

Reformed Theological Seminary  
Hebrews through Revelation  
NT522 (3 Credit Hours)  
Friday 9:00am-12:00pm  
Spring 2019  
DC2

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### 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

- Karen H. Jobes, *Letters to the Church: A Survey of Hebrews and the General Epistles* (Grand Rapids: Zondervan, 2011).
- D.A. Carson and Douglas J. Moo, *An Introduction to the New Testament* (Grand Rapids: Zondervan, 2005).
- Benjamin L. Gladd and Matthew Harmon, *Making All Things New* (Grand Rapids: Baker: 2016).
- G.K. Beale, *Handbook on the Use of the Old Testament in the New Testament* (Grand Rapids: Baker, 2012).
- G. K. Beale and et al. *An Interpretative Lexicon of the Greek New Testament*. Zondervan, 2014. (Only required for Greek students). It's recommended that all students download the Discourse Analysis tool: <https://sourceforge.net/projects/datool/>
- English Bible with cross references (HCSB, ESV, NASB, etc.).

### 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 and DA’s (except translations). Instead of providing your own translations, non-Greek students should copy/paste the NASB. **Non-Greek students are still required to do the “short essay questions” and videos.**
  - 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 and Gladd & Harmon, *Making All Things New* before the exam.** Students must write a one-page, single-spaced book review of Gladd & Harmon, which will be submitted via Canvas on March 23.
- **Attendance-** Students are expected to attend all lectures. *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 synoptic interpretation (synoptic comparison, translation, discourse analysis, essays.). **Unless otherwise specified, weekly assignments must be submitted as a hardcopy and at the beginning of class. Do not submit assignments on Canvas. Late assignments, even turned in at the end of class, will result in a loss of one letter grade per class.**
  - **Short Answer Questions-** Crucial to each weekly assignment are the short answer essay questions. Each week students must answer the questions with robust, no frills answers. Please use essay prose and not bullet points. The questions are designed for students to make use of their cross references. When citing a source, please consult the *SBL Handbook of Style*.

- **Hermeneutical Use-** On most weekly assignments, students are required to evaluate the hermeneutical use of OT quotations or allusions in Hebrews-Revelation. Please consult Beale, *Handbook*, 55-93, for a discussion of each hermeneutical use. Keep in mind that nearly all of the quotations/allusions employ multiple hermeneutical uses (e.g., analogy AND abiding authority).
- **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 30%
  2. Exam 20%
  3. Quizzes 25%
  4. Reading 25%
- **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

February 1- Introduction to the Course/Introduction to Epistles

**Watch Discourse Analysis videos #1-7**

**Reading:** Jobes, *Letters to the Church*, 1-18; Schreiner, "Tracing the Argument," 97-124 (PDF Available on Canvas)

February 8- Introduction to Hebrews

**Watch "Hebrews" on The Bible Project:**

<https://thebibleproject.com/explore/hebrews/>

**Weekly Assignment #1:** Hebrews 2:6-8 (Translation/Discourse Analysis/Version Comparison)

**Short Essay Question:** Write 4-6 sentences on why Christ is "better" than the angels in his divinity according to Heb 1:13. Write 3-4 sentences on the hermeneutical use of Ps 110 in Heb 1:13. Write 4-6 sentences on why Christ is "better" than the angels in his humanity according to Heb 2:6-8. Write 3-4 sentences on the hermeneutical use of Ps 8 in 2:6-8.

**Non-Greek:** Watch and write a two-paragraph summary of "Jesus' Divinity and Monotheism" by Richard Bauckham:

<https://www.youtube.com/watch?v=Qq-IfhdXDzg&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 15- Hebrews

**Weekly Assignment #2:** Hebrews 4:1-5 (Translation/Discourse Analysis/Version Comparison)

**Short Essay Question:** Write 8-10 sentences on why Ps 95:11 shifts persons from “we/us” to “you” to “they” in the immediate context of Ps 95. Write 4-6 sentences on the hermeneutical use of Ps 95:11 in 4:3 and 5.

**Reading:** Jobes, *Letters to the Church*, 58-112 (Chapters 2-3)

**Quiz #2** (quiz over Jobes pgs. 58-112 [Chapters 2-3])

February 22- 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:

<https://www.youtube.com/watch?v=RY-qfjGaBpg&spfreload=10>

**Short Essay Question:** Write 4-6 summarizing the Day of Atonement in the Old Testament. Write 4-6 sentences on why phrase “until the time of the reformation” (9:10; ESV) is important to the immediate context of Heb 9.

