

Unit Outline



NT428/438/628/638 Other Writings (1 Corinthians and Hebrews)

QUEENSLAND THEOLOGICAL COLLEGE

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Other Writings**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

UNIT OUTLINE SEMESTER 2 2016

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at www.actheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (see also the QTC Student Handbook) All essays should comply with these standards.

Information about this unit

Unit description

This unit is intended to give students a firm grasp on two key letters of the New Testament: 1 Corinthians and Hebrews. These are central texts of the New Testament and Christianity. The unit provides detailed study of selected passages from these texts, along with an examination of the teaching and purpose of the letters as a whole. For those studying the Greek text, your skills in Greek exegesis will be extended. For those studying the English text, a wider breadth of the letters will be covered.

Learning objectives

NT428 Learning Outcomes

On completion of the unit, students will:

Know and understand:

- 1 Corinthians and Hebrews: authorship, date, destination, occasion, setting, purpose
- The themes and theology of the selected books
- Contemporary issues in the study of the selected books
- The English text of the selected books
- The nature and methods of New Testament exegesis

In order to determine the meaning of the English text of the selected books, Be able to:

- Use sources such as biblical and theological dictionaries, commentaries and on-line resources
- Recognise literary form, genre, structure and rhetorical conventions
- Compare and contrast translations
- Evaluate matters relating to authorship, date and purpose
- Utilize the historical, social and cultural contexts
- Assign passages to the literary and canonical contexts
- Establish the meaning of significant words and phrases in the contexts of the selected books and other New Testament writings
- Trace inter-textual references and allusions
- Discuss the main themes, arguments and theological teachings and
- Exegete the English text of selected chapters from the selected books

Be in a position to:

- Exegete the English text of the selected books for personal understanding and for use in ministry contexts
- Integrate perspectives from the selected books into biblical interpretation and Christian thinking
- Apply the teaching of the selected books to situations and issues in contemporary Christianity and society.

NT438 Learning Outcomes

On completion of the unit, students will:

Know and understand:

- 1 Corinthians and Hebrews: authorship, date, destination, occasion, setting, purpose
- The themes and theology of the selected books
- Contemporary issues in the study of the selected books
- The Greek text of the selected books
- The nature and methods of New Testament exegesis

In order to determine the meaning of the Greek text of the selected books, Be able to:

- Use sources such as lexicons, theological dictionaries, grammars, textual analyses, commentaries and on-line resources
- Identify the authorship, date and purpose
- Translate into English
- Evaluate textual variants and issues in the history of the text
- Recognise literary form, genre, structure and rhetorical conventions
- Utilize the historical, social and cultural contexts
- Assign passages to the literary and canonical contexts
- Establish the meaning of significant words and phrases in the contexts of the selected books and other New Testament writings
- Trace inter-textual references and allusions
- Discuss the main themes, arguments and theological teachings and
- Translate and exegete the Greek text of selected chapters of the selected books

Be in a position to:

- Exegete the Greek text of the selected writings for personal understanding and for use in ministry contexts
- Integrate perspectives from the selected books into biblical interpretation and Christian thinking
- Apply the teaching of the selected books to situations and issues in contemporary Christianity and society

NT628 Learning Outcomes

On completion of the unit, students will:

Know and Understand:

- 1 Corinthians and Hebrews: authorship, date, destination, occasion, setting, purpose
- The themes and theology of the selected books
- Contemporary issues in the study of the selected books
- The English text of the selected books
- The nature and methods of New Testament exegesis
- A selection of historic and contemporary interpretations and uses of the selected books

In order to determine the meaning of the English text of the selected books, be able to

- Use sources such as biblical and theological dictionaries, commentaries and on-line resources
- Recognise literary form, genre, structure and rhetorical conventions
- Compare and contrast translations
- Evaluate matters relating to authorship, date and purpose
- Utilize the historical, social and cultural contexts
- Assign passages to the literary and canonical contexts
- Establish the meaning of significant words and phrases in the contexts of the selected books and other New Testament writings
- Trace inter-textual references and allusions
- Discuss the main themes, arguments and theological teachings
- Exegete the English text of selected chapters from the selected books
- Discuss interpretations of the selected books

Be in a position to:

