

## **CONTACT INFORMATION**

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### **1. Course Description**

In this course you will discover the unique message of 1 and 2 Peter and Jude in light of their historical and literary settings, and how they relate to one another and to the broader teaching of the New Testament. In addition to examining key themes such as Christian suffering, eschatology, and dealing with false teachers, you will also gain experience in approaching the exegetical difficulties of each book and in developing text-based applications for life and ministry.

### **2. Course Textbooks**

Required

Schreiner, Thomas R. *1, 2 Peter, Jude*. New American Commentary. E. Ray Clendenen and David S. Dockery, eds. Vol. 37. Nashville, TN: Broadman & Holman, 2003.

Larkin, W.J. "Exegetical Method for English Bible Students." Class Notes. Revised J. D. Harvey, 2005. (Available on the course website.)

### **3. Course Objectives**

By the end of this course, the student should be able to:

- a. Articulate the argument of each book in light of its introductory matters.
- b. Compose a detailed outline of each book.
- c. Articulate the main themes of each book and contribution of each to the message of the Scripture.

- d. Use the exegetical method to explain the meaning of the text in its original historical and literary context and convey the truths in a relevant way to the present day.
- e. Engage and interact with scholarly literature related to these epistles.
- f. Reflect on the implications of the message of these epistles for one's personal walk with God and for the local and worldwide ministry of the church.

#### 4. Course Requirements

- a. Pre Class Session Assignments
  - i. *Purpose: Since class time consists of 5 intense days of face-to-face instruction, it is imperative that all pre-class assignments are completed **before** sessions begin on **Jan 14, 2014**.*
  - ii. **Overview:** Read each book in its entirety at least two (2) times in at two (2) different translations.<sup>1</sup> Post a significant observation for each of the three epistles by **Jan 7, 2014**. Read all the other posts and formulate a substantive question for at least 3 of them by **Jan 14, 2014**.
  - iii. **Study Notes:** Prepare study notes for the course according to the instructions (see Appendix 2 below) and read the entirety of Schreiner. *Study notes should be submitted on or before the first class session (**Jan 14, 2014**), but you should retain a copy for your use in discussions and for your own note taking.*
- b. Assignments During the Class Sessions:
  - i. **Class participation.** During the class sessions, the student should take notes, raise questions and participate in discussions. To avoid grade penalties, you should plan to attend all course sessions. For more information, see Attendance and Late Assignment Policy in Appendix 1.
  - ii. **Course Reflections:** After each day of class, the student should summarize key concepts learned or insights gained and one application for life and ministry in a reflection paper no longer than 1 page double-space. All reflections should be submitted no later than **Jan 21, 2014**.
- c. Post Class Session Assignments (All assignments are due on or before **Feb 14, 2014**)
  - i. **Review of a scholarly article.** Choose a scholarly article from the course bibliography (posted on the course website) and write a 3-4 page (double-spaced) review following the instructions in Appendix 3 below.
  - ii. **Exegetical Practice:** Practice the full exegetical method on two (2) passages studied during the class sessions. One passage should come from 1Pet and the other from either 2Pet or Jude. See Appendix 4 below for exact instructions.
  - iii. **Outline & Argument.** Compose a detailed outline and argument for either 1 or 2 Peter following the method to be presented in class.

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<sup>1</sup>We will be using the New English Translation (NET) Bible for the course. You can download the NET Bible for free at [www.Bible.org](http://www.Bible.org).

## 5. Student Workload/Evaluation

Assignment	Due Date	Grade Distribution	Estimated time allotment
<i>Pre Course Assignments</i>			
Overview (including posting, reading and responding on course website)	Posting by Jan 7  Read & Response by Jan 14	5%	5 hours
Study Notes & Reading Schreiner	Jan 14	15%	30 hours
<i>Assignments during the course</i>			
Class participation	-----	5%	35 hours
Course journal/ application (5 @ 1.5 ea.)	Jan 21	10%	5 hours
<i>Post Course Assignments</i>			
Review of a scholarly article (including reading and posting response on course website)	Submit & Post insight by Feb 7  Read & Response by Feb 14	15%	15 hours
Survey Larkin (3 hrs) and Exegetical Practice (2 @ approx. 12 hours ea.)	Feb 14	35%	30 hours
Outline & Argument (1 or 2 Peter)	Feb 14	15%	15 hours
<b>Totals</b>		<b>100%</b>	<b>135 hours</b>

## 6. Study Schedule (subject to minor alterations)

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
8:00-9:15	Course Intro	1Pet 2:11-17	1Pet 3:18-4:6	2Pet-Intro	(summary/ catch-up)
<b>9:15-10:15</b>	<b>Break (Chapel)</b>				
10:15-11:30	1Pet-Intro	1Pet 2:18-25	1Pet 4:7-11	2Pet 1:1-11	Jude-Intro
<b>11:30-12:45</b>	<b>Lunch</b>				
12:45-2:00	1Pet-1:1-12	1Pet 3:1-7	1Pet 4:12-19	2Pet 1:12-22	Jude 1:1-16
<b>2:00-2:15</b>	<b>Break</b>				
2:15-3:30	1Pet 1:13-2:3	1Pet 3:8-17	1Pet 5:1-14	2Pet 2:1-22	Jude 1:17-25
<b>3:30-3:45</b>	<b>Break</b>				
3.45-5:00	1Pet 2:4-10	1Pet 3:18-4:6	(summary/ catch-up)	2Pet 3:1-18	(summary/ catch-up)

## 7. Additional Bibliography (see course website)

### 8. Academic Success Services

Students with physical, emotional, ADHD, or learning disabilities who need academic accommodations should make requests through the *Academic Success Center*. These requests will be kept confidential and will be used only to provide academic accommodations. Because many accommodations require early planning, requests should be made as early as possible. You may contact the Academic Success Center by phone at 1-803-807-5611, or by email at [academicsuccess@ciu.edu](mailto:academicsuccess@ciu.edu). If you already receive services through ASC please contact that office so they can help make your academic experience in this course as successful as possible.

