



Queensland
Theological College



NT302/502

The Early New Testament Church

Unit Outline

About this Unit Outline

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

SEMESTER 2 2019

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 Handbook**, copies of which may be found in the Library or online at www.acttheology.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 ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

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

Information about this unit

Unit description

One writer has said that all Christians have within them something of a "restoration" mentality when it comes to "fixing" the church. i.e., we tend to feel that if we could just restore the church to the way that it used to be in NT days, everything would be all right. Well, I hope this unit helps you to understand that there were lots of problems within the early church and persecutions from without. I trust that you will find it exciting and interesting that despite these challenges the word continued to grow and spread. I pray this will encourage you to trust God as he continues to spread the word today, in the face of problems within the church and pressures from outside the church.

The first section of the unit focuses on the Acts of the Apostles and investigates the history, theology and features of the early church as it grew, expanded, and matured.

In the second section, students will examine in outline several other New Testament Writings (various Epistles and Revelation) not covered elsewhere in the course.

Learning Outcomes

NT302 Learning Outcomes

On completion of this unit, students will:

Know and understand:

- The history, themes, theology and narrative of the Book of Acts
- The contents, context, themes and theology of major New Testament Epistles

Be able to:

- Discuss: a) the history, themes, theology and narrative presented in the Book of Acts; and b) the contents, themes and theology of selected New Testament Epistles
- Analyse key developments and emerging patterns in the beginnings and expansion of the early church
- Explain the issues confronted by and teaching of selected New Testament Epistles

Be in a position to:

- Integrate perspectives from 'The Early New Testament Church' with their other theological studies
- Apply perspectives from 'The Early New Testament Church' to current issues in Christian life and thought

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Be able to:

- Discuss: a) the history, themes, theology and narrative presented in the Book of Acts; and b) the contents, themes and theology of selected New Testament Epistles
- Analyse key developments and emerging patterns in the beginnings and expansion of the early church
- Explain the issues confronted by and teaching of selected New Testament Epistles
- Evaluate selected approaches to Acts and the early New Testament Church

Be in a position to:

- Integrate perspectives from 'The Early New Testament Church' with their other theological studies
- Apply perspectives from 'The Early New Testament Church' to current issues in Christian life and thought

How this Unit Contributes to the Course

The unit is a core unit in your degree. It is concerned not so much with critical issues as with enabling students to grasp a firm understanding of the development of the early church and of the contents, themes and theology of the various books of the New Testament.

This unit caters for students studying either of the following accredited units:

- NT302 The Early New Testament Church – a core module of the BTh/BMin/AssocDegTh/DipTh/DipMin.
- NT502 The Early New Testament Church – a core module of the MDiv/ GradDipDiv/ GradCertDiv.

Each of these units is a 4-credit point unit in its respective award.

Pre-requisites and Co-requisites

This is a core unit and as such there are no pre-requisites or co-requisites associated with it.

How this unit is organized & what we expect of you

The unit is taught over a 13-week semester. There are three lectures each week, each of 50 minutes duration.

At Bachelor level, a 4 credit point (cp) unit is considered to require 6 – 8 hrs of time commitment per week. At MDiv level, the expectation for a 4cp unit is 7-9 hours on average.

Students are required to attend all lectures, complete any set pre-reading and complete the assessment tasks by the due dates.

Teaching staff

LECTURER AND UNIT COORDINATOR

Rev. Dr. Nick Brennan

E nbrennan@qtc.edu.au

P 07 3062 6939

Please feel free to contact me if you have any problems or concerns about the unit.

Other Key Contacts

Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939, extension 2

E registrar@qtc.edu.au

Moodle functions and queries

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939, extension 2

E registrar@qtc.edu.au

Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, & for how to renew a book for longer or place a hold on a book currently out to another person.

