

Saint Louis Christian College

**BNT 361 - General Epistles
3 Credit Hours**

Fall 2014

**Tuesdays and Thursdays
(8:40 – 9:55AM)**

Professor Contact Information

**Prof. Joe Lieway
(314) 837-6777 Ex 1518
Cell: (314) -546-2851
jlieway@slcconline.edu**

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GENERAL EPISTLES

Hebrews-Jude

Course Description

Students learn the theology and practical insights of these diverse books from an exegetical approach.

Rationale

This course helps fulfill the following educational goals of SLCC:

- 1) Prepares students to be effective servant-leaders in the church.
- 2) Enables students to understand the Bible so they can communicate their faith.
- 3) Challenges students to commit themselves to spiritual growth and develop lifestyles consistent with Scripture.
- 4) Develops within students the capacity and motivation for lifelong learning.
- 5) Demands from students disciplined study habits and the ability to think critically.

Our Core Values

The Faculty, Staff, and Administration of Saint Louis Christian College embrace and promote the following values in the design and delivery of our programs:

Bible Knowledge— Saint Louis Christian College is a Bible college, where every baccalaureate graduate pursues a major in Biblical and theological studies. The Bible's message informs our understanding of the purpose and predicament of human life, the history of the world, the nature and mission of the Church, and the nature and goal of ministry. —All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.|| (II Tim 3:16-17)

Christian Character— Saint Louis Christian College believes that servants of Christ must live by the example and teaching of Christ. We believe that the classical virtues of Wisdom, Courage, Self-control, Justice, Faith, Hope, and Love are exemplified by the life of Christ. He, in perfect humility, taught us first to love God and then to love our neighbors as ourselves. The college's Code of Student Conduct reflects and encourages these values, as do our hiring practices and academic programs. —I gave you an example, that you also should do as I did to you.|| (John 13:15)

Ministry Skills— Because our graduates are called to be servant-leaders in their chosen fields of ministry, they possess the skills to relate to people of many backgrounds, the heart to serve them in their brokenness, and the judgment to effectively apply the Scriptures to life's diverse situations. Students are challenged and helped to identify and develop their spiritual gifts and are placed in settings to practice those gifts skillfully. —Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms.|| (I Peter 4:10-11)

Christian Worldview— A broad base of academic knowledge is fundamental to becoming an educated person who effectively reasons and interacts in society. At the center of a Christian view of life and the world is the proposition that humans and the universe in which they live were created by the God who has revealed Himself in the Scriptures. God is the source of all truth, not just religious truth; and the Bible provides the basis for the ordering of all knowledge. The curriculum at Saint Louis Christian College integrates thought and life across a broad academic range and fosters in students a lifelong appreciation for the independent value of knowing. —The fear of the Lord is the beginning of knowledge.|| (Proverbs 1:7) —And Jesus grew in wisdom and stature, and in favor with God and men. (Luke 2:52)

Christian Community— Saint Louis Christian College is a diverse community of believers united by Christ in mission and purpose. The intimacy of our campus provides a unique atmosphere for developing lifelong relationships. However, our community extends beyond the boundaries of our campus and into the city in which we live, the church that we serve and the world we want to reach. —They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer. Everyone was filled with awe, and many wonders and miraculous signs were done by the apostles. All the believers were together and had everything in common. Selling their possessions and goods, they gave to anyone as he had need. Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favor of all the people. And the Lord added to their number daily those who were being saved.|| (Acts 2:42 – 47) (See also Romans 12:4-8 and Ephesians 4: 11-13)

COURSE DESCRIPTIONS

An exegetical study of James; I & II Peter; I, II, & III John; Jude; and Hebrews.

Course Objectives

This course will help accomplish the following Biblical education division objectives:

1. Given instruction in the Bible and in biblical theology, the student will exhibit knowledge of the messages of the various Old and New Testament books and the saving message of the Bible as a whole.
2. Shown how to use tools and sound methods for interpreting the Bible, the student will demonstrate the ability to properly interpret, apply, and communicate Scripture.

Required Textbook

Longman III, Tremper and Garland, David, E., *Hebrews – Revelation*. The Expositor's Bible Commentary: Revised Edition. Grand Rapids: Zondervan, 2006.