- Exegete the English text of the selected books for personal understanding and for use in ministry contexts
- Integrate perspectives from the selected books into biblical interpretation and Christian thinking
- Apply the teaching of the selected books to situations and issues in contemporary Christianity and society
- Evaluate interpretations of the selected books

NT638 Learning Outcomes

On completion of the unit, students will:

Know and Understand:

- 1 Corinthians and Hebrews: authorship, date, destination, occasion, setting, purpose
- The themes and theology of the selected books
- Contemporary issues in the study of the selected books
- The Greek text of the selected books
- The nature and methods of New Testament exegesis
- A selection of historic and contemporary interpretations and uses of the selected books

In order to determine the meaning of the English text of the selected books, Be able to:

- Use sources such as lexicons, theological dictionaries, grammars, textual analyses, commentaries and on-line resources
- Identify the authorship, date and purpose
- Translate into English
- Evaluate textual variants and issues in the history of the text
- Recognise literary form, genre, structure and rhetorical conventions
- Utilize the historical, social and cultural contexts
- Assign passages to the literary and canonical contexts
- Establish the meaning of significant words and phrases in the contexts of the selected books and other New Testament writings
- Trace inter-textual references and allusions
- Discuss the main themes, arguments and theological teachings
- Translate and exegete the Greek text of selected chapters from the selected books
- Discuss interpretations of the selected books

Be in a position to:

- Exegete the Greek text of the selected books for personal understanding and for use in ministry contexts
- Integrate perspectives from the selected books into biblical interpretation and Christian thinking
- Apply the teaching of the selected books to situations and issues in contemporary Christianity and society
- Evaluate interpretations of the selected books

How this Unit Contributes to the Course

This unit contributes to the course by examining two letters which address topics that are not covered so directly in other parts of the New Testament. I Corinthians sets a model for how Christians are to live in a culture that is driven by different beliefs and values. Hebrews lays out reasons why Christians should hold tight to Jesus when being pressured to drift away.

Pre-requisites and Co-requisites

Other Writings is an accredited unit towards the ACT Awards at Diploma, Associate Degree, Bachelor and Masters Level.

A pre-requisite for this unit is the successful completion of NT302/502 Early New Testament Church, and for those studying the Greek text, LA004A and LA004B New Testament Greek.

How this unit is organized & what we expect of you

The unit is taught over 13 weeks, with three 50-minute lectures each week. For students studying the English text (NT 428/628), the first session of the week will be an English text class as a substitute for the Greek text translation class.

All students (NT428/628/438/638) will attend the Exegesis and Theological issues classes on Wednesdays. For students studying the Greek text (NT438/638) the final Thursday session will be translation.

The semester will be divided into two halves.

For the first six weeks the unit will study select passages from 1 Corinthians. During those first six weeks Bruce Winter will take the two classes covering exegesis and theological issues, and the class for those studying the English text. Wesley Redgen will take the one class of Greek translation for those studying the Greek text.

For the following seven weeks the unit will study select passages from Hebrews. During these seven weeks Wesley Redgen will take all classes for both the Greek text and English text.

Consult the Unit Timetable on the next page for the details.

READING: Parallel readings are intended to provide further background information on the unit material of the course and to enable students to widen their knowledge of the unit material.

WEEKLY STUDY COMMITMENT: As a guide students should undertake an average of 6 hours of study per week in addition to lecture hours if taking this unit at 400 level, and 7 hours per week in addition to lecture hours if taking it at 600 level. Please speak with the lecturers if you find that you need to spend significantly more time than this on the unit, on a regular basis.

Teaching staff

UNIT CO-ORDINATOR AND LECTURER

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LECTURER

Rev Dr Bruce Winter

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Unit timetable: topics & teaching & learning activities

