Reformed Theological Seminary
Hebrews through Revelation
NT522 (3 Credit Hours)
Thursday 9:00am-12:00pm
Spring 2014

Dr. Benjamin Gladd
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TA: Josh Darsaut (joshdarsaut@gmail.com)

I. Course Objectives
- Learn how to perform a Discourse Analysis of texts.
- Have an introductory grasp of the content of Hebrews through Revelation.
- Develop an awareness of biblical-theological concepts in the corpus.
- Those students with a basic knowledge of Greek will have further exposure to Greek texts.

II. Course Description taken from the Catalogue
- "An introduction to the General Epistles and Revelation that includes the history, setting, theme, purpose, and message of each book" (RTS 2011-2013 Catalog, p. 59).

III. Texts
- A modern translation of the Bible (e.g., NIV, ESV, NASB)
- For students with a knowledge of Greek, a Greek New Testament – preferably Nestle Aland (27th ed.)
- Graeme Goldsworthy, According to Plan: The Unfolding Revelation of God in the Bible (Downers Grove: InterVarsity, 2002).

IV. Procedures and Methods
- This class will be a combination of lecture, reading, and discussions. Each class the student should be prepared to discuss what they have learned from their reading assignments and take exceptional class notes.
- Though this class is tailored for MDiv students who have a working knowledge of Greek, it is possible for those who do not know Greek to take the class. “Non-Greek” students are required to do all the assignments except translations. Additional reading will be assigned to non-Greek students, however. When doing
discourse analyses, non-Greek students must take their translation from NASB (1995).

- The course lectures are designed to focus primarily on specific texts, whereas the readings focus on the introductory elements of each book (authorship, dating, audience, etc.).

V. Course Requirements

- **Exams**- One exam will be given at the end of the semester. Questions will mainly cover the lectures and assigned reading.

- **Quizzes**- Students will take online quizzes based on the reading.

- **Reading**- Students are required to read from the course textbooks. The professor will ask how much was read at the end of each weekly online quiz. Reading must be completed at the time of the quiz. Students do not receive credit if the reading is late. In addition to the weekly reading, students must read through the entire Gospels before exam and Graeme Goldsworthy, *According to Plan* (pgs. 81-234).

- **Attendance**- Students are expected to attend all lectures, which comprises 10% of the total grade. Students who have more than one unexcused absences will be penalized on their final course grade 2% per additional unexcused absence. *Presbytery meetings and all conferences (ETS/SBL, T4G, Twin Lakes, etc.) are deemed unexcused*. Students should consult their calendar at the beginning of the semester and discuss any conflicts with the professor. Sickness and family emergencies are considered excused. If you are sick or have a family emergency, you must email the professor asap.

- **Weekly Assignments**- Nearly every week, students will be assigned a particular aspect of interpretation (translation, discourse analysis, etc.). All assignments are to be written in Times New Roman, 12-point font, and single spaced. Late assignments will result in a loss of one letter grade per class.

- **In-Class Electronics Use**- In light of recent studies and my own classroom experience, students are prohibited from using computers, phones, and tablets during class. Prohibiting electronic use forces the students to focus on the lecture and take better notes. Exceptions are permitted for those with disabilities.

- **Grading**:
  1. Weekly Assignments 25%
  2. Exam 15%
  3. Quizzes 25%
  4. Reading 25%
  5. Classroom Participation/Attendance 10%

- **Grading Scale**: The grading scale for this course is the seminary’s grading scale. You may find it listed at the *RTS Catalog*, p.42.
• **Plagiarism**: Any cheating (quiz, paper, exam, etc.) will result in a failure of the course.

### VI. Assigned Reading/Lecture Topic

**January 30-** Introduction to the Course/Discourse Analysis and Version Comparison  
**Reading:** Jobes, *Letters to the Church*, 1-18

**February 6-** Introduction to Epistles and Hebrews  
**Weekly Assignment:** Hebrews 2:6-8 (Translation/Discourse Analysis/Version Comparison)  
**Non-Greek:** Frank Thielman, *Theology of the New Testament*, 585-611  
**Reading:** Jobes, *Letters to the Church*, 24-54; Carson/Moo, *Introduction*, 596-615  
**Quiz #1** (quiz over Jobes pgs. 24-54)

**February 13-** Hebrews  
**Weekly Assignment:** Hebrews 4:1-5 (Translation/Discourse Analysis/Version Comparison)  
**Short Essay Question:** Write a two-paragraph summary of the immediate OT context of each quotation that’s found in Hebrews 4:1-5 (Ps 95:11; Gen 2:2).  
**Reading:** Jobes, *Letters to the Church*, 58-112

**February 20-** Hebrews  
**Weekly Assignment:** Hebrews 9:6-10 (Translation/Discourse Analysis/Version Comparison)  
**Reading:** Jobes, *Letters to the Church*, 116-143

