ideas into a coherent argument.
7. The ability to draw motivated and reasonable conclusions.

**Length: 1200 words**

**References: at least four (4)**

**Due: Monday 25 September by no later than 11.55 on Moodle**

**Mark allocation: 24%**

**Learning Outcomes addressed: B.1.b, B.3**

### Task 4

What were four (4) major issues which prompted the non-Pauline epistles in the NT? Identify which of these issues prompted each epistle.

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

How well students demonstrate:

1. Engagement with the Scriptures.
2. A basic understanding of four issues which prompted the non-Pauline epistles in the NT
3. The ability to identify which of these issues each of the non-Pauline epistles addresses with reference to the biblical text.
4. An awareness of and engagement with scholarly viewpoints.
5. The ability to write concisely and clearly.
6. The ability to synthesise diverse ideas into a coherent argument.
7. The ability to draw motivated and reasonable conclusions.

**Length: 1000 words**

**References: at least four (4)**

**Due: Sunday 29 October by no later than 11.55 on Moodle**

**Mark allocation: 20%**

**Learning Outcomes addressed: B.1.b, B.3**

**Task 5**

- a. Leviticus 19:18 is quoted in three places in the NT epistles (Rom 13:9, Gal 5:14 & James 2:8). Consult 2 OT commentaries on this verse. How does the OT background to this verse add to your understanding of its use in these three NT texts? (400 words).
- b. Choose an issue faced by the contemporary Church. Describe how your study of the early NT Church in this unit helps you to respond to this issue (400 words).

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

How well students demonstrate:

1. Engagement with the Scriptures.
2. Engagement with the Learning Guides and Textbook (and other resources).
3. An understanding of the OT background to Leviticus 19:18.
4. An understanding of how this OT background adds to an understanding of its use in Rom 13:9, Gal 5:14 & James 2:8.
5. An understanding of an issue faced by the early NT church.
6. An understanding of how study of the early NT church in this unit can help in responding to a contemporary issue.
7. The ability to write concisely and clearly.
8. The ability to synthesise diverse ideas into a coherent argument.
9. The ability to draw motivated and reasonable conclusions.

**Length: 800 words**

**References:** Students are only required to refer to the textbook, the two OT commentaries and Learning Guides in answering this question. Other sources may be referred to but are not expected.

**Due: Thursday 9 November by no later than 11.55 on Moodle**

**Mark allocation: 16%**

**Learning Outcomes addressed: C.1, C.2.**

**NT502 Assessment****Task 1**

Identify with reference to the biblical text and scholarship, the plot and structure of the book of Acts. What message was Luke trying to communicate?

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

How well students demonstrate:

1. Engagement with the Scriptures.
2. Engagement with the Learning Guides and Textbook (and other resources).
3. An understanding of the plot and structure of the book of Acts.
4. An understanding of the message Luke was trying to communicate.
5. The ability to write concisely and clearly.
6. The ability to synthesise diverse ideas into a coherent argument.
7. The ability to draw motivated and reasonable conclusions.

**Length: 500 words**

**References:** Students are only required to refer to the textbook and Learning Guides in answering this question. Other sources may be referred to but are not expected.

**Due: Monday 14 August by no later than 11.55 on Moodle**

**Mark allocation: 8%**

**Learning Outcomes addressed: B.1.a**

**Task 2**

Identify two (2) major issues faced by the early NT Church as reported in Acts. How did the early NT Church overcome these issues?

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

How well students demonstrate:

1. Engagement with the Scriptures.
2. An understanding of 2 major issues faced by the early NT Church as reported in Acts.
3. An understanding of how the early NT Church overcame these issues.
4. The ability to write concisely and clearly.
5. The ability to synthesise diverse ideas into a coherent argument.
6. The ability to draw motivated and reasonable conclusions.