	Wednesday 9.30-10.20am English Passage	Wednesday 10.45-11.35am Combined Lecture Passage	Wednesday 11.45am-12.35pm Combined Lecture Topic	Thursday 10.45-11.35am Greek Trans. Passage
WEEK 1	1 Cor. 1	1 Corinthians Author, date, Recipients, etc.	1 Cor. 6:9-20	1 Cor. 7:1-16
WEEK 2	1 Cor. 1	1 Cor. 7:1-40	TBA	1 Cor. 11:1-16
WEEK 3	1 Cor. 1	1 Cor. 11:1-16	TBA	1 Cor. 11:17-34
WEEK 4	1 Cor. 16	1 Cor. 11:17-34	TBA	1 Cor. 15:1-16
WEEK 5	1 Cor. 16	1 Cor. 15:1-33	TBA	1 Cor. 15:17-34
WEEK 6	1 Cor. 16	1 Cor. 15:34-58	TBA	<i>Heb. 8:1-13</i>
WEEK 7	Heb. 2:5-9 *See below.	Hebrews: author, date, recipients etc.	<i>Heb. 8:1-13</i> New covenant	<i>Heb. 9:1-14</i>
WEEK 8	Heb. 2:10-18 *See below.	<i>Heb. 9:1-14</i> tabernacles	Jesus is better than ... Jewish or Platonic thought?	<i>Heb. 9:15-28</i>
WEEK 9	Creation, the image of God and glory.	<i>Heb. 9:15-28</i> Christ as Mediator of the New covenant	Preaching Heb. 9	<i>Heb. 10:1-18</i>
WEEK 10	Heb. 3:1-11 *See below.	<i>Heb. 10:1-18</i> Insufficiency of OT sacrificial system	Melchizedek and Psalm 110	<i>Heb. 10:19-39</i>
WEEK 11	Heb. 3:12-19 *See below.	<i>Heb. 10:19-39</i> Therefore draw near	Perseverance and the warning cycles	<i>Heb. 12:1-13</i>
WEEK 12	Heb. 4:1-7 *See below.	<i>Heb. 12:1-13</i> Run with perseverance	Preaching Heb. 10	<i>Heb. 12:14-29</i>
WEEK 13	Heb. 4:8-13 *See below.	<i>Heb. 12:14-29</i> Live in holiness	The Role of Hebrews 11 and 13.	<i>To be advised</i>

* Also read the corresponding pages from Schreiner, Owen, and Adam.

Schreiner, Tom. *Commentary on Hebrews*. BTCP. Nashville: B&H Publishing Group, 2015

John Owen. *Epistle to the Hebrews*. Grand Rapids: Kregel, 1968. (Abridged in 1 vol.)

Peter Adam. *The Majestic Son: Reading Hebrews Today*. Sydney: Aquila, 1992.

These are to be read before class. The class will consist of a discussion of the passage and of the readings which form the basis for your second assessment piece. See discussion questions associated with the assignment below.

NT428 (English Text) Assessments

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p>Exegesis Major Paper</p> <p>3200 words</p> <p>Worth 60% of final grade</p>	<p>A two-part paper with a total of 3200 words.</p> <p>Part A: Write a 2400 word exegetical essay on ONE of the following passages in the English Text:</p> <ol style="list-style-type: none"> 1 Corinthians 7:1-7 <p>OR</p> <ol style="list-style-type: none"> 2. Hebrews 9:6-14 <p>Part B: Write an essay of 800 words placing the theology of the passage within the context of the entire letter, New Testament theology and biblical theology.</p>
<p>Literature Review</p> <p>2500 words</p> <p>Worth 40% of final grade</p>	<p>A Literature Review totalling 2500 words.</p> <p>Students are required to review literature concerning whichever letter they do NOT select for the Exegesis Major Paper (see below).</p> <p>Option A - for students who EXEGETE a passage from 1 CORINTHIANS:</p> <p>Students are required to complete a reading journal covering Chapters 2-4 of HEBREWS, and the relevant sections of the following commentaries:</p> <p>Schreiner, Thomas R. <i>Commentary on Hebrews</i>. BTCP Nashville, TN: Holman, 2015.</p> <p>Owen, John. <i>Epistle to the Hebrews</i>. Grand Rapids: Kregel, 1968. (Abridged in 1 vol.)</p> <p>Adam, Peter. <i>The Majestic Son: Reading Hebrews Today</i>. Sydney, Aquila, 1992.</p> <p>In the journal students should address the following:</p> <p>The Passage:</p> <p>What is the structure/flow of Hebrews Chapters 2-4? What is the big picture/idea of the passage? How does it rely on and build on the previous passage(s)?</p>

For the above Commentaries:

Is there a difference in emphasis between the authors?
In what ways was each author helpful? Not helpful?

Application:

How does the teaching of this passage intersect with views in our culture or our churches?

How would you apply this to yourself and to those you teach?

