

## COURSE SYLLABUS

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# NT227: James - Jude: Letters to Everyone – General & Johannine Epistles

Course Lecturer: Craig Blomberg, PhD

### Course Description

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Unlike Paul's epistles, the general epistles were not addressed to a particular city or person. These letters deal more with the broader topics of suffering and the dangers of false teachings and unbelief among Christians. This course, *James - Jude: Letters to Everyone – General & Johannine Epistles*, covers these epistles.

### Course Objectives

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1. To introduce students to survey information related to the New Testament
2. To help develop critical and practical aptitudes in understanding the Bible
3. To provide scholarly information that will foster a better understanding of the historical and biblical context of the New Testament

### Accessibility

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If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

### Course Lecturer

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*Craig L. Blomberg, PhD*

**Education:**

- University of Aberdeen in Scotland, PhD
- Trinity Evangelical Divinity School, MA
- Augustana College, BA

**Teaching Career:**

- Distinguished Professor of New Testament, specializing in New Testament Studies, Denver Seminary
- Senior Research Fellow, Tyndale House in Cambridge, England
- Professor, Palm Beach Atlantic College

- Visiting professor, St. Petersburg Christian University, Russia; ACTS in Canada; the Seminario Teológico Centroamericano in Guatemala; the Irish Bible Institute in Ireland and at the Wiedenest Bibelschule in Germany
- Special guest lecturer or visiting professor at numerous universities in Australia and New Zealand

### **Other Career Highlights:**

- Ordained Baptist minister, teaching, preaching, and speaking at a variety of churches and educational institutions both at home and abroad
- Helped train church leaders through conferences across the Pacific Rim
- Campus Crusade for Christ
- Active member and regular contributor to the Evangelical Theological Society

### **Publications:**

- Articles in several periodicals, including *The Journal of the Evangelical Theological Society*, *Trinity Journal*, *The Journal for the Study of the New Testament*, and *Themelios*
- Author or editor of several books, including *Interpreting the Parables*, *The Historical Reliability of the Gospels*, *Jesus and the Gospels: An Introduction and Survey*, *Making Sense of the New Testament*, and *From Pentecost to Patmos*

## Academic Honesty

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At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

**Quizzes and Exams:** Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

**Plagiarism:** If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at [registrar@cugn.org](mailto:registrar@cugn.org) or toll free at (888) 487-5376 ext. 3.

## Course Methods

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Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students (when possible), and applying the learning to their lives. These methods include the following:

### Media/Materials

The course will include media presentations of lectures and supplementary materials to be viewed and/or read throughout the lessons of the course.

- **Video-based teaching**  
If you do not have the bandwidth required to view the video, we provide the option of listening to the lesson or reading the lesson from a transcript.
- **Multisensory learning**  
For students who wish to use a medium other than video, we provide the option of reading the lesson from a transcript of the teaching video (found in the Class Time activity). Students can choose the medium (or combination of media) that most closely aligns with their individual learning styles.
- **Readings and other media**  
Students should have a copy of the Bible available in order to read the complete books of the Bible assigned in each lesson. In addition, Scripture passages are linked to online Bible tools for convenience. These online resources also provide an opportunity for students for whom English is a second language to read the Bible passages in one of numerous international translations available.

For all other required reading assignments, CUGN provides the texts for this course in a downloadable Adobe® PDF format.

### Interaction

Whether sitting in a traditional classroom or studying from a distance, students benefit from interaction and collaboration with other students. In order to meet this need in distance theological education, CUGN offers structures and resources to encourage effective community interaction in this course.

### Response Time

This forum fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors; students are also encouraged to read and respond to the posts of fellow students.

### Reflection

Through journaling and the use of interactive exercises, CUGN provides many opportunities for students to reflect on what they have learned, what they believe, and where they are challenged. The goal of these reflections is personal spiritual growth and transformation.

## Blog

Many of the assignments ask students to record their thoughts in a course blog. Blog entries can be viewed only by the student and by the site administrator, and are not graded.

## Lesson Objectives

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At the end of each lesson, students should be able to accomplish the objectives listed below.

### Lesson 1: James - 1 Peter: Growing Through the Tough Times

- Discuss issues of authorship, date, and audiences of James and 1 Peter.
- Explain how a Christian, living under various discouraging pressures and opposition, can live by faith in God's grace and peace.
- Name three themes found in James and discuss how he develops them in his book.
- Name and discuss three themes presented in 1 Peter.
- Generate a list of biblical principles to guide a daily walk with God.

### Lesson 2: 2 Peter - Jude: Little Letters with Big Messages

- Discuss why 2 Peter and Jude are studied together and what they share in common.
- Explain how the church should respond to false teachers and teaching.
- Interact with 2 Peter's discussion of why God allows evil to exist.
- Discuss how 1 John's material is organized around three key themes.
- Explain how 1 John may be seen as "balancing John's Gospel."
- Discuss an overview of 2 and 3 John.

### Lesson 3: Archaeology & New Testament Cities

- Discuss how and what archaeology has contributed to our understanding of three cities located in Ancient Palestine.
- Discuss how and what archaeology has contributed to our understanding of three major cities visited by Paul on his missionary journeys.
- Become more productive in New Testament studies by more accurately depicting life and culture in specific places mentioned in its record.