P 07 3062 6939, extension 3

E library@qtc.edu.au

Unit timetable: topics & teaching and learning activities

	LECTURE TOPIC	AFTER LUNCH	READINGS
WEEK 1	Introduction to Acts Acts 1:1-6:7	Themes in Acts	Peterson or Schnabel on Acts 1:1-6:7 Barnett, 13-26,195-217 Carson Moo on Acts
WEEK 2	Acts 6:8-9:31	Themes in Acts	Peterson or Schnabel on Acts 6:8-9:31 Barnett, 217-230
WEEK 3	Acts 9:32-12:24	Themes in Acts	Peterson or Schnabel on Acts 9:32-12:24. Barnett, 231-246
WEEK 4	Acts 12:25-16:5	Themes in Acts	Peterson or Schnabel on Acts 12:25-16:5 Barnett 269-271, 276-296, 328-329
WEEK 5	Acts 16:6-19:20	Themes in Acts	Peterson or Schnabel on Acts 16:16-19:20 Barnett, 329-337
WEEK 6	Acts 19:21-28:31	Themes in Acts	Peterson or Schnabel on Acts 19:21-28:31 Barnett, 337-343
WEEK 7	1 Thessalonians	Same as before lunch	Book of 1 Thessalonians + Carson Moo on 1 Thessalonians
WEEK 8	James	Same as before lunch	Book of James + Carson Moo on James
WEEK 9	Galatians	Same as before lunch	Book of Galatians + Carson Moo on Galatians
WEEK 10	Ephesians/Colossians	Same as before lunch	Books of Ephesians & Colossians. + Carson Moo on Eph. & Col.
WEEK 11	1 John	Same as before lunch	Book of 1 John + Carson Moo on 1 John
WEEK 12	1 Peter	Same as before lunch	Book of 1 Peter + Carson Moo on 1 Peter
WEEK 13	Revelation	Same as before lunch	Book of Revelation + Carson Moo on Revelation

It is strongly advised that students read the set portions prior to the class, rather than after. The unit timetable above indicates chapters in the textbooks for pre-reading. Students should read the chapters on the passage for the week from either Peterson or Schnabel, as well as the set pages from Carson & Moo and/or Barnett. The lectures are not designed to provide content that can be found in the textbook. The lectures will assume that the student has completed the pre-reading chapter(s). During the lecture, certain aspects will be emphasized and explained and discussion will be encouraged in order to seek to apply what has been learned to life and understanding.

NT302 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.

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties Policy**, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within 10% of the required **word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK(S)	DESCRIPTION
<p>2000 word Essay</p> <p>50% of final Grade</p>	<p>A 2000 word essay, which will cover the topics of weeks 1-8 of the unit – The Book of Acts and the Letters of 1 Thessalonians or James.</p> <p>Write a 2000 word essay on ONE of the following topics.</p> <ol style="list-style-type: none"> 1. How does prayer play a key role in the Book of Acts? 2. Discuss how the apostles interact with non-Jewish religions in their proclamation of the gospel in Acts. 3. Discuss how 1 Thessalonians bears witness to the centrality of 'instruction' (1 Thess 4:2) in Paul's ministry. 4. In James 2:1–13 the author twice condemns the practice of "partiality" (2:1, 9 ESV). Discuss why this seems to be of such concern for James in addressing the congregations to which he is writing and why he stresses impartiality as an important aspect of Christian corporate life.
<p>90 minute Exam</p> <p>50% of final Grade</p>	<p>A 90-Minute Exam which will assess the contents, context, themes and theology of Acts, Galatians, Ephesians, Colossians, 1 John, 1 Peter and Revelation.</p> <p>The Exam will include two sections:</p> <p>Section A: Section A will consist of ten short answer questions in two sub-sections.</p> <p>Sub-section i will contain four questions on Acts; sub-section ii will consist of six questions on the remaining books listed above.</p> <p>Of these ten questions, students must answer six, three from section i and three from section ii, with all questions weighted equally. This section will count for two-thirds of the total examination marks. So students will be advised to spend about one hour answering Section A.</p>

	<p>Section B: Students must answer one essay question out of three questions. All questions in this section are weighted equally. This section will count for one-third of the total examination marks. So students will be advised to spend about half an hour answering Section B.</p>
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NT502 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.