**Length: 1500 words**

**References: At least 6**

**Due: Monday 28 August by no later than 11.55 on Moodle**

**Mark allocation: 25%**

**Learning Outcomes addressed: B.2**

### Task 3

“The major issue facing the early NT Church was the tension between Jewish and Gentile believers.” Discuss whether this is an adequate description of the issues which prompted the Pauline epistles (excluding the Pastoral epistles).

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

How well students demonstrate:

1. Engagement with the Scriptures.
2. An understanding of the major issues which prompted the writing of the epistles traditionally ascribed to Paul (excluding the Pastoral Epistles).
3. An understanding of the issues which prompted each epistle.
4. An awareness of, and engagement with, scholarly viewpoints.
5. The ability to write concisely and clearly.
6. The ability to synthesise diverse ideas into a coherent argument.
7. The ability to draw motivated and reasonable conclusions.

**Length: 1300 words**

**References: at least four (4)**

**Due: Monday 25 September by no later than 11.55 on Moodle**

**Mark allocation: 22%**

**Learning Outcomes addressed: B.1.b, B.3**

### Task 4

What were the issues which prompted the writing of the non-Pauline epistles in the NT? With reference to the biblical text identify which of these issues prompted each epistle.

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

How well students demonstrate:

1. Engagement with the Scriptures.
2. A basic understanding of the issues which prompted the non-Pauline epistles in the NT.
3. The ability to identify which of these issues each of the non-Pauline epistles addresses with reference to the biblical text and scholarship.
4. An awareness of and engagement with scholarly viewpoints.
5. The ability to write concisely and clearly.
6. The ability to synthesise diverse ideas into a coherent argument.
7. The ability to draw motivated and reasonable conclusions.

**Length: 1100 words**

**References: at least four (4)**

**Due: Monday 29 October by no later than 11.55 on Moodle**

**Mark allocation: 18%**

**Learning Outcomes addressed: B.1.b, B.3**

### Task 5

- a. Leviticus 19:18 is quoted in three places in the NT epistles (Rom 13:9, Gal 5:14 & James 2:8). Consult 2 OT commentaries on this verse. How does the OT background to this verse add to your understanding of its use in these three NT texts? (400 words).
- b. Choose an issue faced by the contemporary Church. Describe how your study of the early NT Church in this unit helps you to respond to this issue (400 words).
- c. Identify the issues which lead some scholars to question the traditionally recognised authorship of the NT epistles. Are these questions of authorship important for interpretation? (400 words).
- d. Kay Liddle was a missionary pioneer in Papua New Guinea. Read the quote from Liddle's book below. Explain why you agree or disagree with his method of interpretation of the NT epistles (400 words):

Many of the men functioning as church leaders at this time were baptised polygamists whose wise counsel continued to be recognised and followed in both church and community. They were in fact both natural and spiritual leaders who were fulfilling the functions of church elders, although not formally appointed as such because of Paul's teaching in his Pastoral Epistles that an elder and deacon should be 'the husband of but one wife'. This was part of a list of qualifications that reflected the highest ideals of the Hellenistic culture at Ephesus, all of which are mentioned by Paul to ensure that church leaders (and through them the church and the Good News itself) were well regarded by the non Christian community. Polygamy was rare in that pagan society so that was not the specific issue Paul was addressing. He was probably emphasising faithfulness to one wife in a culture in which infidelity was common. Christian virtues such as love, faith, purity, endurance etc are assumed and taken for granted. We considered the fledgling churches were in a state of transition and that it would be wise not to appoint younger monogamous men to positions of church leadership immediately, when in fact older men with more than one wife did have the respect of the church congregations and the society at large. We taught monogamy as part of God's plan for human society and hoped that would be embraced in the next generation.

Liddle, Kay (2013-08-12). Into the Heart of Papua New Guinea (Kindle Locations 4546-4556). Kay Liddle Trust / Castle Publishing. Kindle Edition.

