I. Description of the Course

An introduction to the life and thought of Jonathan Edwards, utilizing both primary and secondary sources.

II. Assessment Information and Due Dates

1. Reading Journals and Class Participation, 20%.

A blank copy of a reading journal may be found on the last page of this syllabus. You will need to fill out one of these for each of the required books for the class, four in total.

Due: July 27

2. Sermon Project, 40%.

Based on the sermons in the book edited by Bailey and Wills, please write a five-page paper on one of the following options. This is more reflection paper than research paper.

- Edwards and the “plain style” of preaching as a homiletical method
- Edwards on the role of the sermon in the life of the congregation
- Edwards on the definition and the role of the pastoral office

Due: August 3

3. Paper, 40%.

Write a seven-page (or so) paper on either a treatise of Jonathan Edwards or on a theme in the writings of Jonathan Edwards. Use both primary and secondary sources. Avoid offering a running commentary; go deep on a singular issue rather than broad on a number of issues.

Due: August 17

III. Bibliography and Required Texts

Required Texts:


IV. Schedule

**Day One: Life of Edwards**

Lectures:
- Overview of Edwards’s life, thought, and legacy
- Edwards in his 18th Century context

Reading:
- Marsden, *JE: A Life*
- Please read as much of this as you can before the class. In class I will make reference to some of the key selections in the book. Please bring this book with you to class for the first day.

**Day Two: Theology of Edwards**

Lectures:
- A history of interpretation of Edwards: looking for the “center” of his thought
- The details and the big picture of Edwards’s theological vision

Reading:
- Lucas, *God’s Grand Design*
- Please read as much of this as you can. If you can only get to a small portion before the class, take a look at chapters 1-4. We’ll walk through this book in class so please bring it with you on the second day. You will find part Two of the book, chapters 5-12, helpful for thinking through the thesis or theme you would like to write on for the paper.

**Day Three & Four: Writings of Edwards**

Lectures:
- A look at the variety of writings of Jonathan Edwards: the “Miscellanies,” sermons, letters, and treatises
- An introduction to his major works

Reading:
- *Jonathan Edwards: A Reader*
- Bring this with you to class both days. Read as much as you can. Use the selections from this book to think about you paper, and the theme or treatise you wish to write on. Bring this book with you to class both of these days.

**Day Five: Edwards and the Pastoral Ministry**

Lectures:
• Edwards as pastor and preacher

Reading:
• Bailey and Wills, *The Salvation of Souls*.
• This book is for the sermon project above. Please read with that project in mind. We will discuss these sermons in class. Bring this book to class on this day.

V. Reading Journal Format

*Reading Journal - Name:*

*Book Title & Author:*

*Percentage of Book Completed: _____%*

*Main Thesis/Main Point of Book:*

*List five strengths of the book, significant points, contributions, or ideas:*

1.

2.

3.

4.

5.

*What questions did the book raise you think were left unanswered or not answered deeply enough? (write answer on back of sheet)*
## VI. Course Objectives Related to MDiv* Student Learning Outcomes

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

<table>
<thead>
<tr>
<th><strong>Articulation (oral &amp; written)</strong></th>
<th>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</th>
<th><strong>Rubric</strong></th>
<th><strong>Mini-Justification</strong></th>
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<tr>
<td></td>
<td><strong>Strong</strong></td>
<td>1. Students write two papers and reading journals.  2. Students participate in class discussion.</td>
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<tr>
<td><strong>Scripture</strong></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>Minimal</strong></td>
<td>1. Offers students the example of Edwards's biblical exegesis and use of Scripture in sermons.</td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td><strong>Strong</strong></td>
<td>1. Students focus on one of the stalwart figures in the Reformed tradition.</td>
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<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td><strong>Minimal</strong></td>
<td>1. Reflecting on sanctification by the example of Jonathan Edwards.</td>
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<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td><strong>Moderate</strong></td>
<td>1. Through the variety and breadth of Edwards’s writings, on science and philosophy, students gain an appreciation for the richness of common grace in the Reformed tradition.</td>
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<tr>
<td><strong>Winsomely Reformed</strong></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>Minimal</strong></td>
<td>1. Edwards is often described as a warm-hearted Calvinist, one who stressed piety.</td>
</tr>
<tr>
<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td><strong>Moderate</strong></td>
<td>1. The sermon project specifically looks at homiletics and the pastoral office and role.</td>
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<tr>
<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td><strong>Minimal</strong></td>
<td>1. Some readings engage this.</td>
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<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>
<td>1. The sermon project specifically looks at homiletics and the pastoral office and role.</td>
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<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>
<td>1. Students see in Edwards the example of a concern for the Great Commission, and his engagement of the prevailing issues of his day and time.</td>
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