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

March 1- James

**Watch “James” on The Bible Project:**

<https://thebibleproject.com/explore/james/>

**Weekly Assignment #4:** James 2:20-24 (Translation/Discourse Analysis/Version Comparison)

**Short Essay Question:** Write 8-10 sentences on the immediate context of Gen 15:6. Write 4-6 sentences on the hermeneutical use of Gen 15:6 in 2:23. Write 4-6 sentences on the hermeneutical use of Josh 2:4-15 in 2:25.

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

**Reading:** 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])

March 8- James

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

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

**Short Essay Question:** Write 4-6 sentences on whether the “rich” in 5:1-6

are part of the local church congregation, the audience of the epistle. Write 4-6 sentences on the hermeneutical use of Jer 12:3 in 5:5.

**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 15- SPRING BREAK

March 22- Jude

**Watch “Jude” on The Bible Project:**

<https://thebibleproject.com/explore/jude/>

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

**Short Essay Question:** Write 8-10 sentences identifying the “angels who did not keep their positions of authority” in v. 6. Be sure to integrate Gen 6 in your answer. Write 4-6 sentences on the hermeneutical use of Gen 19:24-25 in v. 7.

**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])

**Book Review of Gladd & Harmon Due (submit via Canvas)**

March 29- 1 Peter (No Class)

**Watch “1 Peter” on The Bible Project:**

<https://thebibleproject.com/explore/1-peter/>

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

**Short Essay Question:** Write 8-10 sentences summarizing the immediate context of Isa 40:6-9. Write 4-6 sentences on how Isa 40 relates to the audience being “born again” in 1:23. Write 4-6 sentences on the hermeneutical use of Isa 40:6-9 in 1:24-25.

**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])

April 5- 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=i3z91fElzxY&spfreload=10>

**Short Essay Question:** Write 8-10 sentences summarizing the immediate context of Ezek 34. Write 4-6 sentences on the hermeneutical use of Ezek

34 in 5:1-4. Write 4-6 sentences on why Christ is called the “Chief Shepherd” in 5:4.

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

April 12- 2 Peter

**Watch “2 Peter” on The Bible Project:**

<https://thebibleproject.com/explore/2-peter/>

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

**Short Essay Question:** Write 4-6 sentences on how Matt 17:1-8 forms the background to 1:16-18. Write 4-6 sentences on how Peter was an “eyewitness of his majesty” in 1:16.

**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 19- No Class

April 26- Revelation

**Watch “Revelation” on The Bible Project:**

<https://thebibleproject.com/explore/revelation/>

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

**Short Essay Question:** Write 8-10 sentences on the immediate context of Daniel 7:13. Write 4-6 sentences on the hermeneutical use of Daniel 7:13 in 1:7a. Write 4-6 sentences on the immediate context of Zech 12:10. Write 4-6 sentences on the hermeneutical use of Zech 12:10 in 1:7b.

**Reading:** Carson/Moo, *Introduction*, 697-722 (Chapter 25)

**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](https://www.youtube.com/watch?v=CvweHefD_Wg&spfreload=10)

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

May 3- Revelation

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

**Short Essay Question:** Write 4-6 sentences on why the deceased saints are wearing “white robes.” Write 8-10 sentences on the Old Testament background of the phrase “How Long” and its hermeneutical use of Ps 79:5 in 6:10.

**Non-Greek:** Watch and write a two-paragraph summary of “The Book of Revelation” by Richard Bauckham

<https://www.youtube.com/watch?v=1cH3H14AL90&spfreload=10>

**May 7-9-Final Exam**

**Questions 1-5 are taken from Beale, Handbook on the NT Use of the OT (hermeneutical uses)**

**Questions 6-58 are taken from Jobes, Letters to the Church.**

**Questions 59-110 are taken from the lectures.**



**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: Hebrews through Revelation (NT522)

Professor: Ben Gladd  
 Campus: Jackson  
 Date: Spring 2019

<b>MDiv* Student Learning Outcomes</b> <i>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.</i>		<b>Rubric</b> ➤ Strong ➤ Moderate ➤ Minimal ➤ None	<b>Mini-Justification</b>
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	The course strongly engages Scripture and the Jewish milieu of the first century, furnishing students with knowledge of a variety of topics.
<b>Scripture</b>	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.)	Strong	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.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Central to this class is the exaltation of Christ and his role in redemptive history.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	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.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Strong	Key to this course is living in light of Scripture and its kingdom worldview.
<b>Winsomely Reformed</b>	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.)	Strong	Though many scholars are not evangelicals, there is much to be gained by their insights.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	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?"
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	As a result of this course, students will be wiser in how they worship Jesus by having a more concrete picture of who he is and what his Word says.
<b>Shepherd</b>	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.	Moderate	Having a right view of Jesus and his ministry is central to pastoring.

<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	As a net result of studying Hebrews through Revelation, students will have the ability to discern whether or not a teaching or movement is faithful to Jesus' message.
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