Rose Book of Bible Charts, Maps and Time Lines: Torrance: Rose Publishing, 2005

Recommended Texts

Burge, Gary. *The Letters of John*. The NIV Application Commentary. Grand Rapids, MI: Zondervan, 1996.

Clowney, Edmund. *The Message of I Peter*. The Bible Speaks Today Series. Downers Grove, IL: InterVarsity, 1988.

Dick, Lucas & Christopher Green, *The Message of 2 Peter & Jude*, The Bible Speaks Today Series. Downers Grove: Inter-Varsity, 1995.

Nystrom, David P. *James*. The NIV Application Commentary. Grand Rapids: Zondervan, 1997.

Baker, William, and Carrier, Paul. *James-Jude*. Standard Bible Studies. Cincinnati, OH: Standard, 1990.

Bauckham, Richard. *Jude, 2 Peter*. Word Biblical Commentary. Waco, TX: Word, 1983.

Brown, Raymond. *The Epistles of John*. Anchor Bible. Garden City, NY: Doubleday, 1982.

Davids, Peter. *Commentary on James*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1982.

Green, Michael. *2 Peter & Jude*. The Tyndale New Testament Commentaries. Grand Rapids, MI: Eerdmans, 2002.

Grudem, Wayne. *I Peter*. Tyndale New Testament Commentary. Grand Rapids, MI: Eerdmans, 1988.

Hillyer, Norman. *1 and 2 Peter and Jude*. New International Bible Commentary. Peabody, MA: Hendrickson, 1992.

Kelly, J.N.D. *1 and 2 Peter and Jude*. New International Bible Commentary. Grand Rapids: Baker, 1980.

Law, Robert. *The Tests of Life*. Edinburgh: T. & T. Clark, 1914.

Laws, Sophie. *A Commentary on the Epistle of James*. Black's New Testament Commentaries. London: Adam & Charles Black, 1980.

Marshall, I. Howard. *The Epistles of John*. New International Critical New Testament. Grand Rapids: Eerdmans, 1978.

_____. *I Peter*. The IVP New Testament Commentary Series. Downers Grove, IL: Inter-Varsity, 1991.

Martin, Ralph. *James*. Word Biblical Commentary. Waco, TX: Word, 1988.

Moo, Doug. *James*. Tyndale New Testament Commentary. Grand Rapids: Eerdmans, 1988.

Smalley, Stephen. *1, 2, 3 John*. Word Biblical Commentary. Waco, TX: Word, 1984.

Stulac, George. *James*. IVP New Testament Commentaries. Downers Grove, IL: InterVarsity, 1993.

Final grade for the class will be determined by the following assignments:

1. **Class Attendance and Participation** – which will factor in as **10%** of course final grade.
2. **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages, quote 3 statements by the author that strike you as key concepts. Write a paragraph (5-8 lines) about each, reflecting upon how the concept helps you understand the assigned biblical text better. These paragraphs may discuss concepts that challenge you, teach you something new, or with which you disagree. Superior grades will be given for journals that demonstrate personal reflection. This will factor in as **40%** of the course final grade.
3. **Article Summaries** – Students are to read the articles in the course pack and turn in a summary of each article to the instructor at the beginning class on the designated date. This will factor in as **10%** of the course final grade.
4. **Preliminary Test Questions (PTQ), which will ultimately become your Final Exam.** Each PTQ is geared around a passage with interpretive difficulties. This answer should reflect various options possible for understanding the passage and then your own decision and why. In addition to the assigned commentary, **five other sources should be consulted and cited for each PTQ**. After turning in your answer to the PTQ on each signed date, you will have the opportunity to revise it and turn it in as part of your Final Exam. It is to be typed but need not follow the MLA style at this time, but for the Final Exam it should. In final form, each PTQ should be typed in MLA style and be at least one page in length, but no longer than two pages. This will factor in as **40%** of the course final grade.

WEEKLY ASSIGNMENTS

WEEK ONE – August 21

Better than the Prophets, Angels and Moses:

- 1) **Read:** Hebrews 1:1-4:13
- 2) **Read:** Text Book, Pages 19-70
- 3) **Begin a KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts.