OR

Option B - for students who EXEGETE a passage from HEBREWS:

Students are required to complete a reading journal covering **Chapters 1-4 of 1 CORINTHIANS** and the following **books**:

Carson, D.A. *The Cross and Christian Ministry*, Grand Rapids, MI: Baker, 1993.

Winter, Bruce W. *After Paul left Corinth*. Grand Rapids, MI: Eerdmans, 2001, pages 1-43.

In the journal students should address the following:

The Passage:

What is the structure and big picture of 1 Corinthians 1-4?
How does it lay the foundation for the rest of the letter?

For the above books by Carson and Winter:

Compare and contrast the approaches of the books by Carson and Winter to 1 Corinthians 1-4.

What are the advantages and disadvantage of each approach?
How can they profitably be used together?

Application:

How does the teaching of this passage intersect with views in our culture or our churches?

How would you apply this to yourself and to those you teach?

NT438 (Greek Text) Assessments

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p>Exegesis Major Paper</p> <p>3200 words</p> <p>Worth 60% of final grade</p>	<p>A two-part paper with a total of 3200 words.</p> <p>Part A: Write a 2400 word exegetical essay on ONE of the following passages in the Greek Text:</p> <ol style="list-style-type: none"> 1. 1 Corinthians 7:10-16 <p>OR</p> <ol style="list-style-type: none"> 2. Hebrews 9:15-22 <p>Part B: Write an essay of 800 words placing the theology of the passage within the contexts of the entire letter, New Testament theology and Biblical theology.</p>
<p>Eight Greek Exegesis Online Tests</p> <p>Eight one-hour Greek Exegesis Tests to be completed online via Moodle.</p> <p>Worth 40% of final grade</p>	<p>The eight tests will cover grammatical and exegetical matters from the translation tasks of the relevant week.</p> <p>Students are required to answer in 300 words for each test, making a total of 2400 words.</p> <p>Students are to record their word total at the end of their answers.</p> <p>Four tests will be based on 1 Corinthians and four on Hebrews.</p> <p>Students will not be advised of the dates of the tests at the beginning of the semester. They will be advised of each test at the end of the relevant class, and by email when the test becomes available on Moodle. Once students open the test they will have one hour in which to complete it.</p>

NT628 (English Text) Assessments

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p>Exegesis Major Paper</p> <p>4000 words</p> <p>Worth 60% of final grade</p>	<p>A two-part paper with a total of 4000 words.</p> <p>Part A: Write a 3000 word exegetical essay on ONE of the following passages in the English text:</p> <ol style="list-style-type: none"> 1. 1 Corinthians 7:17-24 <p>OR</p> <ol style="list-style-type: none"> 2. Hebrews 10:1-10 <p>Part B: Write an essay of 1000 words placing the theology of the passage within the context of the entire letter, New Testament theology and biblical theology.</p>
<p>Literature Review</p> <p>2800 words</p> <p>Worth 40% of final grade</p>	<p>A Literature Review totaling 2800 words. Students are required to review literature concerning whichever letter that they do NOT select for the exegesis paper.</p> <p>Option A - for students who EXEGETE a passage from 1 CORINTHIANS.</p> <p>Students are required to complete a reading journal covering Chapters 2-4 of HEBREWS, and the relevant sections of the following commentaries.</p> <p>Schreiner, Thomas R. <i>Commentary on Hebrews</i>. BTCP Nashville TN: Holman, 2015.</p> <p>Owen, John. <i>Epistle to the Hebrews</i> Grand Rapids: Kregel, 1968. (Abridged in 1 vol.)</p> <p>Adam, Peter. <i>The Majestic Son: Reading Hebrews Today</i>. Sydney, NSW: Aquila, 1992.</p> <p>In the journal, students should address the following:</p> <p>The Passage:</p> <p>What is the structure/flow of Hebrews Chapters 2-4? What is the big picture/idea of the passage? How does it rely on and build on the previous passage(s)?</p> <p>For the above Commentaries:</p> <p>Is there a difference in emphasis between the authors? In what ways was each author helpful? Not helpful?</p>

Application:

How does the teaching of this passage intersect with views in our culture or our churches?

How would you apply this to yourself and to those you teach?

Also assess the differing approaches of the above commentaries towards understanding Hebrews 8.

Discuss: "There is always value in reading a spectrum of approaches for understanding any passage." This section should form about 500 words of your total answer of 2800 words.

