



# Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/333-6254

## NTL676 – The Epistles to the Thessalonians Online Fall 2008



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 under the Syllabus link in the Blackboard course. Additional information can be found at <http://bbwiki.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and Blackboard support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

## **Instructor Information**

Professor: Andy Johnson, Ph.D.  
Office: (816) 268-5485  
Office Hours: By appointment

Email: [ajohnson@nts.edu](mailto:ajohnson@nts.edu)  
Home: (913) 345-1135 Please do not call  
between 9:00 p.m. and 8:00 a.m.

## **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 (*Prerequisite: BIB550 or equivalent*).

## **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, i.e., 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 is “the lawless one”? Better yet, 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.

## **Course Outcomes**

Upon successful completion of the course you will have (CC= COSAC Competency):

1. Demonstrated a basic grasp of the content and theology of 1 & 2 Thessalonians (Assignments: 1, 3, 4-7; 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 (Assignments: 2-5, 7; CC: CN12).
3. Demonstrated an ability to engage in disciplined group discussion characterized by critical theological reflection on the biblical text and secondary sources (Assignments: 4-5; 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 (Assignment: 7; 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 (Assignment: 6; CN20, CP1, 3).

## **Church of the Nazarene COSAC Competencies<sup>1</sup>**

- 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

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<sup>1</sup> 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.

- CP11 Ability to analyze the validity of arguments and to identify their presuppositions and consequences

**Required Texts** (Other course materials will be available on the Web or in Blackboard. For an up to date list of recommended commentaries and other materials on 1 & 2 Thessalonians, see the bibliography in Witherington, xix-xxxi.)

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).

Furnish, Victor Paul. *1 & 2 Thessalonians* in Abingdon NT Commentaries. Nashville: Abingdon, 2007.

Harink, Douglas. *Paul among the Postliberals: Pauline Theology Beyond Christendom and Modernity*. Grand Rapids: Brazos, 2003.

Johnson, Andy. *1 & 2 Thessalonians* in The Two Horizons NT Commentary. Grand Rapids: Eerdmans, forthcoming (partially completed materials will be supplied via Blackboard).

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).

Witherington, Ben. *1 and 2 Thessalonians: A Socio-Rhetorical Commentary*. Grand Rapids/Cambridge: Eerdmans, 2006.

## 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

1. **Reading the Epistles (Objective 1)**. You must 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. By the due date of the reading, you must have posted a statement in the Reading Epistles Forum in Blackboard saying that you have completed that due date's reading of the two epistles and **note what translation you used**. Over the course of the semester, you must use at least 6 different translations. Listening to the letters will also count as a reading and I highly encourage that you do so a couple of times in the semester. If you do so, make sure you note in your posting the translation you heard. 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 on the Course Calendar below. Because 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 1 & 2 Thessalonians, 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 assignment 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 (Objective 2).

*Longenecker Reflection Paper:* Read Bruce Longenecker’s short 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 16). 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 Paul’s letters to the Thessalonians would have been first heard. Write a 1,000-1,250 word paper, typed, and double-spaced, answering the following question: How does understanding 1 & 2 Thessalonians in light of this background affect the way one should read these epistles? **Give specific examples from the text of the epistles which sound different to you after reading Longenecker and explain why they now sound different.**

*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 Paul’s letters and the NT as a whole; (2) your use of correct English; (3) your adherence to length requirements. An example of an “A” quality “Insights” assignment from another course will be available for you in Blackboard under the under the Course Documents tab. It will be called “Model Insights Assignment.” **If you do this assignment, make sure you also post your second reading of 1 & 2 Thessalonians by its due date.**

Submit your assignment as an MS Word file by 11:59 PM CT on Sunday, September 14 through its corresponding link in the learning unit. You may earn up to 80 points for this assignment.

**3. Critical Reading Responses (CRR) to Commentary Reading (Objectives 1-2).** You will prepare 6 critical reading responses of **500-750 words** for each section of the epistle and the reading assignments by Furnish, Johnson, and Witherington 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 epistle text itself 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. They should come from your (abbreviated or modified) running master list referred to under requirement 1 above. (2) *Critical* questions and observations 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 claims of the commentaries. (3) A comparative section noting any significant disagreements or inconsistencies between the commentaries as to how they address these critical issues. An example of an “A” quality CRR will be available for you under the Course Documents tab in Blackboard. It will be called “Model CRR.”

Submit each CRR as an MS Word file through its corresponding link in the learning unit by no later than 11:59 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, Laura Lyons, will be grading your CRRs.