Write a paragraph (5-8 lines) about each, reflecting upon how the concept helps you understand Hebrews better. These paragraphs may discuss concepts that challenge you, teach you something new, or with which you disagree. Superior grades will be given for journals that demonstrate personal reflection.

WEEK TWO – August 26 & 28

Better than the Old Testament Priesthood:

- 1) **Read:** Hebrews 4:14-7:28
- 2) **Read:** Text Book, Pages 70-103
- 3) **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a paragraph (5-8 lines) about each, reflecting upon how the concept helps you understand Hebrews better. These paragraphs may discuss concepts that challenge you, teach you something new, or with which you disagree. Superior grades will be given for journals that demonstrate personal reflection.
- 4) Read “**The Offices of Christ**” in the Student Guide.
- 5) **Begin writing PTQ #1** (Preliminary Test Question) on the following issue: What is the meaning of the teaching of Hebrews 5:11-6:12? Does the author of Hebrews teach, in these verses, that one can lose his or her salvation after he or she has accepted Christ as his/her Lord and Savior and has been baptized?

Week Three – Sept. 2 & 4

Better than the Old Covenant and Its Sacrifices:

- 1) **Read:** Hebrews 8:1-10:18
- 2) **Read:** Text Book, Pages 103-133
- 3) **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a paragraph (5-8 lines) about each, reflecting upon how the concept helps you understand Hebrews better. These paragraphs may discuss concepts that challenge you, teach you something new, or with which you disagree. Superior grades will be given for journals that demonstrate personal reflection.

Week Four – Sept. 9

A Call to Follow Jesus in Faithfulness and Endurance:

- 1) **Read:** Hebrews 10:19-12:29
- 2) **Read:** Text Book, Pages 133-182
- 3) **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a

paragraph (5-8 lines) about each, reflecting upon how the concept helps you understand Hebrews better. These paragraphs may discuss concepts that challenge you, teach you something new, or with which you disagree. Superior grades will be given for journals that demonstrate personal reflection.

Sept. 10-11 – Infinite Influence/Faith Promise

Week Five – Sept. 16 & 18

Concluding Exhortations and Greetings:

- 1) Read Hebrews 13:1-25
- 2) Read: Text Book, Pages 182-195
- 3) **PTQ #1 (Preliminary Test Question one) due at beginning of class.**

Week Six – Sept. 23 & 25

Living by Righteous Wisdom

- 1) **Read:** James 1:1-27
- 2) **Read:** Text Book, Pages 199-229
- 3) **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a paragraph (5-8 lines) about each, reflecting upon how the concept helps you understand Hebrews better. These paragraphs may discuss concepts that challenge you, teach you something new, or with which you disagree. Superior grades will be given for journals that demonstrate personal reflection.

Week Seven – Sept. 30

Living the “Law of Liberty:”

1. **Read:** James 2:1-5:6
2. **Read:** Text Book, Pages 230-264
3. **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a paragraph (5-8 lines) about each, reflecting upon how the concept helps you understand James better. These paragraphs may discuss concepts that challenge you, teach you something new, or with which you disagree. Superior grades will be given for journals that demonstrate personal reflection.
4. Read “The Unifying Theme of the Epistle of James,” and “A Person Is Justified By What He Does” and “Faith Tested by Its Resort to Prayer” (5:13-18) in the Couse Pack.

5. **Begin writing PTQ #2** (Preliminary Test Question) on the following issue: How do you reconcile what James says about faith and works in **2:14-26** with what Paul says about justification by works alone in Romans 3-4 (especially 4:3) and Galatians?

Fall Break – Oct. 2-3

Week Eight – Oct. 7 & 9

Enduring in Righteous Living in Community

1. **Read:** James 5:7-20
2. **Read:** Text Book, Pages 264-273
3. **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a paragraph (5-8 lines) about each, reflecting upon how the concept helps you understand James better. These paragraphs may discuss concepts that challenge you, teach you something new, or with which you disagree. Superior grades will be given for journals that demonstrate personal reflection.

