The Harbor at Thessalonica (from Craig Koester’s website on the Journeys of Paul)

Image Courtesy of Holy Land Photos
**Essential Information**

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at [http://support.nts.edu](http://support.nts.edu).

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

**Instructor Information**

Professor: Andy Johnson, Ph.D.  
Email: ajohnson@nts.edu

Office: (816) 268-5485  
Office Hours: By appointment

**Catalog Description**

Against a background study of the literary character of the Epistles, the course will trace their flow of thought, with closer attention to passages of particular doctrinal significance.

**Course Narrative & Rationale**

In this course we will carefully study these epistles in their socio-historical, political, literary/rhetorical, and theological dimensions. We'll pay special attention to the way the letters shape their audience with regard to ecclesiology, eschatology, and holiness.

Most NT scholars agree that 1 Thessalonians is the earliest document in the NT. That in itself makes it interesting from a historical standpoint. But Paul’s theological engagement with the situation in Thessalonica raises very important questions that continue to have contemporary relevance for today’s church. Some of the questions with which we’ll be dealing include:

1. What is the content of “the gospel” and does politics have anything to do with it?
2. What is “faith” (*pistis* in Greek)?
3. What is “justification by faith” and what does it have to do with the two questions above?
4. In light of these questions, what is “salvation” and what does it mean to “do evangelism?”
5. What is “holiness/sanctification” and what does it have to do with all of the above?
6. How should we understand Christ’s return, e.g., do the *Left Behind* folk have it “basically right?”
7. What does the Church have to do with these questions, i.e., what kind of ecclesiology is required in light of such questions?

2 Thessalonians also raises very interesting questions, many of which overlap with the questions above. But it also raises additional interesting historical and hermeneutical questions. For example, did Paul write 2 Thessalonians or did someone later write it in his name? If the latter is more probable, what might the presence of such pseudonymous writings in our Bible imply about how we should understand biblical authority and “inspiration”? In addition, the letter also contains one of the most obscure eschatological passages in the pages of the NT: 2 Thess 2:3-12. Who demonstrates him/herself to be “the lawless one”? Just who or what is
“the restraining one/thing?” What would it mean for he/it to be “removed?” And how is he/it related to “the lawless one”?

We’ll be addressing these and various other questions throughout the class. My prayer is that the Holy Spirit will be present in, with, and under all our endeavors. I also pray that the Spirit will not only bring these letters to life for you, but will use you as a channel of grace for the Church as you bring what you’ll learn to bear on its life together.

**Degree Objectives Directly Addressed by This Course**

**MDiv**

2. The articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments. (See all course outcomes)

3. The development of wisdom and discernment through engagement with the intellectual challenge of the literature of the Christian faith, by the critical, scholarly study of the history and theology of Christianity, and of the literature and practices of Christian spirituality, ethics and ministry. (See course outcomes 1-3)

5. The cultivation of gifts for ministry into competent skills and practices in worship and preaching, teaching and discipleship, care and counseling, evangelism and missions, administration and servant-leadership. (See course outcome 5)

6. The investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures. (See course outcomes 1, 2, 4)

**MA(TS)**

**General Academic Track**

1. Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships. (This course addresses the student’s knowledge of biblical studies in depth but it will also address a rudimentary knowledge of systematic theology and church history as it relates specifically to various doctrinal issues. (See course outcomes 1-4.)

2. Students will demonstrate the ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons. (See course outcomes 3, 4)

**Research Track**

1. Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies. (See course outcomes 1-4)

**MACE**

1. Appropriate and enhance the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and His Church and to inform a passionate, vital, and redemptive ministry. (See all course outcomes)

**MAICS**

2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation. (See course outcomes 1-4).

4. Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting. (See course outcomes 1-4).
Course Outcomes

Upon successful completion of the course you will have (R= Syllabus requirement related to objective, CC= COSAC Competency):

1. Demonstrated a basic grasp of the content and theology of 1 & 2 Thessalonians (R 1, 3, 4-8; CC: CN11, 14, 19, 23).
2. Demonstrated a rudimentary understanding of the socio-historical, political, rhetorical, inter-textual/canonical backgrounds against which they might be best understood (R 2-6, 8; CC: CN12).
3. Demonstrated an ability to engage in disciplined group discussion characterized by critical theological reflection on the biblical text and secondary sources (R4-5; CC: CN11, 12, 14, 19, 20, 23, CP1, 2, 3, 10, 11).
4. Demonstrated an ability to exercise disciplined biblical interpretation and creative theological imagination by writing an essay that requires you to synthesize class lectures, class reading, theological reflection, and ministry context (R8; CC: All listed below).
5. Demonstrated an ability to utilize responsibly a passage or passages from these epistles in an ecclesial setting, i.e., most probably teaching or preaching in a local church or para-church setting (R 7; CN20, CP1, 3).