OR

Option B - for students who EXEGETE a passage from HEBREWS.

Students are required to complete a reading journal covering **Chapters 1-4 and Chapter 6:1-8 of 1 CORINTHIANS** and the following **books**:

Carson, D.A. *The Cross and Christian Ministry*. Grand Rapids, MI: Baker, 1993.

Winter, Bruce W. *After Paul left Corinth*. Grand Rapids, MI: Eerdmans, 2001, pages 1-43 and 58-75.

In the journal students should address the following:

The Passage:

What is the structure and 'big picture' of 1 Corinthians 1-4?
How does it lay the foundation for the rest of the letter?

For the above books by Carson and Winter:

Compare and contrast the approaches of these books to 1 Corinthians 1-4.

What are the advantages and disadvantage of each approach?

How can they profitably be used together?

To what extent might 1 Cor.1-4 be misunderstood without Winter's work?

Application:

How does the teaching of this passage intersect with views in our culture or our churches?

How would you apply this to yourself and to those you teach?

Also assess the contributions of Chapter 4 of Winter's work for understanding 1 Corinthians 6:1-8. This section should form about 500 words of your total answer of 2800 words.

NT638 (Greek Text) Assessments

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p>Exegesis Major Paper</p> <p>4000 words</p> <p>Worth 60% of final grade</p>	<p>A two-part paper with a total of 4000 words.</p> <p>Part A: Write a 3000 word Exegetical Essay on ONE of the following passages in the GREEK text.</p> <ol style="list-style-type: none"> 1 Corinthians 11:17-34. <p>OR</p> <ol style="list-style-type: none"> Hebrews 9:23-28. <p>Part B: Write an essay of 1000 words placing the theology of the passage within the contexts of the entire letter, New Testament theology and biblical theology.</p>
<p>Eight Greek Exegesis Online Tests</p> <p>Eight one-hour Greek Exegesis Tests to be completed online via Moodle.</p> <p>Worth 40% of final grade</p>	<p>The tests will cover grammatical and exegetical matters from the translation tasks of the relevant week.</p> <p>Students are required to answer in 350 words for each test, making a total of 2800 words.</p> <p>Students are to record their word total at the end of their answers.</p> <p>Four tests will be based on 1 Corinthians and four on Hebrews.</p> <p>Students will not be advised of the dates of the tests at the beginning of the semester. They will be advised of each test at the end of the relevant class, and by email when the test becomes available on Moodle. Once students open the test, they will have one hour in which to complete it.</p>

Guide to Assessments

All students are expected to read the guidelines for written assignments provided in the ACT Handbooks, available in the library or online. You should also read the relevant sections of the QTC Student Manual.

All written work for this course should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions.)

All Greek and Hebrew cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Greek Hebrew and Roman Unicode ranges, but is not required. It is freely available from the SBL website: <http://www.sbl-site.org/educational/biblicalfonts.aspx>

The Learning Resources listed in this outline provide a beginning point for research for assessments for this course; students are expected to engage with the works listed there, but are not limited to these resources. The literature on 1 Corinthians and Hebrews is massive, and you are encouraged to consult widely.

Do note carefully the *number of words required* for each assessment item, depending on whether you are enrolled for NT428 (based on the English Text) or NT438 (Greek Text) or NT628 (English Text) or NT638 (Greek Text).

Assessment 1: Exegesis Major Paper

Purpose:

1. To assess your ability to exegete the chosen passage in detail and critically interact with scholarship on that passage.
2. To assess your ability to build a sustainable argument for how you believe the passage should be interpreted.
3. To assess your ability to integrate the theology of the passage into a wider theological structure.

There are two parts to this task:

Introduction, Setting and Structure; and Translation, Analysis and Synthesis of a set passage.

Integration of the theology of a small passage into a wider theological structure.

Below are the component building blocks of the exegesis paper. However, it is primarily an essay arguing for a particular interpretation of the passage.

Introduction, Setting and Structure:

- *Introduction*: a brief statement of intent or purpose.
- Mention the *authorship*, and defend it if controverted.
- Discuss the *historical setting* of the passage (time, place, occasion of writing and recipients).
- Discuss the *canonical setting* of the passage - where it fits into Hebrews.
- Describe the *immediate context* of your passage, and explain and defend its *boundaries* as a self-contained unit of Scripture.
- You may need to discuss *critical questions* about which is the best *text* of the passage, especially if you are studying Hebrews in Greek.