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

How well students demonstrate:

1. Engagement with the Scriptures.
2. Engagement with the Learning Guides, Textbook and the two OT commentaries on Leviticus (and other resources).
3. An understanding of the OT background to Leviticus 19:18.
4. An understanding of how this OT background adds to an understanding of its use in Rom 13:9, Gal 5:14 & James 2:8.
5. The ability to describe an issue faced by the contemporary church.

6. An understanding of how study of the early NT church in this unit can help in responding to a contemporary issue.
7. An understanding of the issues related to traditional authorship of the NT epistles.
8. The ability to argue why or why not authorship is important to interpretation.
9. The ability to understand and critique a contextualised hermeneutical approach to a NT epistle.
10. The ability to write concisely and clearly.
11. The ability to synthesise diverse ideas into a coherent argument.
12. The ability to draw motivated and reasonable conclusions.

**Length: 1600 words**

**References:** Students are only required to refer to the textbook, the two OT commentaries and Learning Guides in answering this question. Other sources may be referred to but are not expected.

**Due: Thursday 9 November by no later than 11.55 on Moodle**

**Mark allocation: 28%**

**Learning Outcomes addressed: A.3, B.4, C.1, C.2.**

## 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)

	1.	2.	3.	4.
<b>Graduate Attribute 1: Personal Maturity</b>				
<i>‘Shepherds with God’s heart’</i>				
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			√	
<b>Graduate Attribute 2: Theological Maturity</b>				
<i>‘Knowledge and understanding of God’s heart’</i>				
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			√	
<b>Graduate Attribute 3: Ministry Maturity</b>				
<i>‘Knowledgeable and wise shepherds’</i>				
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			√	
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				

## Recommended Readings

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

### New Testament Background

- Barnett, P. 1999. *Jesus and the Rise of Early Christianity*. Downers Grove: IVP.
- Evans, C. A. & Porter, S. E. (eds) 2000. *Dictionary of New Testament Background*. Downers Grove: IVP.
- Ferguson, E 2003. *Backgrounds of Early Christianity*. Grand Rapids: Eerdmans.
- Jeffers, J. S. 1999. *The Greco-Roman World of the New Testament Era*. Downers Grove: IVP.
- Keener, C. S. 1993. *The IVP Biblical Background Commentary: New Testament*. Downers Grove: IVP.
- Skarsaune, O. 2002. *In the Shadow of the Temple: Jewish Influences on Early Christianity*. Downers Grove: IVP.
- Witherington, B. 2001. *New Testament History: A Narrative Account*. Grand Rapids: Baker.
- Wright, N. T. 1992. *The New Testament and the People of God*. Minneapolis: Fortress.

### New Testament Introduction

- Achtemeier, P. J.; Green, J. B. & Thompson, M. M. 2001. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans.
- Brown, R. E. 1997. *An Introduction to the New Testament*. New York: Doubleday.
- Carson, D. A. & Moo, D. J. 2005, *An Introduction to the New Testament (2<sup>nd</sup> Edition)*, Zondervan, Grand Rapids.
- DeSilva, D. A. 2004. *An Introduction to the New Testament: Context, Methods and Ministry Formation*. Downers Grove: IVP.
- Elwell, W. A. & Yarbrough, R. W. 2005. *Encountering the New Testament and Readings from the First-Century World*. Grand Rapids: Baker.
- Gundry, R. 2003. *A Survey of the New Testament*. Grand Rapids: Zondervan.
- Guthrie, D. 1990. *New Testament Introduction (Revised)*. Downers Grove: IVP.
- Marshall, I. H.; Travis, S. & Paul, I. 2002. *Exploring the New Testament, vol. 2: A Guide to the Epistles and Revelation*. Downers Grove: IVP.
- Wenham, D. & Walton, S. 2001. *Exploring the New Testament, vol. 1: A Guide to the Gospels & Act*. Downers Grove: IVP.