Church of the Nazarene COSAC Competencies¹

- CN11 Ability to identify the significant elements of the message of Jesus and Paul
- CN12 Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul
- CN14 Ability to identify and describe the major theological concepts of the NT
- CN19 Ability to identify and explain the main characteristics of the nature of God, Christ, the Holy Spirit, the Human Person, Sin, Salvation, the Christian Life, the Church and Sacraments, and Eschatology
- CN20 Ability to reflect theologically on life and ministry
- CN23 Ability to identify and explain the Doctrine of Holiness from a Wesleyan Perspective
- CP1 Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning
- CP2 Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry
- CP3 Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts
- CP10 Ability to synthesize, analyze, reason logically for discernment, assessment, and problem solving and live with ambiguity
- CP11 Ability to analyze the validity of arguments and to identify their presuppositions and consequences

Required Texts & Course Materials (Other materials will be made available through Moodle and/or the NTS Library website)

Bryan, Christopher. *Render to Caesar: Jesus, the Early Church, and the Roman Superpower*. Oxford/New York: Oxford University Press, 2005. (*If you've never read the Longenecker book below and written a paper for me on it, buy Longenecker instead of this book. If you've done assignments for me on both Longenecker and Bryan, contact me directly for an alternate assignment.)*


¹ COSAC is the Course of Study Advisory Committee. These are the required competencies for ordination in the Church of the Nazarene which this course addresses, albeit only partially in some instances.


Longenecker, Bruce. *The Lost Letters of Pergamum.* Grand Rapids, Baker, 2003. *(If you have already read this book and written a paper based on it for one of my classes, buy the Bryan book above instead of this book. If you’ve done assignments for me on both Longenecker and Bryan, contact me directly for an alternate assignment).*

**Course Outline**

Unit 1 (Weeks 1-2): Introduction to the Epistles  
Unit 2 (Weeks 3-4): 1 Thessalonians 1:1-2:14  
Unit 3 (Weeks 5-6): 1 Thessalonians 2:15-4:12  
Unit 4 (Weeks 7-9): 1 Thessalonians 4:13-5:11  
Unit 5 (Week 10): 1 Thessalonians 5:12-28  
Unit 6 (Weeks 11-12) 2 Thessalonians 1:1-2:12  
Unit 7 (Weeks 13-14) 2 Thessalonians 2:13-3:18

**Course Assignments & Requirements**

Students are reminded of the following *minimum* requirements for online participation:

- Students are encouraged to read posts nearly every day.
- Students are required to write a quality post at least three days each week.
- A quality post is one that begins a new topic, critical reflection on another person’s post, or one that moves the discussion in a new direction.
- An assignment posted in a Discussion Forum may be considered a quality post at the discretion of the instructor.
- Correct grammar and accurate spelling are expected.

1. **Reading the Epistles (see Course Outcome 1).** You will read 1 & 2 Thessalonians through at least 13 times during this course. You must read each epistle in one sitting and report that you have read each one of them in full for each of the due dates listed in the Course Calendar below. Use one translation for each reading but do not use the same translation each time. Make sure you use at least five different translations for the 13 readings. You may also count a hearing of 1 & 2 Thessalonians (an audio recording) as a reading. Each time a reading is due, you must post a statement in the Reading the Epistles forum in Moodle by the due date/time saying that you have completed that reading. **The first time you post, start your own thread and post all your subsequent readings to that thread. Do not post your readings to any thread started by another student.** Each reading counts 5 points toward your final grade, making all 13 readings count 65 points toward your final grade. **You cannot “make up” any of this reading. You can only get credit for what you actually read by the due date listed in the Course Calendar below. Since these are basically “give-away” points, this is an all or nothing assignment. You do not get credit for partial reading.**
**Note Carefully** To save time, as you read the epistles, you should keep a running master list of critical questions and insights of comprehensive or theological significance that arise from a careful reading of the text. These questions and comments should not only note the scriptural context of the concern, but what matter of importance is at stake. These questions will later become a part of requirement 3 described below.