### 9. SSM Stylesheet

The official guide for all written work in connection with this course is the *SSM Stylesheet*, which is available from the Faculty Administrative Assistant's office (Schuster 1xx). It is based on the Chicago Manual of Style as summarized in the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. It includes guidelines related to grammar and style, organization of papers, abbreviations and numbers, spelling, punctuation, capitalization, quotations, using Greek and Hebrew words, using and citing sources, footnotes, bibliography, and using the internet. The instructor reserves the right to return written work that displays poor spelling, consistent grammatical errors, incorrect style, and/or poor general appearance. The basic parameters are set out in the *Stylesheet*. If your work is returned for any of these reasons, you may resubmit it within two weeks of its return. If you do not revise and resubmit your work, you will receive a zero for the assignment.

To find an electronic copy of the *Stylesheet*, you may follow this path:  
CIUOnline > Student Life > Seminary Information > Resources > Stylesheet

Online resources related to Turabian include:

- <http://www.eturabian.com/turabian/index.html>
- <http://www.bibme.org>
- <https://owl.english.purdue.edu/owl/resource/717/01/>

## 10. Plagiarism

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, an internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism.

Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.

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## **Appendix 1: Attendance & Late Assignment Policy**

According to the CIU Catalog (p. 181): students are expected to attend all class sessions for which they are registered. Owing to the intensive nature of the course, no excused absences will be granted except in the case of a “true emergency situation” (e.g., family crisis, doctor excused illness). If you experience such a situation, please notify the professor as soon as possible. All other absences will lower the final grade by at least 3%. University policy requires a failing grade for students who miss more than 25% percent of the class sessions (in our case, about 8.75 hours).

All assignments are due according to the course plan. Assignments may be turned in up to one week after the due date, if the late submission has been agreed to ahead of time by the professor, or if it is due to a *true emergency situation* (see above).

## Appendix 2: Study Notes

For each section of 1 & 2 Peter, Jude studied in class (see course schedule above), the student should read the biblical passage (when possible in a couple of different translations) and record exegetical observations and questions according to page 2 of the exegetical method by Larkin. Following this, the student should read the corresponding material in Schreiner and take additional notes that he/she deems important for the course discussion.

IMPORTANT: The goal of this assignment is to help each course member orient themselves to the main issues in the passage and prepare for class discussion. Thus, the student should spend no longer than 1-1.5 hours on each passage.

## **Appendix 3: Review of a scholarly article**

### **1. Summary of Content**

- a. Give the bibliographic information of the article following the form in the SSM Stylesheet.
- b. Summarize the purpose of the article. What research question is the author trying to answer?
- c. Summarize the evidence/argumentation that the author uses to achieve this goal.

### **2. Evaluation of Content**

- a. Interact with and evaluate the evidence and arguments that the author uses to make his or her case. Be sure to identify and engage with any presuppositions that influence his/her conclusions.
- b. Summarize and explain other strengths or weaknesses of this article.

### **3. Application**

- a. How did this article help you to understand the study of this epistle better?
- b. Summarize the relevance of this article to the study of the particular epistle. What further work still needs to be done on this topic? What questions still need to be addressed?
- c. Who should read this article and why?

## Appendix 4: Exegetical Practice

For each passage you should complete the following steps following the instructions in the Larkin manual and using the templates in the appendix. Be sure to aim for the time allotted in the schedule. Your work should include secondary resources (e.g., Bible Encyclopedias) and you must consult at least 2 additional commentaries in addition to Schreiner. Be sure to cite correctly all material from other sources using footnotes and include a bibliographic list for all resources you use for each assignment following the form in the SSM Stylesheet.

<i>Exegetical Steps</i>	<i>Allotted Time</i>	<i>Page Reference in Manual</i>
<b>I. Survey</b> (use "study notes" you prepared for class)		
<b>II. Analysis: Historical</b>		
Introductory Matters	0.5 hr	2
Historical-Cultural-Religious Details (1-2)	1 hr	2
<b>II. Analysis: Literary</b>		
Context	0.5 hr	2-3
<b>Genre</b>	----	
Syntax -Mechanical Layout -Grammar (10-15 items) -Rhetorical Features (min 2-3)	2 hrs	3; 24-42; 45-46
Word Study -Focus the Meaning (1 word) -Illumine the Meaning (1 word)	2 hrs	3; 43-44
<b>II. Analysis: Theological</b>		
Biblical Theology (trace 1-2 themes)	0.5 hr	3
Systematic Theology (trace 1-2 themes)	0.5 hr	3; 49
Theological Difficulty (1 item)	1 hr	4
<b>III. Synthesis</b>		
Biblical Coherence	0.5 hrs	4; 50-53
Exegetical Outline & Argument	2 hrs	50 (and class notes)

Contemporary Culture 1. Communication: 1 item 2. Correction: 1 item 3. Capture the Significance: 1 item	0.5 hr	4
<b>IV. Application</b>		
Principalization / Identification/ Implementation (2-3 items)	0.5 hr	4-5
Personal Response	0.5 hr	6
<b>Total hours (approx.)</b>	<b>12 hrs</b>	--