**February 27-** James  
**Weekly Assignment:** James 2:20-24 (Translation/Discourse Analysis/Version Comparison)  
**Short Essay Question:** Write a one-page summary comparing James’ view of justification with that of Paul’s (James 2:20-24; Rom 4:1-6).  
**Non-Greek:** Frank Thielman, *Theology of the New Testament*, 496-511  
**Reading:** Jobes, *Letters to the Church*, 148-198; Carson/Moo, *Introduction*, 619-633  
**Quiz #2** (quiz over Jobes pgs. 148-198)

**March 6-** James  
**Weekly Assignment:** James 5:1-6 (Translation/Discourse
March 13- SPRING BREAK

March 20- Jude

**Weekly Assignment:** Jude 5-7 (Translation/Discourse Analysis/Version Comparison)

**Short Essay Question:** Write a one-page explanation of Jude 6.

**Non-Greek:** Frank Thielman, *Theology of the New Testament*, 512-21

**Reading:** Jobes, *Letters to the Church*, 202-231

**Quiz #3** (quiz over Jobes pgs. 234-262)

March 27- 1 Peter

**Weekly Assignment:** 1 Peter 1:22-25 (Translation/Discourse Analysis/Version Comparison)

**Short Essay Question:** Write a one-page summary of the immediate OT context of Isa 40:6-8

**Non-Greek:** Frank Thielman, *Theology of the New Testament*, 569-584

**Reading:** Jobes, *Letters to the Church*, 234-262; Carson/Moo, *Introduction*, 688-695

**Quiz #4** (quiz over Jobes pgs. 268-296)

April 3- 1 Peter

**Weekly Assignment:** 1 Peter 5:1-4 (Translation/Discourse Analysis/Version Comparison)

**Reading:** Jobes, *Letters to the Church*, 300-351

April 10- 2 Peter

**Weekly Assignment:** 2 Peter 1:16-18 (Translation/Discourse Analysis/Version Comparison)

**Short Essay Question:** Write a one-page summary of Matt 17:1-8.

**Non-Greek:** Frank Thielman, *Theology of the New Testament*, 522-535

**Reading:** Jobes, *Letters to the Church*, 354-390; Carson/Moo, *Introduction*, 654-666

**Quiz #5** (quiz over Jobes pgs. 354-390)

April 17- Revelation

**Weekly Assignment:** Rev 1:17-18 (Translation/Discourse Analysis/Version Comparison)

**Reading:** Carson/Moo, *Introduction*, 697-722

**Non-Greek:** Frank Thielman, *Theology of the New Testament*, 612-650

**Quiz #6** (quiz over Carson/Moo, pgs. 697-722)

April 24- Revelation
Short Essay Question: Write a one-page analysis of Revelation’s view of those dressed in “white robes.”

May 1 - Revelation
Weekly Assignment: Rev 20:1-3 (Translation/Discourse Analysis/Version Comparison)
Short Essay Question: Write a one-page summary of Matt 12:24-29
### Course Objectives Related to MDiv* Student Learning Outcomes

**Course:** Hebrews through Revelation (NT522)  
**Professor:** Ben Gladd  
**Campus:** Jackson  
**Date:** Spring 2013

<table>
<thead>
<tr>
<th><em><em>MDiv</em> Student Learning Outcomes</em>*</th>
<th><strong>Rubric</strong></th>
<th><strong>Mini-Justification</strong></th>
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<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td><strong>Strong</strong></td>
<td>The course strongly engages Scripture and the Jewish milieu of the first century, furnishing students with knowledge of a variety of topics.</td>
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<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
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<td><strong>Scripture</strong></td>
<td><strong>Strong</strong></td>
<td>With their nose in the text, students will spend a significant amount of time studying and mediating upon Scripture. The class requires students to research and write on topics pertaining to Hebrews through Revelation.</td>
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<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
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<td><strong>Reformed Theology</strong></td>
<td><strong>Moderate</strong></td>
<td>Central to this class is the exaltation of Christ and his role in redemptive history.</td>
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<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
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<td><strong>Sanctification</strong></td>
<td><strong>Moderate</strong></td>
<td>Since students are exposed to the various facets of Hebrews through Revelation, a love for Christ will inevitably grow as they continually look upon his character.</td>
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<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
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<td><strong>Desire for Worldview</strong></td>
<td><strong>Strong</strong></td>
<td>Key to this course is living in light of Scripture and its kingdom worldview.</td>
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<td>Burning desire to conform all of life to the Word of God.</td>
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<td><strong>Winsomely Reformed</strong></td>
<td><strong>Strong</strong></td>
<td>Though many scholars are not evangelicals, there is much to be gained by their insights.</td>
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<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
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<td><strong>Preach</strong></td>
<td><strong>Moderate</strong></td>
<td>Throughout the course, attention will be given to how students are to preach Hebrews through Revelation. We will often seek to answer “what difference does it make?”</td>
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<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
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<td><strong>Worship</strong></td>
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<td>As a result of this course, students will</td>
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<tr>
<td>Role</td>
<td>Requirement</td>
<td>Level</td>
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<tr>
<td>Worship</td>
<td>worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Minimal</td>
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<td>Shepherd</td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Moderate</td>
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<tr>
<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Minimal</td>
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