2. Longenecker/Bryan Assignment: If you have read Longenecker’s novel in another of my classes and written a paper based on it, read Bryan instead and do the assignment related to it (Course Outcome 2).

**Longenecker Reflection Paper**: Read Bruce Longenecker’s novel, The Lost Letters of Pergamum. Then read 1 & 2 Thessalonians carefully (this will count as your second reading of 1 & 2 Thessalonians that is due on Tuesday, September 18). Assume for now that Longenecker’s historical novel captures the socio-historical, cultural, and especially the political feel of the first century setting in which these epistles would have been first heard. Write a 1,000-1,250 word paper answering the following question: How does understanding the letters in light of this background affect the way one should read them? **Give specific examples from the text of 1 & 2 Thessalonians which sound different to you after reading Longenecker and explain why they now sound different.** Focus specifically on how you see the socio-historical, cultural, and political aspects described in Longenecker now reflected in particular passages in 1 & 2 Thessalonians.

**Bryan Insights Assignment**: If you have already read Longenecker for one of my classes, read Bryan instead. After carefully reading this book, briefly describe 25 insights you gained from the book that you consider to be significant. The book has 8 chapters. Make sure you draw at least 2 insights from each chapter noting the chapter and page number from which you are drawing the insight. The remaining 9 insights may come from anywhere in the book. If you choose to disagree or question an aspect of the author’s treatment as one of your “insights,” you must state the basis for your disagreement/question. This assignment should be 1,000-1,250 words and will be evaluated on the basis of: (1) how well you appear to have understood the significance of the issues raised by Bryan for studying 1 & 2 Thessalonians and the NT as a whole; (2) your use of correct English; (3) your adherence to length requirements. For more specifics on the way I will grade these insights assignments, see the “Grading Scale for Insights Assignments-Bryan” in Moodle in the Additional Course Resources Topic area. An example of an “A” quality “Insights” assignment from another course will be available for you in Moodle in the Course Resources Topic Area. It will be called “Model Insights Assignment.” If you do this assignment, make sure you also post your second reading of 1 & 2 Thessalonians which is due on September 18.

Using the link associated with this assignment in week 1, submit your assignment as an MS Word file by no later than 11:55 PM CT, Sunday, Sunday, September 16 at 11:55 PM CT. You may earn up to 80 points for this assignment.

3. Critical Reading Responses (CRR) to Commentary Reading (Course Outcomes 1-2). You will prepare 6 critical reading responses of 500-750 words for each section of the epistle and the reading assignments by Fee, Furnish, and Johnson associated with them. The specific content of each CRR is detailed in the Course Calendar.

These responses should have three sections: (1) Critical questions and insights of comprehensive or theological significance that arise from a careful reading of the epistles themselves prior to reading the selections from the commentaries. These questions and comments should not only note the scriptural context of the concern, but what matter of importance is at stake. These questions
should be an edited version of your running master list of critical questions and insights that you generated during your prior readings of the epistles. (2) Critical questions and observations (not just “insights”) that your reading of the commentaries raises in your mind about the biblical text and/or vice-versa, critical questions and observations that reading the biblical text raises in your mind about the commentaries. (3) A comparative section noting any significant disagreements or inconsistencies between the commentaries as to how they address specific critical issues. An example of an “A” quality CRR will be available in Moodle in the Additional Course Resources topic area. It will be called “Model CRR.” In addition, a grading scale for the CRR’s will be available in the Additional Course Resources topic area.

Using the link associated with these assignments in the weeks they are due, submit each CRR as an MS Word file by no later than 11:55 PM CT on the dates listed on the Course Calendar below. You may earn up to 30 points for each CRR making them worth a total of 180 points. My assistant may be grading your CRRs.

4. General Discussion Forum (See Course Outcomes 1-3). Class participation is crucial in an online environment. To assist in this process, most weeks you will be required to prepare for, and participate in, the General Discussion Forum. You will be required to make an initial post to the forum and then respond to your classmates during the remainder of the week. For each week, the exact content of the preparation required, the initial question(s) to which you are to respond on the basis of your preparation, and the number of times you are to respond to your classmates, are detailed in the Course Calendar and/or the learning unit. There may be occasions when the professor posts a presentation or other materials into Moodle related to that week’s subject matter right before the week starts. The course calendar notes the weeks when this may happen. If I do post such material, I will notify you either when I post it or prior to posting it.