4. **General Discussion Forum (Objectives 1-3).** Class participation is crucial in an online environment. To assist in this process, each week 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. Unless otherwise specified on the Course Calendar, your initial post should be at least 15 words (sometimes only one discussion question is required) and each response to your classmates at least 50 words. 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 13 times with each instance worth 15 total points making this whole assignment worth 195 total points.
5. **Harink Group Discussion Forum (Objectives 1-3).** Some weeks you will be required to prepare for, and participate in, a group discussion of Harink. I will divide the class into four groups with four (or possibly five) students in each group and will notify you as to what group you're in after the semester starts. To find your group discussion forum, click on the Groups tab in Blackboard and then click on the group into which I have placed you. You will be required to make an initial post to the group forum and then respond to your classmates during the remainder of the week. For these weeks, 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. Unless otherwise specified on the Course Calendar, your initial post should be at least 30 words and each response to your classmates at least 50 words. 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 results in a 4 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. **“In Ministry” Assignment (Objective 5).** 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 it. It can be done any time this semester **after October 8**. 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 Week 5 Learning Unit) 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 Monday, December 8 at 11:59 PM** and sent to: Andy Johnson, c/o Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64131.
7. **Synthetic Essay (Objectives 1, 2, 4).** You will write one synthetic essay (approximately 3,000-5,000 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 350 points for this assignment. Submit your Final Exam as an MS Word file by 11:59 PM CT on Friday, December 12 through its corresponding link in the learning unit.

### ***Method for Submitting Assignments***

Except for the “In-Ministry” assignment, each assignment is to be submitted through its corresponding link in the Learning Unit. Assignments are **NOT** to be submitted as hard copy, via e-mail, or via the Blackboard Digital Drop Box. Students should keep electronic copies of all work done for the course just in case they (or the professor) accidentally delete an assignment from the Gradebook.

### ***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, all other assignments will be penalized by 20% per week they are late. The entire letter grade penalty will be assessed one minute after the assignment was due. The second 20% will be deducted beginning at one minute past its being late by one week. I will not accept any assignments that are more than two weeks overdue.

### ***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.

65 points	Reading the Epistles
80 points	Longenecker/Bryan Assignment
180 points	Critical Reading Responses
195 points	General Discussion Forum
80 points	Harink Group Discussion Forum
50 points	In-Ministry Assignment
350 points	Synthetic Essay

The following point scale will determine letter grades:

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

**Course Calendar** (NOTE: On-campus courses begin on September 3. This online course goes “live” on that date. For purposes of this course, however, Week 1 begins on Monday, September 8.)

Date	Unit	Week	Assignment (All are due by no later than 11:59PM CT.)
9/8-9/14	1 Intro	1	<p><b>(1) Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p><b>(2) General Discussion Forum (assignment 4):</b>  <i>Preparation:</i> 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 surf the web to see if you can find resources on the study of 1 &amp; 2 Thessalonians (or Paul in general) that may be helpful to the class.</p> <p><i>Posting:</i> 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 that have to do with 1 &amp; 2 Thessalonians; (4) A website (or websites) you think might be helpful in studying these epistles and/or Paul in general. <b><u>This entire post should be a minimum of 150 words.</u></b></p>

			<p><b>(3) Longenecker/Bryan assignment (assignment 2):</b> Post your assignment by Sunday. Don't forget to go ahead and post your second reading of the epistles due on Tuesday, 9/16.</p>
9/15-9/21	1 Intro	2	<p><b>(1) Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p><b>(2) General Discussion Forum (assignment 4):</b>  <i>Preparation:</i> Read Furnish, 21-35, 127-142; Johnson, "Introduction" (link this directly to document); Witherington, 1-44; N.T. Wright's lecture, "Paul's Gospel and Caesar's Empire" online at <a href="http://www.ctinquiry.org/publications/wright.htm">http://www.ctinquiry.org/publications/wright.htm</a>.</p> <p><i>Posting:</i> 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 &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.</p> <p><b>(3) Harink Group Discussion Forum (assignment 5):</b>  <i>Preparation:</i> Read Harink, 13-103.</p> <p><i>Posting:</i> By Thursday, post two questions for your group that you think would be important for the group to discuss about the issues raised by Harink and their ramifications for understanding Paul and/or particular theological/ecclesiological issues (e.g., justification by faith, evangelism). By Saturday, post a response to everyone in your group.</p>
9/22-9/28	2 1 Thess 1:1-2:14	3	<p><b>(1) Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p><b>(2) Post your CRR on 1 Thess 1:1-2:14 (assignment 3)</b> by Wednesday.</p> <p><b>(3) General Discussion Forum (assignment 4):</b>  <i>Preparation:</i> Read Furnish, 37-68, Johnson, "1 Thess 1:1-2:14," (link this directly to document); Witherington, 47-83; Joel Marcus, "Idolatry in the New Testament," <i>Interpretation</i> 60 (2006): 152-164 (available through ATLA with your library card from your home computer). View the following video: <a href="http://www.youtube.com/watch?v=UCjHm9kzHBg">http://www.youtube.com/watch?v=UCjHm9kzHBg</a>.</p> <p><i>Posting:</i> By Wednesday post a response to this question in the General Discussion Forum: "When Paul proclaimed the gospel in Thessalonica, he said the following." 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.</p>
9/29-10/5	2	4 1 Thess 1:1-2:14	<p><b>(1) Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p><b>(2) General Discussion Forum (assignment 4):</b>  <i>Posting:</i> Based on your preparation from last week, by Tuesday post three 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.</p>

