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

II. CORE VALUES
New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity,
Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership.
This course addresses Doctrinal Integrity specifically in that the course is designed to
prepare the student to grow in the understanding and interpreting of the Word of God.
Characteristic Excellence is also addressed in that the student should be as prepared
as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting
the Bible is a key element in presenting the Good News of the Gospel to the world.
Proper interpretation is vital in fulfilling the Great Commission. This course addresses
the competency of Biblical Exposition by preparing the student to interpret and
communicate the Bible accurately. The core value for NOBTS this year is Missions
Focus.

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

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

V. COURSE OUTCOMES:
Knowledge
Students who complete this course successfully should:
• Know a basic thematic outline for the letter of James
• Know the literary and thematic connections with the teachings of Jesus
• Know James's literary purpose for writing the letter
• Know the historical setting of the letter of James
• Know the critical and historical problems associated with a study of James

**Attitudes**
Students who complete this course successfully should:
• Appreciate the richness of the letter of James for teaching and preaching
• Recognize the importance of James as a foundational document for the church
• Recognize the importance of historical-grammatical exegesis to interpreting James
• Be more confident in interpreting the letter of James

**Skills**
Students who complete this course successfully should be able to:
• Supply a summary analysis on any assigned section of James demonstrating interaction with historical-grammatical exegesis and narrative reading
• Explain the significance of wisdom literature for interpreting James
• Be able to access good critical commentaries on the letter of James

**VI. TEXTS:**
• Bible in modern translation: RSV, NRSV, NASV, NIV, GNB, NLT

Additional English Resources:

Additional Greek Resources:

**VII. GRADES:**
1. **Reading Summaries (15%).** The student will preserve information gained in commentary readings by summarizing in brief, narrative outline form the discussion, exegetical options pointed out, as well as specific positions taken by each commentator. Use the pdf form provided on Blackboard to submit your summaries.
2. **Unit Quizzes (20%).** A timed short quiz will be given over units with reading
assignments. You may not advance to the next exegetical unit until the quiz for the previous unit is completed. You must take all quizzes.

3. **iTunesU Summaries (15%).** The student will listen to the series of iTunesU podcasts on James by Ron Julian lecturing at Gutenberg College. For each podcast, the student will summarize the content and evaluate ideas presented. Use the pdf form provided on Blackboard to submit your summaries.

2. **Threaded Discussion (15%).** The student will participate in threaded discussions online for each unit of the text assigned in the syllabus. The purpose is to discuss together:
   (1) **Exegesis**—issues of exegesis, that is, the meaning of a given text in its *original* historical and grammatical setting, and
   (2) **Application**—issues of application, that is, the application of the text to a *modern* setting.

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

   Courtesy and good online etiquette is expected in these discussions. The professor has zero tolerance for talking down, deriding, or ridiculing of persons or ideas shared. Violation of proper and respectful online behavior will be referred to the Dean of Students Office.

5. **Journal Article Review (5%).** One journal article review is required, 2 pages, typed, single-spaced. Use the pdf form provided on Blackboard to submit your review. The review is to be uploaded by Monday midnight of Unit 9. The journal article should be a full-text article accessible and downloadable through the seminary library online. The preferred topics are sociology and history.

6. **Mid-term Exam (15%).** The mid-term exam has two components. The first is completed offline using any resources available to the student. The student can be working on this component all along the way during the first part of the course. The other component is completed online and is a timed, forced completion exam as scheduled in the syllabus. Detailed instructions for both components are given on Blackboard.

7. **Final Exam (15%).** The final exam has two components. The first is completed offline using any resources available to the student. The student can be working on this component all along the way during the second part of the course. The other component is completed online and is a timed, forced completion exam as scheduled in the syllabus. Detailed instructions for both components are given on Blackboard.

8. **Grading:** average by percentage of all components as indicated.

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

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

Netiquette Statement on Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.

IX. ASSIGNMENTS

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

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

Unit 2: Authorship, Background
• Read Davids: 1–12; Moo: 19–35
• Submit reading summary
• Take Reading Quiz 2
• Listen to ITunesU on Introduction
• Submit iTunesU summary
• Participate in Threaded Discussion

Unit 3: Structure, Jms. 1:1–4
• Read Davids: 7–8; 25–28; Moo: 36–40; 56–62
• Submit reading summary
• Take Reading Quiz 3
• Listen to ITunesU on Jms. 1:2–3
• Submit iTunesU summary
• Participate in Threaded Discussion

Unit 4: Jms. 1:5–11
• Read Davids: 28–34; Moo: 62–70
• Submit reading summary
• Take Reading Quiz 4
• Listen to ITunesU: Jms. 1:4–5, 1:5–7; 1:9–11
• Submit iTunesU summary
• Participate in Threaded Discussion
Unit 5: Jms. 1:12–20
- Read Davids: 34–40; Moo: 70–79
- Submit reading summary
- Take Reading Quiz 5
- Listen to ITunesU: Jms. 1:13–15
- Submit ITunesU summary
- Participate in Threaded Discussion

Unit 6: Jms. 1:21–2:13
- Read Davids: 40–63; Moo: 79–99
- Submit reading summary
- Take Reading Quiz 6
- Submit ITunesU summary
- Participate in Threaded Discussion

Unit 7: Jms. 2:14–26
- Read Davids: 63–79; Moo: 99–117
- Submit reading summary
- Take Reading Quiz 7
- Listen to ITunesU: 2:21–24
- Submit ITunesU summary
- Participate in Threaded Discussion

Unit 8: Mid-Term Exam
- Prepare for Mid-Term Exam
- Participate in Threaded Discussion
- Take Mid-Term Exam online

Unit 9: Jms. 3:1–18
- Submit Journal Article Review (Mon.)
- Read Davids: 80–97; Moo: 118–37
- Submit reading summary
- Take Reading Quiz 9
- Listen to ITunesU: 3:1–17
- Submit ITunesU summary
- Participate in Threaded Discussion

Unit 10: Jms. 4:1–10
- Attend WebEx Session (Mon., 7:30–8:30 pm, CST)
- Read Davids: 98–104; Moo: 138–50
- Submit reading summary
- Take Reading Quiz 10
- Listen to ITunesU: 3:18–4:10
- Submit ITunesU summary
- Participate in Threaded Discussion

Unit 11: Jms. 4:11–17
- Read Davids: 104–114; Moo: 151–58
- Submit reading summary
- Take Reading Quiz 11
• Listen to ITunesU: 4:11–17
• Submit iTunesU summary
• Participate in Threaded Discussion

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

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

Unit 14: Theology, Final Exam
• Read Davids: 12–23; Moo: 40–55
• Compare Blomberg/Kamell: 254–63
• Submit reading summary
• Prepare for Final Exam
• Take Final Exam online

X. SELECTED BIBLIOGRAPHY


<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Location, Publisher</th>
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<td>Hodges, Zane C.</td>
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<td>Millet, Robert L.</td>
<td>Grace Works</td>
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