

## **EXEGESIS OF THE NEW TESTAMENT: JAMES (Eng.)—NTEN5317**

Internet Course

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### **I. MISSION STATEMENT**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

### **II. CORE VALUES**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God.

Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. *The core value for NOBTS this year is Servant Leadership.*

### **III. KEY COMPETENCIES:**

The Seminary has seven key competencies in its academic program: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. *The key competency addressed in this course is Biblical Exposition.*

### **IV. COURSE DESCRIPTION:**

This course is a thorough study of the Book of James through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, and consultation with major literature and commentaries. The course emphasizes proper methods for discovering the meaning of a text and applying that meaning in teaching and preaching. This course has two prerequisites: *Introduction to Biblical Hermeneutics* and *Exploring the New Testament*.

### **V. COURSE OUTCOMES:**

#### *Knowledge*

Students who complete this course successfully should:

- Know a basic thematic outline for the letter of James
- Know the literary and thematic connections with the teachings of Jesus

- Know James's literary purpose for writing the letter
- Know the historical setting of the letter of James
- Know the critical and historical problems associated with a study of James

#### *Attitudes*

Students who complete this course successfully should:

- Appreciate the richness of the letter of James for teaching and preaching
- Recognize the importance of James as a foundational document for the church
- Recognize the importance of historical-grammatical exegesis to interpreting James
- Be more confident in interpreting the letter of James

#### *Skills*

Students who complete this course successfully should be able to:

- Supply a summary analysis on any assigned section of James demonstrating interaction with historical-grammatical exegesis and narrative reading
- Explain the significance of wisdom literature for interpreting James
- Be able to access good critical commentaries on the letter of James

## VI. TEXTS:

- Bible in modern translation: RSV, NRSV, NASV, NIV, GNB, NLT
- Douglas J. Moo, *James*, in Tyndale New Testament Commentaries, Leon Morris, gen. ed. (Leicester, Eng.: InterVarsity Press; Grand Rapids: William B. Eerdmans Publishing Company, 1985)
- Peter H. Davids, *James*, in New International Biblical Commentary (Peabody, Mass.: Henrickson Publishers, 1989; and Carlisle, Cumbria: Paternoster Press, 1995)

#### Additional English Resources:

- James B. Adamson, *The Epistle of James*, in The New International Commentary on the New Testament, Ned B. Stonehouse, F. F. Bruce, and Gordon D. Fee, gen. eds. (Grand Rapids: William B. Eerdmans Publishing Company, 1976)

#### Additional Greek Resources:

- Craig L. Blomberg and Mariam J. Kamell, *James* in Zondervan Exegetical Commentary on the New Testament, Clinton E. Arnold, gen. ed. (Grand Rapids: Zondervan, 2008)
- Peter H. Davids, *The Epistle of James: A Commentary on the Greek Text*, in The New International Greek Testament Commentary, I. Howard Marshall and W. Ward Gasque, gen. eds. (Grand Rapids: William B. Eerdmans Publishing Company; Carlisle, Cumbria: Paternoster Press, 1982)
- Ralph P. Martin, *James* in Word Biblical Commentary, vol. 48, David A. Hubbard and Glenn W. Barker, gen. eds. (Waco: Word Books, Publishers, 1988)
- Craig Price, *Biblical Exegesis of New Testament Greek: James* (Eugene, OR: Cascade Books, 2008)

## VII. GRADES:

1. **Reading Summaries (15%).** The student will preserve information gained in commentary readings by summarizing in brief, narrative outline form the discussion,

exegetical options pointed out, as well as specific positions taken by each commentator. Use the pdf form provided on Blackboard to submit your summaries.

2. **Unit Quizzes (20%).** A timed short quiz will be given over units with reading assignments. You may not advance to the next exegetical unit until the quiz for the previous unit is completed. You must take all quizzes.
3. **iTunesU Summaries (15%).** The student will listen to the series of iTunesU podcasts on James by Ron Julian lecturing at Gutenberg College. For each podcast, the student will summarize the content and evaluate ideas presented. Use the pdf form provided on Blackboard to submit your summaries.
2. **Threaded Discussion (15%).** The student will participate in threaded discussions online for each unit of the text assigned in the syllabus. The purpose is to discuss together:
  - (1) *Exegesis*—issues of exegesis, that is, the meaning of a given text in its *original* historical and grammatical setting, and
  - (2) *Application*—issues of application, that is, the application of the text to a *modern* setting.

Every student must participate in these threaded discussions regularly, meaning just like Facebook—daily and multiple times. Postings must be significant. They should demonstrate intelligent synthesis and interaction with commentary reading, podcasts, and other resources. The professor may redirect the direction of discussion with a comment or question, but the obligation for serious reflection and interaction remains with each student.

Courtesy and good online etiquette is expected in these discussions. The professor has zero tolerance for talking down, deriding, or ridiculing of persons or ideas shared. Violation of proper and respectful online behavior will be referred to the Dean of Students Office.
5. **Journal Article Review (5%).** One journal article review is required, 2 pages, typed, single-spaced. Use the pdf form provided on Blackboard to submit your review. The review is to be uploaded by Monday midnight of Unit 9. The journal article should be a full-text article accessible and downloadable through the seminary library online. The preferred topics are sociology and history.
6. **Mid-term Exam (15%).** The mid-term exam has two components. The first is completed offline using any resources available to the student. The student can be working on this component all along the way during the first part of the course. The other component is completed online and is a timed, forced completion exam as scheduled in the syllabus. Detailed instructions for both components are given on Blackboard.
7. **Final Exam (15%).** The final exam has two components. The first is completed offline using any resources available to the student. The student can be working on this component all along the way during the second part of the course. The other component is completed online and is a timed, forced completion exam as scheduled in the syllabus. Detailed instructions for both components are given on Blackboard.
8. **Grading:** average by percentage of all components as indicated.