- Describe the *structure* of the passage and its *literary features*, including its literary genre (narrative, poetry etc).

Translation, Analysis and Synthesis: This is the heart of your task.

Translation and Grammatical Remarks:

- *Translate* the passage, taking textual variants into account.
- Study carefully *key words or phrases*, historically and within the present context.
- Provide a detailed *grammatical discussion of significant issues* (though NOT simply the parsing of individual words).
- Attempt to *give a solution* for any grammatical and exegetical problems.
- Remember that your *structural outline* should provide the basic outline of your approach to the passage.
- The conclusions that you have drawn from your discussion of *critical questions* should be incorporated here.

Analysis of the Passage:

- Give a faithful *exposition of the meaning of the passage*, on the basis of all the preceding work.
- *Compare or contrast* this passage with other passages that cover the same or similar topics.

Synthesis and Conclusion:

- Summarise *the message* of the passage.
- Outline any major *Biblical themes* that emerge from the passage.
- The synthesis will often involve the discussion of matters that first emerged in the *structural outline*.

Part 2: Integration of the theology of the passage

Place the theology of the passage within the context of the whole letter, NT theology and biblical theology.

Answer questions such as:

How does this passage advance or contribute to the message of the book?

What does this passage contribute to the bible's teaching on this theological topic/theme?

Does it sit in tension with other parts of scripture? How is this tension resolved?

How does this passage sit in relation to the Old Testament and the progressive revelation of God's redemptive purposes?

Your paper should include a **bibliography** in the usual SBL format.

Assessment 2:

English text students: Literature Review

This assessment is worth 40% of your semesters mark and is due at the end of semester (consult Schedule of Assessment dates).

Option A (for those who exegeted a passage from 1 Corinthians)

You will be required to complete a reading journal covering the questions below for four of the six weeks (weeks 7-11) of the Hebrews reading.

This Hebrews English text class will be a reading discussion class. You are required to read the allocated passage from Hebrews for the week and also the corresponding sections of the following three commentaries.

Tom Schreiner – probably the current leading NT commentator in Pauline studies, now branching into Hebrews. This is one of the most recent commentaries published on Hebrews.

John Owen – a famous English Puritan. You are reading the abridged version of a massive four volume work on Hebrews. The complete unabridged version is available in the QTC library and is also online for free.

Peter Adam – Former Principal of Ridley College Melbourne. A good friend of QTC. This is designed for congregational use.

You must come to class ready to discuss the following questions. As you read and answer the questions pay particular attention to the way Hebrews develops and applies the Old Testament.

The passage

What is the structure/flow of the passage?

What is the big picture/idea of the passage?

How does it rely on and build on the previous passage(s)?

The commentaries

Is there a difference in emphasis between the authors?

In what ways was each author helpful? Not helpful?

Application

How does the teaching of this passage intersect with views in our culture or our churches?

How would you apply this to yourself and to those you teach?

NT 628 must also answer:

Assess the differing approaches of these 3 books toward understanding Hebrews 8.
Discuss "There is always value in reading a spectrum of approaches for understanding any passage."

OR

Option B (for those who exegeted a passage from Hebrews)

This exercise will not be discussed in class, but is to be completed in conjunction with the lectures on 1 Corinthians.

You are required to read:

D.A. Carson, *The Cross and Christian Ministry*, Grand Rapids: Baker, 1993.

Bruce W. Winter, *After Paul left Corinth*, Grand Rapids: Eerdmans, 2001, pp. 1-43.

Complete a journal on your reading. Cover the following questions:

What is the structure and big picture of 1 Corinthians 1-4?

How does it lay the foundation for the rest of the letter?

Compare and contrast the approaches of the two books to 1 Corinthians 1-4.

What are the advantages and disadvantage of each approach?

How can they profitably be used together?

Application

How does the teaching of this passage intersect with views in our culture or our churches?

How would you apply this to yourself and to those you teach?

NT 628 must also answer:

Assess the contributions of the later chapters of Winter's work for understanding 1 Cor 6:1-8.

To what extent might 1 Cor 1-4 be misunderstood without Winter's work?