Unless otherwise specified on the Course Calendar, your initial post should be at least 100 words. Each required response to your classmates should be at least 50 words. If you post more than the required number of times, your excess posts may be any length. For the way I will assess your postings and some helpful tips, see Posting Rubric and Posting Pointers at the end of the syllabus. Late posting (of either the initial post or any response post) results in a 3 point deduction daily (which begins one minute after the deadline) unless you have a good rationale submitted in advance of the late post. No postings will be graded after the assigned week. Due to the progressive nature of online learning, required postings must be completed the week assigned for any credit to be given. The General Discussion Forum occurs 11 times with each instance worth 20 points making this whole assignment worth 220 total points.

5. Harink Group Discussion Forum (Course Outcomes 1-3). There will be four weeks in which you will engage in a small group discussion forum. I will let you know what group you are in the week before the group discussion forum begins. You will be required to make an initial post to the forum and then respond to your classmates during the remainder of the week. For each week there is a group discussion forum, the specific question or questions to which you are to respond and the number of times you are to respond to your classmates are detailed in the Course Calendar.

Unless otherwise specified on the Course Calendar, your initial post as well as each required response to your classmates should be at least 100 words. Each required response to your classmates should be at least 50 words. If you post more than the required number of times, your excess posts may be any length. For the way I will assess your postings and some helpful tips, see Posting Rubric and Posting Pointers at the end of the syllabus. Late posting (of either the initial post or any response post) results in a 3 point deduction daily (which begins one minute after the
(deadline) unless you have a good rationale submitted in advance of the late post. No postings will be graded after the assigned week. Due to the progressive nature of online learning, required postings must be completed the week assigned for any credit to be given. The Harink Group Discussion Forum occurs 4 times with each instance worth 20 total points making this whole assignment worth 80 total points.

6. Review of Kent Brower’s, Living as God’s Holy People. You will write a critical review of this book with a minimum of 1,500 words and a maximum of 1,750 words. See “Guidelines for Writing a Book Review” in the Course Resources topic area of Moodle. Failure to follow these guidelines carefully will result in a substantial grade reduction. In conjunction with these guidelines, I will evaluate your book review based on the “Book Review Grading Grid” in the Course Resources topic area in Moodle. You will submit your paper using the link associated with this assignment. Click the appropriate link for Review of Brower. It is due at 11:55 PM CT on Sunday, November 4. You may earn up to 100 points for this assignment.

7. “In Ministry” Assignment and Evaluation of Others (Course Outcome 5). This is a two-part assignment.

a. During the semester, you will teach or preach from a passage or passages from these epistles. You could do this in a local church setting (e.g., preaching, teaching a Sunday School class, a Bible study, etc.) or a para-church setting (e.g., preaching at a nursing home or rescue mission, leading a Bible study at a youth center, etc.). You may earn up to 50 points for this part of the assignment. It can be done any time this semester after October 6. Whatever setting you choose, you must ask someone (preferably a pastor, a person in charge, someone with theological training who is not currently an NTS student, or a professional-type person) to fill out an evaluation form (available in the Additional Course Resources topic area) and sign it. I must approve the person you plan to ask ahead of time. I will use that person’s evaluation of your presentation as well as your written sermon and/or sermon notes, lesson plan, etc. to evaluate this assignment. The person will complete the evaluation form, place it in a sealed envelope, and sign their name over the seal. They will give that back to you and you will mail the unopened envelope to me together with your written sermon and/or sermon notes, lesson plan, etc. It must be postmarked by no later than Tuesday, December 11 at 11:55 PM and sent to: Andy Johnson, c/o Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64131. You may also choose to send your materials to me attached to an email and your evaluator can scan the form into a PDF file and send the evaluation form to me via email. If you choose to do this, your materials must still be emailed to me by no later than Tuesday, December 11 at 11:55 PM.

