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)

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 DA’s/translations. If
the students have a working knowledge of DA, then they are required to do them. Non-Greek students are still required to do the “short essay questions” and watch and summarize a video.

- 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 Hebrews through Revelation before exam, Gladd/Harmon, *Making All Things New*, and Bauckham, *Theology of Revelation* (pgs. 1-164). Students must write a one-page book review of Gladd/Harmon and a one-page review of Bauckham. Both book reviews will be submitted at the end of the semester.

- **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. Unless otherwise specified, papers must be submitted as a hardcopy and at the beginning of class. Do not submit assignments on Canvas. 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 25- Introduction to the Course
**Reading**: Jobes, *Letters to the Church*, 1-18

February 1- Introduction to Epistles and Hebrews
**Weekly Assignment #1**: Hebrews 2:6-8 (Translation/Discourse Analysis/Version Comparison)
**Short Essay Question**: Write 12-15 sentences on why Christ is “better” than the angels according to Heb 2:6-8. Be sure to integrate the Ps 8 quotation in your answer.
**Non-Greek**: Watch and write a two paragraph summary of “Jesus’ Divinity and Monotheism” by Richard Bauckham: [YouTube Video](https://www.youtube.com/watch?v=Qq-lfhdXDzg&spfreload=10)
**Reading**: Jobes, *Letters to the Church*, 24-54 (Chapter 1); Carson/Moo, *Introduction*, 596-615 (Chapter 19)
**Quiz #1** (quiz over Jobes pgs. 24-54 [Chapter 1])

February 8- Hebrews
**Weekly Assignment #2**: 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 found in Hebrews 4:1-5 (Ps 95:11; Gen 2:2). Write 10-12 sentences on why the author of Hebrews cited these two quotations.
**Reading**: Jobes, *Letters to the Church*, 58-112 (Chapters 2-3)
**Quiz #2** (quiz over Jobes pgs. 58-112 [Chapters 2-3])

February 15- Hebrews
**Weekly Assignment #3**: Hebrews 9:6-10 (Translation/Discourse Analysis/Version Comparison)
**Non-Greek**: Watch and write a two paragraph summary of “Getting Excited about Melchizedek” by D.A. Carson: [YouTube Video](https://www.youtube.com/watch?v=RY-qfiGkBp&spfreload=10)
**Short Essay Question**: Write a one-page summary of the relationship between the earthly tabernacle/temple and God’s heavenly temple (for

**Reading:** Jobes, *Letters to the Church*, 116-143 (Chapter 4)

**February 22- James**

**Weekly Assignment #4:** 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:** Watch and write a two-paragraph summary of “Book of James Lecture 1” by Doug Moo:

https://www.youtube.com/watch?v=CSC9TUHORuM&list=PL91ng2_jOZ4NVSudXNUYJ5gzB-88lYNtd

**Reading:** Jobes, *Letters to the Church*, 116-143 (Chapter 4)  
Jobes, *Letters to the Church*, 148-198 (Chapters 5-6); Carson/Moo, *Introduction*, 619-633 (Chapter 20)

**Quiz #3** (quiz over Jobes pgs. 148-198 [Chapters 5-6])

**February 29- James**

**Weekly Assignment #5:** James 5:1-6 (Translation/Discourse Analysis/Version Comparison)

**Reading:** Jobes, *Letters to the Church*, 202-231 (Chapter 7)

**Non-Greek:** Watch and write a two-paragraph summary of “The Saving Word” (James 1:12-25) by D.A. Carson:

https://www.youtube.com/watch?v=2yfh07GtFpQ

**March 7- SPRING BREAK**

**March 14- Jude**

**Weekly Assignment #6:** Jude 5-7 (Translation/Discourse Analysis/Version Comparison)

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

**Reading:** Jobes, *Letters to the Church*, 234-262 (Chapter 8); Carson/Moo, *Introduction*, 688-695 (Chapter 24)

**Quiz #4** (quiz over Jobes pgs. 234-262 [Chapter 8])

**March 21- 1 Peter**

**Weekly Assignment #7:** 1 Peter 1:22-25 (Translation/Discourse Analysis/Version Comparison)

**Short Essay Question:** Write 12-15 sentence summary of the immediate OT context of Isa 40:6-8 and 8-10 sentences on its use in 1 Peter 1:24.