9. **Faxing.** No written assignments due in this class will be accepted by fax. Period.

### VIII. INTERNET ATTENDANCE and ETIQUETTE:

- **Attendance:** Class attendance is required. Check the graduate catalog for any exceptions that are allowed for online courses.
- **Etiquette:** Please show civility and respect in all your posts and online interactions. You will be given one warning for an infraction. If inappropriate behavior or attitudes persist, at the instructor's discretion, you may be referred to the office of Dean of Students.

### IX. ASSIGNMENTS (Summer 2013 Course Due Dates in Red)

#### Class Introduction (June 8)

- Watch Blackboard introductory video
- Submit Student Questionnaire Form
- Attend WebEx Session (Mon., 7:30–8:30 pm, CST)

#### Unit 1: Canon (June 8)

- Read Moo: 15–19 (compare Adamson: 39–40; Martin: civ–cix)
- Submit reading summary
- Take Reading Quiz 1
- Participate in Threaded Discussion

#### Unit 2: Authorship, Background (June 15)

- Read Davids: 1–12; Moo: 19–35
- Submit reading summary
- Take Reading Quiz 2
- Listen to iTunesU on Introduction
- Submit iTunesU summary
- Participate in Threaded Discussion

#### Unit 3: Structure, Jms. 1:1–4 (June 15)

- Read Davids: 7–8; 25–28; Moo: 36–40; 56–62
- Submit reading summary
- Take Reading Quiz 3
- Listen to iTunesU on Jms. 1:2–3
- Submit iTunesU summary
- Participate in Threaded Discussion

#### Unit 4: Jms. 1:5–11 (June 22)

- Read Davids: 28–34; Moo: 62–70
- Submit reading summary
- Take Reading Quiz 4
- Listen to iTunesU: Jms. 1:4–5, 1:5–7; 1:9–11
- Submit iTunesU summary
- Participate in Threaded Discussion

#### Unit 5: Jms. 1:12–20 (June 22)

- Read Davids: 34–40; Moo: 70–79
- Submit reading summary
- Take Reading Quiz 5
- Listen to iTunesU: Jms. 1:13–15
- Submit iTunesU summary
- Participate in Threaded Discussion

#### Unit 6: Jms. 1:21–2:13 (June 29)

- Read Davids: 40–63; Moo: 79–99
- Submit reading summary
- Take Reading Quiz 6
- Listen to iTunesU: 1:22–27; 2:1–13
- Submit iTunesU summary
- Participate in Threaded Discussion

#### Unit 7: Jms. 2:14–26 (June 29)

- Read Davids: 63–79; Moo: 99–117
- Submit reading summary
- Take Reading Quiz 7
- Listen to iTunesU: 2:21–24

- Submit iTunesU summary
- Participate in Threaded Discussion

**Unit 8: Mid-Term Exam (July 6)**

- Prepare for Mid-Term Exam
- Participate in Threaded Discussion
- Take Mid-Term Exam online

**Unit 9: Jms. 3:1–18 (July 6)**

- Submit Journal Article Review (Mon.)
- Read Davids: 80–97; Moo: 118–37
- Submit reading summary
- Take Reading Quiz 9
- Listen to iTunesU: 3:1–17
- Submit iTunesU summary
- Participate in Threaded Discussion

**Unit 10: Jms. 4:1–10 (July 13)**

- Attend WebEx Session (Mon., 7:30–8:30 pm, CST)
- Read Davids: 98–104; Moo: 138–50
- Submit reading summary
- Take Reading Quiz 10
- Listen to iTunesU: 3:18–4:10
- Submit iTunesU summary
- Participate in Threaded Discussion

**Unit 11: Jms. 4:11–17 (July 13)**

- Read Davids: 104–114; Moo: 151–58

- Submit reading summary
- Take Reading Quiz 11
- Listen to iTunesU: 4:11–17
- Submit iTunesU summary
- Participate in Threaded Discussion

**Unit 12: Jms. 5:1–11 (July 20)**

- Read Davids: 114–21; Moo: 158–73
- Submit reading summary
- Take Reading Quiz 12
- Listen to iTunesU: 5:1–11
- Submit iTunesU summary
- Participate in Threaded Discussion

**Unit 13: Jms. 5:12–20 (July 20)**

- Read Davids: 121–37; Moo: 173–91
- Submit reading summary
- Take Reading Quiz 13
- Listen to iTunesU: 5:12–20
- Submit iTunesU summary
- Participate in Threaded Discussion

**Unit 14: Theology, Final Exam (July 26)**

- Read Davids: 12–23; Moo: 40–55
- Compare Blomberg/Kamell: 254–63
- Submit reading summary
- Prepare for Final Exam
- Take Final Exam online

## X. SELECTED BIBLIOGRAPHY

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