Greek text students: Weekly online tests

On eight of the 13 weeks you will have a 60 minute online test covering the passage translated in class for that week. Students enrolled in NT438 be expected to write about 300 words for their answers to each test. Students enrolled in NT638 are expected to write about 350 words for their answers to each test. Students are required to record their word total at the end of their answers. There will be questions on the grammar, significant words, and meaning of constructions discussed in class. You will not know which weeks we have the test until after the class. The best preparation is to do the set translation at home, then review it in class in preparation for the possible test that week. Unless you have done the preparation before class and attended the lecture, you will struggle to complete the task.

Preaching Hebrews Discussions:

On the days we discuss preaching the chapters of Hebrews, we will use the following as a guide:

READ THE PASSAGE

How many sermons in this passage? Divide where?

Where are the units of thought to divide your sermon?

What is the big picture of the passage you want to present in the sermon?

What are the main exegetical points you want to highlight?

- How will you tie these into the main point?

How would you structure your teaching of this?

- How does the structure of your sermon line up with the flow / structure of the passage?
- Are you going verse by verse, or are you pulling out themes or plot developments?

Where does the passage touch base with our culture and society?

- in agreement?
- in contrast?

How would we apply this to our people living in this culture and society?

How does the passage touch base with us in relation to God/Jesus?

How would we apply this to our people to encourage them to live for Jesus?

How does this passage feel?

- encouraging? rebuking? etc?

How would you capture/communicate this?

How would your sermon feel?

Summary:

The sermon in one sentence.

The application in one sentence

Learning Resources

ESSENTIAL REFERENCES

NT428/628 Textbooks

A good commentary on 1 Corinthians and Hebrews such as:

Garland, D. *1 Corinthians*. BECNT Grand Rapids, MI: Baker, 2003 – *this is one you will use in pastoral ministry with or without Greek*.

AND

For the Exegesis Assessment on Hebrews and Reading throughout the unit:

Schreiner, Tom. *Commentary on Hebrews*. BTCP. Nashville: B&H Publishing Group, 2015

AND

For Reading throughout the unit:

John Owen. *Epistle to the Hebrews*. Grand Rapids: Kregel, 1968. (Abridged in 1 vol.)

Peter Adam. *The Majestic Son: Reading Hebrews Today*. Sydney: Aquila, 1992.

Depending on your assignment choice you may also require:

D.A. Carson, *The Cross and Christian Ministry*, Grand Rapids: Baker, 1993.

Bruce W. Winter, *After Paul left Corinth*, Grand Rapids: Eerdmans, 2001.

NT438/638 Textbooks

A good commentary on 1 Corinthians and Hebrews such as:

1 Corinthians

Garland, D. *1 Corinthians*. BECNT Grand Rapids, MI: Baker, 2003. – *this is one you will use in pastoral ministry with or without Greek*. OR

Thiselton, A. C. *The First Epistle to the Corinthians*. NIGTC Grand Rapids: Eerdmans, 2001). – *This examines the Greek in detail, but probably best to complement the above, not replace it*.

Hebrews

Schreiner, Thomas R. *Commentary on Hebrews*. BTCP Nashville TN: Holman, 2015. - *Hot off the press – I can't comment yet, but expect it to be good*.

OR

Lane, W. L. *Hebrews 2 Vols*; Dallas, TX: Word, 1991. – *a recognized classic*

OR

Guthrie, G. H. *Hebrews*. NIVAC Grand Rapids: Zondervan, 1998. – *more pastoral than the above two*.

Students doing exegesis from the Greek text will also require the following:

The Greek New Testament, (5th Ed, United Bible Societies – 4th edition will suffice)

Students who wish to seriously pursue Greek studies should have a copy of *Bauer, Arndt*,