Before you teach or preach your assignment, you must submit an initial draft of your materials to your “In Ministry” group forum at least one week prior to the time you are scheduled to teach/preach. It will be your responsibility to notify each of your group members immediately that you have posted your initial draft into the group forum. Each group member will then post an evaluation (at least 150 words) of your assignment along with suggestions for improving it within 72 hours of the time you first notified them. You should use their evaluations to improve your assignment before preaching/teaching it. I will not accept the final draft of your materials unless your initial draft has been evaluated by your group prior to your actually teaching/preaching it. I will assign you to be a part of one of these group forums after the semester starts.

b. You must provide a written evaluation of the initial draft of each of your group members’ “in-ministry” assignment. It must be at least 150 words including suggestions for improving the assignment. When your group member notifies you that he/she has posted their initial draft, you
will have 72 hours to post your evaluation of it into the “In Ministry” group forum. I will evaluate your evaluations on the basis of their clarity, their biblical and theological acumen, and their overall helpfulness. The number of evaluations will depend on the number of your group members. I will assign one overall grade to all your evaluations. You may earn up to 25 total points for all of these evaluations.

8. Synthetic Essay (Course Outcomes 1, 2, 4). You will write one synthetic essay (approximately 2,000-2,500 words). To write it, you will need to utilize the biblical text (esp. 1 & 2 Thessalonians), the material we covered in class, and the assigned reading for the class. In addition, you will need to exercise your informed theological imagination. You may earn up to 225 points for this assignment. Submit your Final Exam as an MS Word file by 11:55 PM CT on Thursday, December 13 using the link associated with this assignment in week 14.

Distribution of Student Learning Hours

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<thead>
<tr>
<th></th>
<th>hours</th>
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<tbody>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>37</td>
</tr>
<tr>
<td>Reading</td>
<td>63</td>
</tr>
<tr>
<td>Writing</td>
<td>28</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>12</td>
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<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>140</strong></td>
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Method for Submitting Assignments

Except for the “In-Ministry” assignment, all assignments for online courses will be submitted using the corresponding location within the Moodle course.

Form and Style Expectations

There are no style requirements for the written assignments.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work

For the penalty for late postings in the General Discussion Forum and the Harink Group Discussion Forum, see above. Unless prior arrangements have been made with the instructor, I will assign a letter grade penalty to all written assignments turned in after the time they are due. When a written assignment is more than one week late, I will assign a two letter grade penalty to it etc. I will not accept a written assignment that is more than two weeks late unless the student has encountered an unexpected emergency.

Course Grading

A Word about Grading: Evaluation in this kind of course, by its very nature, involves an element of subjectivity. It involves someone who is an expert in the field making a judgment on the kind of work you produce. That is a part of what you are paying for in this class. The primary factors I take into account in assessing “good solid graduate
work,” the sort of work to which I assign a “B” are (1) ability to demonstrate a breadth and depth of understanding of the material engaged; (2) ability to engage this material in a critical way; (3) ability to exhibit how the material is related to a larger theological and ecclesial context. If you demonstrate a consistent ability to do these things in all your coursework, you can expect to receive a B. If you demonstrate consistent ability to do them incisively and with excellence, you can expect to receive an A. If you demonstrate an ability to do these things often, but not consistently, you can expect to receive a C. (Hence, I assume that a C means “average,” or “satisfactory” work. It does not mean “bad” or “unsatisfactory.”) If you seldom demonstrate an ability to do these things, you can expect to receive a D.

The final grade will be computed using the following point scale. There are 1,000 possible points.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>65</td>
<td>Reading the Epistles</td>
</tr>
<tr>
<td>80</td>
<td>Longenecker/Bryan Assignment</td>
</tr>
<tr>
<td>180</td>
<td>Critical Reading Responses</td>
</tr>
<tr>
<td>220</td>
<td>General Discussion Forum</td>
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<tr>
<td>80</td>
<td>Harink Group Discussion Forum</td>
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<tr>
<td>100</td>
<td>Brower Book Review</td>
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<tr>
<td>75</td>
<td>In-Ministry Assignment/Evaluation of Others</td>
</tr>
<tr>
<td>200</td>
<td>Synthetic Essay</td>
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</tbody>
</table>

The following point scale will determine letter grades:

- A: 1,000-900
- B: 899-800
- C: 799-700
- D: 699-600
- F: 599-0

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. If you do not meet class participation standards in this online class for four or more weeks, you may automatically fail the course.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Week</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>9/10-9/16</td>
<td>1</td>
<td>1</td>
<td>(1) Reading 1 &amp; 2 Thessalonians (assignment 1): Read the epistles and post your reading in the Epistle Reading Forum by <strong>Tuesday</strong>.</td>
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<td>Intro</td>
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<td>(2) General Discussion Forum (assignment 4):</td>
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<td>Preparation: Take a tour of Thessalonica at <a href="http://www.luthersem.edu/ckoester/Paul/journey2/Thessalonica.htm">http://www.luthersem.edu/ckoester/Paul/journey2/Thessalonica.htm</a> Click the link at the end of his “Context” section to “see the sights in Thessalonica.” Then click the “Next” link in the top right hand corner to navigate through the pictures.</td>
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<td></td>
<td>Posting: By Wednesday post a personal introduction and respond to at least two other introductory posts by Friday. In your introduction, include the following: (1) Pertinent (and appropriate) information about yourself; (2) A short description of your current ministry assignment(s) and/or volunteer position(s); (3) What you initially think are the three most important questions the class needs to address</td>
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that have to do with 1 & 2 Thessalonians. **This entire post should be a minimum of 100 words and a maximum of 150.**

(3) Longenecker/Bryan assignment (assignment 2): Post your assignment by Sunday. Don’t forget to go ahead and post your second reading of the epistles due on Tuesday, 9/18.

| 9/17-9/23 | 1 | 2 | (1) **Reading 1 & 2 Thessalonians (assignment 1):** Read the epistles and post your reading in the Epistle Reading Forum by Tuesday (if you haven’t done so already).
(2) **General Discussion Forum (assignment 4):**

Posting: Based on your preparation above, by Tuesday post three questions for your classmates that you think would be important for the class to discuss regarding the interpretation of 1 & 2 Thessalonians and/or its impact on the contemporary church. By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation. Stay on task! **You will get little if any credit if you do not explicitly refer to specific parts of your reading in your posts.**

(3) Harink Group Discussion Forum (assignment 5):
*Preparation:* Read Harink, 13-103.

Posting: By Thursday, post an answer to the following two questions:
1. Explain Harink’s understanding of justification by faith and give reasons why you are or are not persuaded by it.
2. How does Barth’s understanding of faith and Yoder’s emphasis on the *ekklēsia* relate to Harink’s understanding of justification by faith?

By Saturday, post a response to everyone in your group. Again, stay on task! **You will get little if any credit if you do not explicitly refer to specific parts of your reading in your posts.**

| 9/24-9/30 | 2 | 3 | (1) **Reading 1 & 2 Thessalonians (assignment 1):** Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.
(2) **Post your CRR on 1 Thess 1:1-2:14 (assignment 3)** by Wednesday.
(3) **General Discussion Forum (assignment 4):**

View the following video: [http://www.youtube.com/watch?v=BG3kc1F5jmk&feature=related](http://www.youtube.com/watch?v=BG3kc1F5jmk&feature=related) (5:20)

Posting: By Wednesday post a response to these two questions in the General Discussion Forum:
1. When Paul proclaimed “the gospel” in Thessalonica, he said the following.
2. Pretend that Paul met the girl under the bridge in the video after she had
turned 21 and had been enslaved since the day she was left under that bridge. When he proclaims “the gospel” to her, he would say _______.

By Friday, read all classroom posts and post a response to at least three of your classmates. By Sunday post at least three more times in an ongoing conversation.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading 1 &amp; 2 Thessalonians (assignment 1)</th>
<th>General Discussion Forum (assignment 4):</th>
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<tbody>
<tr>
<td>10/1-10/7</td>
<td>Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</td>
<td>Preparation: Instructor may assign additional reading here of not more than 7,500 words (approximately 25 pages) or some form of presentation and/or video.</td>
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<td>Posting: Based on your preparation from last week and any additional materials assigned for this week, follow the directions for posting in the learning unit. Your first post will be due by Wednesday.</td>
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<tr>
<td>10/8-10/14</td>
<td>Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</td>
<td>General Discussion Forum (assignment 4): Preparations: Read Furnish, 69-100, Johnson, “1 Thess 2:15-4:12,” (link this directly to document); Fee 89-164; Johnson articles from the New Interpreters Dictionary of the Bible: “Holy, Holiness, NT;” “Sanctify, Sanctification” (link this directly to documents).</td>
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<td>Posting: Based on your preparation above, by Wednesday post two questions for your classmates that you think would be important for the class to discuss regarding the interpretation of 1 &amp; 2 Thessalonians and/or its impact on the contemporary church. By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</td>
</tr>
<tr>
<td>10/15-10/21</td>
<td>Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</td>
<td>General Discussion Forum (assignment 4): Preparations: Instructor may assign additional reading here of not more than 7,500 words (approximately 25 pages) or some form of presentation and/or video.</td>
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<td></td>
<td>Posting: Based on your preparation from last week and any additional materials assigned for this week, follow the directions for posting in the learning unit. Your first post will be due by Wednesday.</td>
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### Harink Group Discussion Forum (assignment 5):