### New Testament Theology

- Caird, G. B. (completed and edited by L. D. Hurst) 1994. *New Testament Theology*. Oxford: Clarendon.
- Goppelt, L. 1981-1982. *Theology of the New Testament*. 2 vols. Grand Rapids: Eerdmans.
- Hurtado, L. 2003. *Lord Jesus Christ: Devotion to Jesus in Earliest Christianity*. Grand Rapids: Eerdmans.

- Ladd, G. E. 1993. *A Theology of the New Testament*. Grand Rapids: Eerdmans.
- Marshall, I. H. 2004. *New Testament Theology*. Downers Grove: IVP.
- Matera, F. J. 2007. *New Testament Theology*. Louisville: Westminster John Knox.
- Thielman, F. 2005. *New Testament Theology*. Grand Rapids: Zondervan.

#### Dictionaries and Encyclopaedias

- Bromiley, G. W. (ed) 1979-1986, *The International Standard Bible Encyclopedia*, revised, 4 vols. Grand Rapids: Eerdmans.
- Evans, C. A. & Porter, S. E. (eds) 2000, *Dictionary of New Testament Background*. Downers Grove: IVP.
- Freedman, D. N. (ed) 1993. *The Anchor Bible Dictionary*, 6 vols. New York: Doubleday.
- Green, J. B.; McKnight, S. & Marshall, I. H. (eds) 1992. *Dictionary of Jesus and the Gospels*. Downers Grove: IVP.
- Hawthorne, G. F.; Martin, R. P. & Reid, D. G. (eds) 1993. *Dictionary of Paul and His Letters*. Downers Grove: IVP.
- Martin, R. P. & Davids, P. H. (eds) 1998. *Dictionary of the Later New Testament and Its Developments*. Downers Grove: IVP.
- Ryken, L. et al (eds) 1998. *Dictionary of Biblical Imagery*. Downers Grove: IVP.
- Sakenfeld, K. D. (ed) 2006. *New Interpreter's Dictionary of the Bible*, 6 vols. Nashville: Abingdon.
- Vanhoozer, K. J. (ed) 2005. *Dictionary for Theological Interpretation of the Bible*. Grand Rapids: Baker

#### The Apostle Paul

- Bruce, F. F. 1977. *Paul: Apostle of the Heart Set Free*. Grand Rapids: Eerdmans.
- Capes, D. B.; Reeves, R. & Richards, E. R. 2007. *Rediscovering Paul*. Downers Grove: IVP.
- Dunn, J. D. G. 1998. *The Theology of Paul the Apostle*. Grand Rapids: Eerdmans.
- Gorman, M. J. 2004. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids: Eerdmans.
- Horrell, D. 2000. *An Introduction to the Study of Paul*. New York: Continuum.
- Polhill, J. B. 1999. *Paul and His Letters*. Nashville: Broadman & Holman.
- Ridderbos, H. 1975. *Paul: An Outline of His Theology*. Grand Rapids: Eerdmans.
- Schreiner, T. E. 2001. *Paul: Apostle of God's Glory in Christ*. Downers Grove: IVP.
- Witherington, B. 1998. *The Paul Quest*. Downers Grove: IVP.
- Wright, N. T. 2005. *Paul: In Fresh Perspective*. Minneapolis: Fortress.

#### Articles

- MacGregor, Kirk R. 2009. "Is 1 Corinthians 11:2-16 a prohibition of homosexuality?" *Bibliotheca Sacra*, 166, 201-216.
- Walton, Steve 2008a. "Primitive communism in Acts? Does Acts present the community of goods (2:44-45; 4:32-35) as mistaken?" *Evangelical Quarterly*, 80/2, 99-111.
- \_\_\_\_\_. 2008b, "The Acts – of God? What is the 'Acts of the Apostles' all about?" *Evangelical Quarterly*, 80/4, 291-306.

## ACT Policies and Procedures#

### KEY POLICIES

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct 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.acttheology.edu.au](http://www.acttheology.edu.au)):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the 'Recent Updates' link found on the home page.*