OTHER REFERENCES

1 Corinthians

General Studies

- Adams, E. and D. G. Horrell (eds), *Christianity at Corinth: The Quest for the Pauline Church*. Louisville, KY: Westminster John Knox, 2004.
- Banks, R. *Paul's Idea of Community*. Rev. ed.; Peabody, MA: Hendrickson, 1994.
- Cheng, A. T. *Idol Food in Corinth: Jewish Background and Pauline Legacy*. Sheffield: SAP, 1999.
- Chow, J. K. *Patronage and Power: Studies on Social Networks in Corinth*. Sheffield: SAP, 1992.
- Clarke, A. D. *Secular and Christian Leadership in Corinth: A Socio-Historical and Exegetical Study of 1 Corinthians 1-6*. Leiden: Brill, 1993.
- Forbes, C. B. *Prophecy and Inspired Speech in Early Christianity and Its Hellenistic Environment*. Tübingen: Mohr, 1995.
- Furnish, V. P. *The Theology of the First Letter to the Corinthians*. Cambridge: CUP, 1999.
- Hafemann, S. *Suffering and Ministry in the Spirit: Paul's Defence of his Ministry in 1 Corinthians 2:14-3:3*. Carlisle, Cumbria: Paternoster, 2000.
- Litfin, D. *St Paul's Theology of Proclamation: 1 Corinthians 1-4 and Greco-Roman Rhetoric*, Cambridge: CUP, 1994.
- Martin, D. B. *The Corinthian Body*. New Haven, CT: Yale University, 1995.
- Pickett, R. *The Cross in Corinth: The Social Significance of the Death of Jesus*. Sheffield: SAP, 1997.
- Savage, T. B. *Power through Weakness: Paul's Understanding of the Christian Ministry in 2 Corinthians*. New York: CUP, 1996.
- Theissen, G. *The Social Setting of Pauline Christianity: Essays on Corinth*. Philadelphia, PA: Fortress Press, 1982.
- Welborn, L. L. *Paul, the Fullness of Christ*. London/New York: T&T Clark, 2005.
- Welborn, L. L. *Politics and Rhetoric in the Corinthians Epistles*, Macon, GA: Mercer University, 1996.
- Winter, B. W. *After Paul Left Corinth: The Influence of Secular Ethics and Social Change*, Grand Rapids, MI: Eerdmans, 2001.

Commentaries

- Collins, R. F. *First Corinthians*. SP Collegville, MN: Liturgical, 1999.
- Dunn, J. D. G. *1 Corinthians*. New Testament Guides. Sheffield: Continuum, 2003.
- Garland, D. *1 Corinthians*. BECNT Grand Rapids, MI: Baker, 2003.
- Horsley, R. A. *1 Corinthians*. ANTC Nashville, TN: Abingdon, 1998.
- Thiselton, A. C. *The First Epistle to the Corinthians*. NIGTC Grand Rapids, MI: Eerdmans, 2001.
- Witherington, B. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids, MI: Eerdmans, 1994.

Hebrews

General Studies

Hagner, D. A. *Encountering the Book of Hebrews*. Grand Rapids, MI: Baker, 2002.

Schenck, K. L. *Understanding the Book of Hebrews*. Louisville, KY: Westminster John Knox, 2003.

Isaacs, M. E., *Sacred Space: An Approach to the Theology of the Epistle to the Hebrews*. Sheffield: SAP, 1992.

Hurst, L. D. *The Epistle to the Hebrews: Its background and Thought*. SNTSMS. Cambridge: Cambridge University Press, 1990.

Lindars, Barnabas. *The Theology of the Letter to the Hebrews*. New Testament Theology. Cambridge: Cambridge University Press, 1991.

Commentaries

Bruce, F. F., *Hebrews*. NICNT Grand Rapids, MI: Eerdmans, 1994.

de Silva, D. A., *Perseverance in Gratitude: A SocioRhetorical Commentary on the Epistle to the Hebrews*. Grand Rapids, MI: Eerdmans, 2000.

Ellingworth, P. *The Epistle to the Hebrews*. NIGTC Grand Rapids: Eerdmans, 1993.

Hughes, G. *Hebrews and Hermeneutics*. SNTSMS Cambridge: CUP, 2004.

Koester, C. *The Epistle to the Hebrews*. New York: Doubleday, 2001.

Lane, W. L., *Hebrews*. 2 Vols; Dallas, TX: Word, 1991.

Pfizner, V. C., *Hebrews*. ANTC Nashville, TN: Abingdon, 1997.

Johnson, L. T. *Hebrews: A Commentary*. OTL Louisville, KY: Westminster/John Knox, 2006.

Attridge, H. *The Epistle to the Hebrews*. Hermemeia. Philadelphia, PA: Fortress, 1989.

Guthrie, George H. *Hebrews*. TNTC Grand Rapids, MI: Zondervan, 1998.

ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4