**Non-Greek:** Watch and write a two-paragraph summary of “A Holy Nation” by D.A. Carson:

https://www.youtube.com/watch?v=XKO9dGZlt8o&spfreload=10

**Reading:** Jobes, *Letters to the Church*, 268-296 (Chapter 9); Carson/Moo, *Introduction*, 636-651 (Chapter 21).

**Quiz #5** (quiz over Jobes pgs. 268-296 [Chapter 9])
March 28- 1 Peter

**Weekly Assignment #8**: 1 Peter 5:1-4 (Translation/Discourse Analysis/Version Comparison)

**Non-Greek**: Watch and write a two-paragraph summary of “The Pastor as a Scholar” by D.A. Carson:
https://www.youtube.com/watch?v=i3z91fE1zxY&spfreload=10

**Short Essay Question**: Write 12-15 sentence summary of the immediate OT context of Ezekiel 34 and 8-10 sentences on its use in 1 Peter 5:1-4.

**Reading**: Jobes, *Letters to the Church*, 300-351 (Chapters 10-11)

April 4- 2 Peter

**Weekly Assignment #9**: 2 Peter 1:16-18 (Translation/Discourse Analysis/Version Comparison)

**Short Essay Question**: Write 12-15 sentence summary of Matt 17:1-8 and 8-10 sentences on the use of the Transfiguration in 2 Peter 1:16-18.

**Reading**: Jobes, *Letters to the Church*, 354-390 (Chapter 12); Carson/Moo, *Introduction*, 654-666 (Chapter 22)

**Quiz #6** (quiz over Jobes pgs. 354-390 [Chapter 12])

April 11- Revelation

**Weekly Assignment #10**: Rev 1:17-18 (Translation/Discourse Analysis/Version Comparison)

**Reading**: Carson/Moo, *Introduction*, 697-722 (Chapter 25); Bauckham, *Theology of Revelation*, 1-53 (Chapters 1-2)

**Non-Greek**: Watch and write a two-paragraph summary of “The Old Testament as Key to Understanding the Book of Revelation” by G.K. Beale
https://www.youtube.com/watch?v=CvweHefD_Wg&spfreload=10

**Quiz #7** (quiz over Carson/Moo, pgs. 697-722 [Chapter 25])

April 18- Revelation

**Weekly Assignment #11**: Rev 6:9-11 (Translation/Discourse Analysis/Version Comparison)

**Non-Greek**: Watch and write a two-paragraph summary of “The Book of Revelation” by Richard Bauckham
https://www.youtube.com/watch?v=1cH3H14AI90&spfreload=10

**Reading**: Bauckham, *Theology of Revelation*, 54-108 (Chapters 3-4)

**Short Essay Question**: Write a one-page analysis of Revelation’s view of those dressed in “white robes.”
April 25- Revelation

**Weekly Assignment#12**: Rev 20:1-3 (Translation/Discourse Analysis/Version Comparison)

**Reading**: Bauckham, *Theology of Revelation*, 109-164 (Chapters 5-7)

**Non-Greek**: Watch and write a two-paragraph summary of “The Drama of Creation” by Douglas Moo

https://www.youtube.com/watch?v=IL93cTxpIl0

**Short Essay Question**: Write a one-page summary of Matt 12:24-29

**Book Reviews Due** (submit to PDF via email to professor)
## Course Objectives Related to MDiv* Student Learning Outcomes

<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><em>Articulation (oral &amp; written)</em></td>
<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>
<td>Strong</td>
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<tr>
<td><em>Scripture</em></td>
<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>
<td>Strong</td>
</tr>
<tr>
<td><em>Reformed Theology</em></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Moderate</td>
</tr>
<tr>
<td><em>Sanctification</em></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
</tr>
<tr>
<td><em>Desire for Worldview</em></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Strong</td>
</tr>
<tr>
<td><em>Winsomely Reformed</em></td>
<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>
<td>Strong</td>
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<td><em>Preach</em></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Moderate</td>
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<tr>
<td><em>Worship</em></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Minimal</td>
</tr>
<tr>
<td><strong>Shepherd</strong></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><strong>Moderate</strong></td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td><strong>Minimal</strong></td>
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</tbody>
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