

NT5200 — Gospels  
Course Syllabus, Fall 2019 — RTS-Orlando

---

1. Course Details

- Three credit hours
- Mondays, 9:00am–12:00pm, September 9–December 9, 2019
- Course Description: *An exposition the four canonical gospels, with attention given to each gospel writer’s literary art, theological teaching, pastoral purpose, and message for today’s church and world.*

2. Instructor Information

- Gregory R. Lanier, Ph.D., Associate Professor, RTS-Orlando
- Email: glanier@rts.edu
- Office: Main administrative building
- Office Hours: Email to set up appointment

3. Objectives

- To obtain greater confidence in the inspiration and authority of the gospels and to grow in the obedience of faith in proclaiming the “good news” of the kingdom of God
- To understand the contents, structure, theology, and writing of the canonical gospels, including their similarities and distinctive emphases
- To obtain greater apprehension of the kingdom of God inaugurated by Jesus Christ
- To develop the ability to engage closely with the text of the gospels, with particular attention to context and sub-genre
- To learn how to engage with scholarship on the gospels—such as the “Jesus Quest,” synoptic problem, and so forth—in a responsible manner

4. Required Texts

- The Holy Bible: each student must bring his/her own copy of the Bible (in a modern English translation, e.g., ESV, NASB, NIV) to class each day. Students who have taken Greek are encouraged to bring a critical Greek edition (UBS4/5 or NA27/28).
- Charles E. Hill, *Who Chose the Gospels?* (Oxford: Oxford University Press, 2010).
- Michael J. Kruger (ed.), *A Biblical-Theological Introduction to the New Testament: The Gospel Realized* (Wheaton, IL: Crossway, 2016).
- Jonathan Pennington, *The Sermon on the Mount and Human Flourishing: A Theological Commentary* (Grand Rapids: Baker Academic, 2018)
- Mark L. Strauss, *Four Portraits, One Jesus: A Survey of Jesus and the Gospels* (Grand Rapids: Zondervan, 2007).
- Other readings may be provided via Canvas.

## 5. Course Assignments

- *Reading of Biblical Texts*
  - Read Matthew, Mark, Luke, and John once in English
  - Evaluation: on the final exam, you will be asked to indicate “yes”/“no” whether you have completed 100% of this reading. There is no partial credit.
  
- *Reading of Assigned Textbooks*
  - Assignment
    - Read entirety of Hill
    - Read Kruger pp. 29–136
    - Read entirety of Pennington
    - Read Strauss pp. 23–167; 347–408; 455–491
    - You are free to read according to a schedule of your own choosing, though students may benefit from reading Strauss first as a general introduction to Gospels studies.
  - Evaluation
    - You will indicate in Canvas (by the assigned date) whether you have completed 100% of the reading (there is no partial credit)
  
- *Research Paper*
  - Assignment
    - Complete a research paper of 3,500–5,500 words, adhering to the “Research Paper Guidelines” document provided separately via Canvas.
    - Students must submit their paper topic to the instructor via Canvas by the date specified on the course homepage.
    - Papers must be submitted electronically in PDF format via Canvas by the date specified on the course homepage.
  - Evaluation
    - Argument (30%): Is the paper arguing a clear, coherent thesis throughout?
    - Scholarship (40%): Has the paper handled the biblical text responsibly? Has the paper made careful and discerning use of secondary sources, including honest engagement with viewpoints with which the author disagrees?
    - Quality (25%): Is the paper well-structured, logical, and cohesive? Is it well-written for its target audience? Is it clear and easy to read?
    - Style (5%): Does it meet the required style guidelines? Are footnotes and bibliography composed correctly?
  
- *Midterm and Final Examinations*
  - Assignment
    - Each exam will cover content from lectures only as indicated in Canvas. The midterm will cover lectures from the first half of the course; the final will cover lectures from the second half.
    - Each exam will consist of the following components:
      - Short essays, requiring ~5-7 sentences to answer. Student will choose 4 to answer out of a list provided.

- Long essays, requiring ~20–30 sentences to answer. Student will choose 2 to answer out of a list provided.
  - Additionally, the *midterm* will require the student to provide a bullet-point outline (chapter-level) of Matthew, Mark or Luke. The *final* will require the student to provide a bullet-point outline (chapter-level) of John.
  - The examinations will be administered via Canvas.
- Evaluation
  - Short essays = 7% each (total 42%)
  - Long essays = 17% each (total 51%)
  - Memorized outline = 7%

## 6. Grading

• Reading of biblical texts	10%
• Reading of assigned textbooks	10%
• Research paper	30%
• Midterm examination	25%
• <u>Final examination</u>	<u>25%</u>
	100%

## 7. Schedule

- A detailed lecture schedule will be provided before the first day of class.
- Outline of the course
  - Course Introduction and Survey of Each Gospel
  - How to Read the Gospels
  - Reading the Gospel according to Mark
  - Reading the Gospel according to Matthew
  - Reading the Gospel according to Luke
  - Reading the Gospel according to John

## 8. Other Details

- Attendance is mandatory. Student must notify the instructors by email regarding any absence.
- The “skeleton” of course notes will be provided in electronic form by the instructors.
- Students are permitted to use laptops or tablets in class. Phones must be turned on silent mode. You are expected to make use of technology in a way that honors Christ and respects your brothers/sisters sitting near you.

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

Course: NT5200 – Gospels                      Professor: Gregory R. Lanier, Ph.D.  
 Campus: Orlando                              Date: Fall 2019

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></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>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<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	Research paper on exegetical, theological, or ministry topic Written examinations
<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	Lectures include significant exegesis component Original languages used in class and encouraged for students Memorization of gospel outlines required
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Use of traditional Reformed theological categories, with emphasis on exegetical grounding in the gospels
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Reading of Bible text Emphasis on personal and pastoral application in lectures
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Moderate	Emphasis on thinking biblically about social, political, and ecclesiological issues
<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.)	Moderate	Responsibly engaging with critical scholarship in lecture Encouraging students to read non-evangelical materials for paper
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Emphasis on equipping students how to read and exposit on their own rather than simply regurgitate "safe" commentaries
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	
<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.	Minimal	Pastoral/counseling application during lectures "Church issue" option for paper
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Discussion of church issues related to kingdom, baptism, ecclesiology