			<p><b>(3) Harink Group Discussion Forum (assignment 5):</b>  <i>Preparation:</i> Read Harink, 105-149. View the video, “Three Degrees of Separation,” on Zondervan’s website for <i>Jesus For President</i> at <a href="http://zondervan.typepad.com/zondervan/2008/03/jesus-for-pre-1.html">http://zondervan.typepad.com/zondervan/2008/03/jesus-for-pre-1.html</a></p> <p><i>Posting:</i> By Thursday, post two questions for your group that you think would be important for the group to discuss about the issues raised by Harink and the video and their ramifications for understanding Paul and/or particular theological/ecclesiological issues (e.g., justification by faith, evangelism). By Saturday, post a response to everyone in your group.</p>
10/6-10/12	3	5 1 Thess 2:15- 4:12	<p><b>(1) Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p><b>(2) Post your CRR on 1 Thess 2:15-4:12 (assignment 3)</b> by Wednesday.</p> <p><b>(3) General Discussion Forum (assignment 4):</b>  <i>Preparation:</i> Read Furnish, 69-100, Johnson, “1 Thess 2:15-4:12,” (link this directly to document); Witherington, 83-124; Johnson articles from the New Interpreters Dictionary of the Bible available in Blackboard: “Holy, Holiness, NT;” “Sanctify, Sanctification” (link this directly to documents).</p> <p><i>Posting:</i> 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.</p>
10/13-10/19	3	6	<p><b>(1) Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p><b>(2) General Discussion Forum (assignment 4):</b>  <i>Posting:</i> By Tuesday post a response to the question the instructor provides to follow up on the prior week’s discussion. 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> <p><b>(3) Harink Group Discussion Forum (assignment 5):</b>  <i>Preparation:</i> Read Harink, 151-207.</p> <p><i>Posting:</i> By Thursday, post two questions for your group that you think would be important for the group to discuss about the issues raised by Harink and their ramifications for understanding Paul and/or particular theological/ecclesiological issues (e.g., justification by faith, evangelism). By Saturday, post a response to everyone in your group.</p>
10/20-10/26	4	7 1Thess 4:13- 5:11	<p><b>Reading and Research Week: No postings due but you should be doing your preparation for next week’s postings. Do <u>not</u> read ahead in your commentaries on 4:13-5:11. I want you to do some of your own thinking first.</b></p>
10/27-11/2	4	8 1Thess 4:13- 5:11	<p><b>(1) Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p><b>(2) General Discussion Forum (assignment 4):</b>  <i>Preparation:</i>  (a) View the following videos at</p>