PTQ #2 (Preliminary Test Question two) due at beginning of class

Week Nine – Oct. 14 & 16

Theological Prolegomena on Christian Hope Christian Identity as the New Diaspora Community Christian Witness as a Diaspora Community Christian Suffering Due to Righteous Living

- 1) **Read:** I Peter 1:1-4:6.
- 2) **Read:** Text Book, 277-356
- 3) **KEY CONCEPTS JOURNAL** - As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a paragraph (5-8 lines) about each reflecting upon how the concept helps you understand I Peter better.
- 4) Read “Is There a Second Chance After Death?” in the Couse Pack.
- 5) **Begin writing PTQ #3** (Preliminary Test Question) on the following issue: On the basis of reading pages 277-336 in the text book, and your own thoughts, discuss to whom Christ preached, what he preached, and when he did this as meant by I Peter 3:19-20. (A good summary of this issue can be found in your suggested readings, I. Howard Marshall, *I Peter*. The IVP New Testament Commentary Series. Downers Grove, IL: InterVarsity, 1991, pp. 117-129. See also Wayne Grudem, *I Peter*. Tyndale New Testament Commentary. Grand Rapids, MI: Eerdmans, 1988, pp. 203-239.

Week Ten – Oct. 21 & 23

Eschatology and Christian Ethics Christian Leadership in the New Diaspora Community

- 1) **Read:** 1 Peter 4:7-5:14.
- 2) **Read:** Text Book, pages 359-411
- 3) **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a paragraph (5-8 lines) about each reflecting upon how the concepts help you understand 2 Peter and Jude better.
- 4) **PTQ #3 (Preliminary Test Question one) due at beginning of class.**

Week Eleven – Oct. 28 & 30

Purpose for Writing and Authority Profile and Apostasy Exhortation to the Faithful

- 1) **Read:** 2 Peter 1:1-3:18 and Jude
- 2) **Read:** Text Book, pages 359-411 and 541-569
- 3) **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a paragraph (5-8 lines) about each reflecting upon how the concepts help you understand 2 Peter and Jude better.
- 4) Read “A Biblical Strategy For Confronting the Cults” and “Did Jude Err when he Cited Non-Biblical Sources?” in the Couse Pack.
- 5) **Begin writing PTQ #4** (Preliminary Test Question) on the following issue: Discuss the meaning and the background of 2 Peter/ Jude 6 regarding the sinning and punishment of angels.

Week Twelve – Nov. 4 & 6

Tests to Distinguish True Disciples from the World

Tests to Distinguish True Disciples from Antichrist

- 1) **Read:** 1 John 1:-5:21
- 2) **Read:** Text Book, pages 415-505
- 3) **PTQ #4 (Preliminary Test Question one) due at beginning of class.**
- 4) **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a

paragraph (5-8 lines) about each reflecting upon how the concepts help you understand 1 John better.

Week Thirteen – Nov. 11

Protecting the Truth

- 1) **Read:** 2 John and 3 John.
- 2) **Read:** Text Book, pages 509-538
- 3) Read “The Love God Hates,” “Does 1 John 3:9 Teach Sinless Perfection?” and “Do Not Take Him Into Your House or Welcome Him” in the Couse Pack.
- 4) **KEY CONCEPTS JOURNAL** – As you are reading the assigned textbook pages (assignment #2) quote 3 statements by the author that strike you as key concepts. Write a paragraph (5-8 lines) about each reflecting upon how the concepts help you understand 2 and 3 John better.

November 13-16 – International Conference on Missions

Week Fourteen – Nov. 18 & 20

Protecting the Truth Lecture Continues

Thanksgiving Break (no DAY or Thursday AIM Classes) - November 24-28

Week Fifteen – Dec. 2 & 4

End of Course Assignment:

Revise, type, and turn in PTQ's. These four essays constitute the Final Exam for the course. Remember that your answers should reflect various options possible for interpreting the passage and then your own decision and why. Each PTQ should be at least one page in length and no longer than two pages typed, double-spaced, in proper MLA style. In addition to the assigned commentary, five other sources should be consulted and cited for each PTQ.

Grading

Class attendance and participation	10%
Article Summaries	10%
Key Concepts Journal	40%
Final Exam (PTQ's)	40%

Ministry Advancement Program Coordinator

Barbara Veech

314-837-6777 x1125

lwomble@slcconline.edu

Field Education Director

Chris Cable

314-837-6777 x1400

ccable@slcconline.edu