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within 10% of the required **word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK(S)	DESCRIPTION
<p>2500 word Essay</p> <p>50% of final Grade</p>	<p>A 2500 word essay, which will assess the historical, political and religious background to the New Testament church and will cover the topics for Weeks 1-8 of the unit – The Book of Acts and the Letters of 1 Thessalonians or James.</p> <p>Write a 2500 word essay on ONE of the following topics.</p> <ol style="list-style-type: none"> 1. Explain the importance of the Jerusalem Council in Acts. In your essay include comments on both a) the evidences which help resolve the debate and b) the nature of the apostolic letter which issues from it. 2. Choosing either Peter’s speech in Acts 2 or Paul’s speech in Acts 13 discuss how, in their preaching, the apostles “display from the Scriptures that Jesus is the Christ” (Acts 18:28) 3. 1 Thessalonians 1:9 and 2:1 both use the same Greek word which the ESV translates as “reception” (1:9) and “coming” (2:1). Discuss why this idea of the coming/reception of Paul and his band is so central to the early chapters of 1 Thessalonians. 4. An appearance of formal contradiction between the statements of James 2:18–26 and Paul’s teaching on justification by faith has played an important role in the reading and interpretation of James. Detail solutions which have been offered to deal with this tension, and evaluate them, in particular, against your own explanation of the meaning and purpose of James’ teaching in this passage.

<p>2 hour Exam</p> <p>50% of final Grade</p>	<p>A Two-Hour Exam which will assess the contents, context, themes and theology of Acts, Galatians, Ephesians, Colossians, 1 John, 1 Peter and Revelation.</p> <p>The Exam will include two sections:</p> <p>Section A: Section A will comprise two sub-sections. Sub-section i will contain three questions on the book of Acts, of which students must answer one. Sub-section ii will contain four questions on the other books, of which students must answer two.</p> <p>All questions will be weighted equally. This section will count for one-third of the total examination marks. So students will be advised to spend about 40 minutes answering Section A.</p> <p>Section B: Students must answer two essay questions out of five questions set. The student must select one question from those set which relate to Acts and one question which relates to the other books covered in the unit.</p> <p>All questions in this section are weighted equally. This section will count for two-thirds of the total examination marks. So students will be advised to spend about one hour and twenty minutes answering Section B.</p>
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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 assessments should be in Word Doc format, double-spaced.

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 the gospels 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 NT302 or NT502. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

Assessment 1: Essay

This essay is designed to assess your ability to research an aspect of Acts and in the process weigh up the differing views of the scholars in the light of scripture. Your primary task is answering the question from the scripture. Please ensure the essay answers the question.

The essay must be in formal essay format. i.e. no dot points, good grammar, good paragraph and essay structure.

Your paper should include an abstract and bibliography in the usual format.

The bibliography will include 10-20 entries and will include a variety of viewpoints and recent scholarship where possible.

The essay must use the provided QTC coversheet as its first page and be submitted via Moodle in word doc format, using the file name convention specified.

Assessment 2: Exam

While the essay is designed to assess your ability to dig deeply into one topic, the exam is designed to assess your broad knowledge of the subject. Therefore, the questions will reflect this and your approach to study for the exam should reflect this. The best preparation is to know the lecture material, required reading, and the relevant scriptures. Previous exam papers are available in the library and on Moodle for you to see the type of questions asked.

Learning Resources

ESSENTIAL REFERENCES – TEXTBOOKS – ALL STUDENTS MUST BUY THESE

Barnett, Paul. *Jesus and the Rise of Early Christianity*. Leicester: IVP, 1999.

Carson, Don and Douglas Moo. *Introduction to the New Testament*. 2nd ed. Grand Rapids, MI: Zondervan, 2005.

And ONE of the following two commentaries:

Peterson, David. *The Acts of the Apostles*. Pillar. Grand Rapids, MI: Eerdmans, 2009.