**Preparation:** Read Harink, 151-207.

**Posting:** By Thursday, post an answer to the following question: What is Yoder’s understanding of the Pauline phrase, “principalities and powers,” and what role does the *ekklēsia* play in relation to them? Are you persuaded by this reading? Why or why not? By Saturday, post a response to everyone in your group and post twice more to an ongoing conversation by Sunday.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Week</th>
<th>Assignment</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22-10/28</td>
<td>4</td>
<td>Reading and Research Week</td>
<td>No postings due but you should be working on your Brower book review and doing your preparation for next week’s postings. With regard to next week’s postings, do not read ahead in your commentaries on 4:13-5:11. I want you to do some of your own thinking first.</td>
</tr>
<tr>
<td>10/29-11/4</td>
<td>4</td>
<td>(1) Reading 1 &amp; 2 Thessalonians (assignment 1)</td>
<td>Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</td>
</tr>
</tbody>
</table>
|                  |      | (2) General Discussion Forum (assignment 4) | Preparation:  
  (a) View the following videos at  
  [http://www.youtube.com/watch?v=Ly4CPRE_Ke0](http://www.youtube.com/watch?v=Ly4CPRE_Ke0)  
  [http://www.youtube.com/watch?v=j7tOcyBkLEQ](http://www.youtube.com/watch?v=j7tOcyBkLEQ)  
  (b) View the following videos at:  
  [http://www.youtube.com/watch?v=1paYhEDFQlw](http://www.youtube.com/watch?v=1paYhEDFQlw) (just for fun!);  
  [http://www.youtube.com/watch?v=AA0NLb0pXGI](http://www.youtube.com/watch?v=AA0NLb0pXGI)  
  (c) View/read the presentation/materials provided in this learning unit ([link directly to file](http://www.luthersem.edu/ctrf/JCTR/Vol11/Middleton_vol11.pdf)).  
  **Posting:** By Wednesday post a response in the General Discussion Forum to the question posed by the instructor. By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation. |
| 11/5-11/11       | 4    | (1) Reading 1 & 2 Thessalonians (assignment 1) | Read the epistles and post your reading in the Epistle Reading Forum by Tuesday. |
|                  |      | (2) Post your CRR on 1 Thess 4:13-5:11 (assignment 3) by Wednesday. |
  **Posting:** Based on your preparation above, by Wednesday post one question that specifically addresses the reading from Middleton that you think would be important for the class to discuss. By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation. |
<p>| 11/12-11/18      | 5    | (1) Reading 1 &amp; 2 Thessalonians (assignment 1) | Read the epistles and post your reading in the Epistle Reading Forum by Tuesday. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Saturday</th>
</tr>
</thead>
</table>
(2) Post your CRR on 2 Thess 1:1-2:12 (assignment 3) by Wednesday. The material to be covered is Furnish, 143-162, Johnson, “2 Thess 1:1-2:12,” (link this directly to document); Fee, 243-97.  
(3) No General Discussion Forum this week! |
| 11/26-12/2  | 6    | 12      | 2 Thess 1:1-2:12 | (1) Reading 1 & 2 Thessalonians (assignment 1): Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.  
(2) General Discussion Forum (assignment 4):  
Preparation:  
Examine the protestor's sign (link directly to file) provided in the learning unit and view the following video at:  
http://www.youtube.com/watch?v=evA9t3pAAU8  
Posting: Based on your preparation from last week and the additional materials assigned above, follow the posting directions in those materials. Your first post will be due by Wednesday.  
(3) Begin working on your Final Synthetic Essay |
| 12/3-12/9   | 7    | 13      | 2 Thess 2:13-3:18 | (1) Reading 1 & 2 Thessalonians (assignment 1): Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.  
(2) Post your CRR on 2 Thess 2:13-3:18 (assignment 3) by Wednesday.  
(3) General Discussion Forum (assignment 4):  
Preparation: Read Furnish, 162-183, Johnson, “2 Thess 2:13-3:18,” (link this directly to document); Fee, 297-343. |
Posting: Based on your preparation above, by Wednesday post one question for your classmates that you think would be important for the class to discuss regarding the interpretation of 1 & 2 Thessalonians and/or its impact on the contemporary church. By Thursday, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.