			<p><a href="http://www.youtube.com/watch?v=w6lKVtfyUAW&amp;feature=related">http://www.youtube.com/watch?v=w6lKVtfyUAW&amp;feature=related</a>  <a href="http://www.youtube.com/watch?v=_hNsvyMRAjc&amp;feature=related">http://www.youtube.com/watch?v=_hNsvyMRAjc&amp;feature=related</a>  <a href="http://www.youtube.com/watch?v=j7tOcyBkLEQ">http://www.youtube.com/watch?v=j7tOcyBkLEQ</a>  <a href="http://www.youtube.com/watch?v=bvaMrjliF_g&amp;feature=related">http://www.youtube.com/watch?v=bvaMrjliF_g&amp;feature=related</a></p> <p>(b) View the PowerPoint presentation provided in this learning unit and listen to the explanation attached.</p> <p>(c) View the following videos at:  <a href="http://www.youtube.com/watch?v=1paYhEDFQlw">http://www.youtube.com/watch?v=1paYhEDFQlw</a> (just for fun!);  <a href="http://www.youtube.com/watch?v=AA0NLb0pXGI">http://www.youtube.com/watch?v=AA0NLb0pXGI</a></p> <p><i>Posting:</i> By Wednesday post a response in the General Discussion Forum to the question on the last PowerPoint slide. 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>
11/2-11/9	4	9 1Thess 4:13- 5:11	<p><b>(1) Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p><b>(2) Post your CRR on 1 Thess 4:13-5:11 (assignment 3)</b> by Wednesday.</p> <p><b>(3) General Discussion Forum (assignment 4):</b>  <i>Preparation:</i> Read Furnish, 100-113, Johnson, “1 Thess 4:13-5:11,” (link this directly to document); Witherington, 125-158; J. Richard Middleton, “A New Heaven and a New Earth: The Case for a Holistic Reading of the Biblical Story of Redemption,” <i>Journal for Christian Theological Research</i> 11 (2006) 73-97 (online at <a href="http://www.luthersem.edu/ctrf/JCTR/Vol11/Middleton_vol11.pdf">http://www.luthersem.edu/ctrf/JCTR/Vol11/Middleton_vol11.pdf</a>).</p> <p><i>Posting:</i> 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 &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.</p>
11/10-11/16	5	10 1Thess 5:12- 28	<p><b>(1) Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p><b>(2) Post your CRR on 1 Thess 5:12-28 (assignment 3)</b> by Wednesday.</p> <p><b>(3) General Discussion Forum (assignment 4):</b>  <i>Preparation:</i> Read Furnish, 114-126, Johnson, “1 Thess 5:12-28,” (link this directly to document); Witherington, 159-180.</p> <p><i>Posting:</i> 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 &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.</p> <p><b>(4) Harink Group Discussion Forum (assignment 5):</b>  <i>Preparation:</i> Read Harink, 209-260.</p> <p><i>Posting:</i> By Thursday, post two questions for your group that you think</p>

			would be important for the group to discuss about the issues raised by Harink and their ramifications for understanding Paul and/or particular theological/ecclesiological issues (e.g., justification by faith, evangelism). By Saturday, post a response to everyone in your group.
11/17-11/23	6	11 2 Thess 1:1- 2:12	<p>(1) <b>Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p>(2) <b>Post your CRR on 2 Thess 1:1-2:12 (assignment 3)</b> by Wednesday.</p> <p>(3) <b>General Discussion Forum (assignment 4):</b>  <i>Preparation:</i> Read Furnish, 143-162, Johnson, “2 Thess 1:1-2:12,” (link this directly to document); Witherington, 183-229.</p> <p><i>Posting:</i> 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 &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.</p>
11/24-11/30	6	12 2 Thess 1:1- 2:12	<p>(1) <b>Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p>(2) <b>General Discussion Forum (assignment 4):</b>  <i>Preparation:</i> Examine the protestor’s sign provided in the learning unit and view the following videos at:  <a href="http://www.youtube.com/watch?v=evA9t3pAAU8">http://www.youtube.com/watch?v=evA9t3pAAU8</a>  <a href="http://www.youtube.com/watch?v=u1uWWm9ck6I&amp;NR=1">http://www.youtube.com/watch?v=u1uWWm9ck6I&amp;NR=1</a></p> <p><i>Posting:</i> By Tuesday post a response to the question the instructor provides. By <b>Wednesday (note the change from the regular schedule)</b>, post a response to at least three of your classmates. By Sunday post at least three more times to an ongoing conversation.</p> <p>(3) <b>Begin working on your Final Synthetic Essay</b></p>
12/1-12/7	7	13 2 Thess 2:13- 3:18	<p>(1) <b>Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p>(2) <b>Post your CRR on 2 Thess 2:13-3:18 (assignment 3)</b> by Wednesday.</p> <p>(3) <b>General Discussion Forum (assignment 4):</b>  <i>Preparation:</i> Read Furnish, 162-183, Johnson, “2 Thess 2:13-3:18,” (link this directly to document); Witherington, 230-265.</p> <p><i>Posting:</i> 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 &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.</p> <p>(4) <b>Continue working on your Final Synthetic Essay (assignment 7)</b></p>
12/8-12/14	7	14 2 Thess 2:13- 3:18	<p>(1) <b>Reading 1 &amp; 2 Thessalonians (assignment 1):</b> Read the epistles and post your reading in the Epistle Reading Forum by Tuesday.</p> <p>(2) <b>General Discussion Forum (assignment 4):</b> <i>Posting:</i> By Tuesday post a response to the question the instructor provides. 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>

			<p><b>(3) In-Ministry assignment due by Wednesday (assignment 6)!</b></p> <p><b>(4) Continue working on your Final Synthetic Essay (assignment 7) and post it into Blackboard by Friday at 11:59 PM CT.</b></p>
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## Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
<b>15 point scale</b>	4 points	8 points	11 points	14-15 points
<b>20 point scale</b>	6 points	11 points	14 points	18-20 points

## Posting Pointers

**“Atta boy”/“Atta-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.