## Course Requirements

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In order to receive credit, the student must complete the course requirements within a 90-day period. Those requirements include:

- Viewing the Class Time lectures for each lesson
- Reading Bible passages as assigned for each lesson
- Reading the Bible commentary sections as assigned for each lesson
- Participating in the Response Time forum

- Becoming familiar with Glossary terms
- Keeping a blog in response to reflection questions
- Taking three quizzes and a final examination, scoring a 70% or higher average

Additional information about these requirements is provided below.

## CLASS TIME

The Class Time section of the course includes the following:

- **Lesson Goals:** The Lesson Goals describe the learning outcomes you should achieve by the end of the course.
- **Adventuring Through the Bible by Ray Stedman:** *Adventuring Through the Bible* is provided for your convenience. If you prefer a different approach, feel free to use a Bible commentary of your choosing. If you are taking the course for credit or certification, however, please let our Registrar know the commentary and format you are using so your reading can be validated offline. Please note: In order to balance the number of required readings throughout the course, the readings assigned from *Adventuring Through the Bible* may not always align directly with the Scripture readings for each lesson.

Lesson 1: Faith in Action

Lesson 2: Faith in the Face of Falsehood

Lesson 3: Contending for the Faith

- **Bible reading:** The books of the Bible covered in this course should be read completely at least once.

Lesson 1: James 1-5 and 1 Peter 1-5

Lesson 2: 2 Peter 1-3 and 1 John 1-5

Lesson 3: 2 & 3 John and Jude

- **Additional Resources:** Within Class Time you will find a link to Additional Resources provided to supplement your learning. These Additional Resources can also be accessed outside of Class Time, from your main course page. They are described in detail later in the syllabus.
- **Lectures:** The lessons in this course include 25–30 minutes of lecture. These instructional lectures are required viewing, and can be watched as many times as needed. The same content is available in a text file (PDF) (located in the Class Time activity) for students who can benefit from this alternative media. Each lecture includes an ungraded quiz that students can use to test their knowledge along the way.

Lesson 1: James - 1 Peter: Growing Through the Tough Times

Lesson 2: 2 Peter - Jude: Little Letters with Big Messages

Lesson 3: Archaeology & New Testament Cities

- **Philip Yancey devotionals:** The lessons in this course contain related devotionals narrated by well-known author, Philip Yancey. These devotionals (required viewing) highlight the people, events, and the consequential circumstances from selected passages covered in each lesson and also provide a devotional element to this study.

Lesson 1: Philip Yancey – Converted Coward (1 Peter 1)

Lesson 2: Philip Yancey – Hidden Dangers (2 Peter 1)

Lesson 3: Philip Yancey – Merest Christianity (1 John 3)

## ADDITIONAL RESOURCES

These resources are provided to supplement your learning.

- Shockwave® interactive exercises: Each of the lessons in this course may contain interactive exercises that are formatted in the Adobe Shockwave format (Free Adobe Shockwave browser plug-in required).

Lesson 1

- James - Overview
- 1 Peter - Overview

Lesson 2

- 2 Peter - Overview
- Jude - Overview
- 1 John - Overview
- 2 John - Overview
- 3 John - Overview

Lesson 3

- Bible Facts

## RESPONSE TIME

Participants will interact with other students worldwide in an ongoing asynchronous threaded forum of several course topics in each lesson.

In order to get the fullest benefit from the Response Time forum, students should complete the

Response Time assignment after they have completed Class Time. Then they should return to Response Time after finishing the lesson to see how others respond. The following steps are instructions to the students for completing the assignment:

- Enter Response Time.
- Read the instructions and click the Response Time topic.
- Read the Response Time question and share your thoughts with others.
- Take the time to read other students' postings.

CUGN requires that students' Response Time posts consist of at least 2 to 3 well-developed paragraphs. Think of posts as mini-essays, where you present an idea and support that idea with details, examples, personal experiences, etc.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

## GLOSSARY

Sometimes unfamiliar words appear in the teaching. Those words are necessary to an understanding of the subject matter and, therefore, are listed for students' review and learning.

### Lesson 1

- Herod Agrippa I
- Justification

### Lesson 2

- Assumption of Moses
- Docetism
- Enoch, Book of
- Theodicy

### Lesson 3

- Palestine
- Caesarea Philippi
- Samaria

## QUIZZES AND EXAM

The quizzes and exam will cover the material from the Class Time lectures, Bible reading, other reading, and devotionals. The Bible reading and textbooks should be read in accordance with the schedule of lectures as outlined in this syllabus (i.e., assigned chapters and pages should be read along with listening to each lecture).

## Course Grading and Requirements

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### QUIZZES AND EXAM

Quizzes	40% of Course Grade
Final Exam	60% of Course Grade

### OTHER COURSE REQUIREMENTS

Course requirements noted in this syllabus will be validated before credit is awarded to any student.

## Notes Regarding This Syllabus

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This syllabus is designed to provide learners with an overview of the course. Specific assignments are contained in each lesson.

Individuals taking the class for academic credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to add additional reading requirements and to alter the syllabus to meet their accreditation requirements. Students seeking academic credit should check with their academic institution for details.