(4) Continue working on your Final Synthetic Essay (assignment 8)

12/10-12/13 7 14
2 Thess 2:13-3:18

(1) Reading 1 & 2 Thessalonians (assignment 1): Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.
(2) In-Ministry assignment (assignment 7) due by Tuesday, December 11!
(3) Continue working on your Final Synthetic Essay (assignment 8) and post it into Moodle by Thursday at 11:55 PM CT.

No General Discussion Forum this week!
### Posting Rubric

<table>
<thead>
<tr>
<th>Participation and Initiative Shown</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely participates in discussion; does not make an effort to participate; seems indifferent</td>
<td>May not post minimum requirement; may only occasionally make meaningful reflection on group’s efforts; marginal effort to become involved with group; may interact defensively rather than freely when challenged</td>
<td>Posts minimum requirement or a little over; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely not defensively when challenged</td>
<td>Posts frequently (at least several posts over the minimum); attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely not defensively when challenged</td>
<td></td>
</tr>
<tr>
<td>Relevance and Quality of Posts</td>
<td>Posts responses which do not relate to the discussion content; makes brief remarks that not only fail to further the discussion but may evidence a misunderstanding of the class reading and/or posts from others</td>
<td>At times posts off topic; some or most responses are short in length and offer little further insight into the topic and/or do not use class reading in meaningful ways; may evidence a misunderstanding of the class reading and/or posts from others</td>
<td>Frequently posts responses that are related to discussion content; prompts further discussion of topic often by using class reading in meaningful ways</td>
<td>Consistently posts responses related to discussion topic that evidence depth of theological thinking; prompts further in-depth discussion of topic by explicitly using class reading as well as relevant additional resources in meaningful ways</td>
</tr>
<tr>
<td>Clarity of opinions/ideas; connection to topic</td>
<td>Little or unclear connection to topic; Does not express opinions or ideas clearly; evidences numerous typos including spelling, grammatical, or punctuation errors</td>
<td>Unclear connection to topic evidenced in minimal and/or unclear expression of opinions or ideas; noticeable number of typos including spelling, grammatical, or punctuation errors</td>
<td>Opinions and ideas are stated clearly; may have occasional lack of connection to topic; well written with very few typos</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well organized and well written with no noticeable typos</td>
</tr>
</tbody>
</table>

20 point scale  
1-10 points  
11-13 points  
14-17 points  
18-20 points
Posting Pointers

“Attat boy”/“Attat girl” Posts: One thing that slows up the learning process and clogs the discussion forms are “atta-boy” or “atta-girl” reply posts. These posts usually affirm someone else’s observations but do not advance the conversation. While the replies show affirmation, they can lend to a lot of additional posts that do not help class “conversation” around the subject at hand. They can also obscure your own more substantive posts and work against your overall grade. These replies definitely do not count toward your assigned class posts. If you want to affirm someone’s observations you can always email them directly (just click on the name at the top of the forum) or, if part of a reply, be certain to offer a substantive question (say for clarification) or observation (that challenges, modifies, complements the post) in the same reply and make it obvious. For example, instead of simply saying, “I like what you said,” you might say something like: "When you said X it brought to mind an important comment from Furnish that supports your efforts. Furnish says......"

Keeping within Limits: You should read everyone’s initial posts but respond only to those that raise an issue that you want to reflect on. Otherwise, you’ll burn yourself out trying to respond to everyone.

A Tip for Staying in the Conversation: You can subscribe to a thread, including your own, so you can be notified by email when someone replies. This helps keep track of when you get personal replies and/or alerts you when a new idea has been added to a particular thread.