OR

Schnabel Eckhard. *Acts*. ZECNT. Zondervan Grand Rapids, MI: Zondervan, 2012.

Students also need access to a good Bible dictionary that contains articles on each of the New Testament Epistles.

IF YOU HAVE EXTRA MONEY TO BUY ANOTHER BOOK, IT WOULD BE BEST TO BUY:

Hawthorne, Gerald F., Ralph P. Martin, and Daniel G. Reid, eds. *Dictionary of Paul and his Letters*. Downers Grove, IL: Intervarsity, 1993.

Or

Marshall, I. H. and David Peterson, eds. *Witness to the Gospel: a Theology of Acts*. Grand Rapids, MI: Eerdmans, 1998.

OTHER REFERENCES

Winter, B. W. (Gen. Ed.), *Book of Acts in its First Century Setting* (6 Vols; Grand Rapids: Eerdmans, 1993-1996).

* *See especially*

* Winter, Bruce W. and Andrew D. Clarke, eds. *The Book of Acts in its Ancient Literary Setting*. Vol 1 of *The Book of Acts in Its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1993.

* Gill, David W. J. and Conrad H. Gempf, eds. *The Book of Acts in its Graeco-Roman Setting*. Vol. 2 of *The Book of Acts in its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1994.

Rapske, Brian. *The Book of Acts and Paul in Roman Custody*. Vol. 3 of *The Book of Acts in its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1994.

* Bauckham, Richard, ed. *The Book of Acts in its Palestinian Setting*. Vol. 4 of *The Book of Acts in its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1995.

* Levinskaya, Irene. *The Book of Acts in its Diaspora Setting*. Vol. 5 of *The Book of Acts in its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1996.

THE EARLY NEW TESTAMENT CHURCH

Capes, David, Rodney Reeves and E. Randolph Richards. *Rediscovering Paul*. Downers Grove, IL: IVP, 2011.

Crowe, Brandon. *The Message of the General Epistles in the History of Redemption: Wisdom from James, Peter, John and Jude*. Philadelphia, PA: P&R, 2015.

*Cunningham, S. *Through Many Tribulations': The theology of persecution in Luke Acts*. Sheffield: Sheffield Academic Press, 1997.

Fitzmyer, J. A. *The Acts of the Apostles*. New Haven, CT: Yale University Press, 1998.

Gill, David W. J. and Conrad H. Gempf, eds. *The Book of Acts in its Graeco-Roman Setting*. Vol. 2 of *The Book of Acts in its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1994.

*Hengel, M., *Acts and the History of Earliest Christianity*. Repr., Eugene, OR: Wipf & Stock, 2003.

Jobes, Karen H. *Letters to the Church: A Survey of Hebrews and the General Epistles*. Grand Rapids, MI: Zondervan, 2011.

*Keener, C.S., *Acts*. 4 vols. Grand Rapids, MI: Baker, 2012-2015.

Martin, Ralph P. and Peter H. Davids, eds. *Dictionary of the Later New Testament and its Developments*. Downers Grove, IL: Intervarsity, 1997.

Rapske, Brian. *The Book of Acts and Paul in Roman Custody*. Vol. 3 of *The Book of Acts in its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1994.

*Schnabel, E. J., *Early Christian Mission*. Vol 2: of *Paul and the Early Church*. Downers Grove, IL: InterVarsity, 2004.

*Witherington, B., *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Carlisle: Paternoster, 1998.

Woods, E. J. *The 'Finger of God' and Pneumatology in Luke-Acts*. Sheffield: SAP, 2001.

Classics

Goulder, M., *St Peter Verses St Paul: A Tale of Two Missions*. Louisville, KY: Westminster John Knox, 1995.

*Hemer, C. J., *The Book of Acts in the Setting of Hellenistic History*. Edited by C.H. Gempf. Winona Lake, IN: Eisenbrauns, 1990.

Spencer, F. S. *The Portrait of Philip in Acts: A Study of Roles and Relations*. JSOTSup 67. Sheffield: JSOT, 1992.

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