

# Redemption Unfolded (04PT6520) –Spring 2021

(2 hour course = 3h x 9Weeks)

## Syllabus

### INSTRUCTOR

Dr Bruce Lowe received his first doctorate in Analytical Chemistry and taught, consulted and researched in a university setting over several years in both Chemistry and Chemical Engineering. He then completed his MDiv at RTS Orlando, becoming an ordained Presbyterian minister and working in university ministry, as a youth pastor, and in church revitalization. He completed his doctorate in Ancient History / New Testament Studies where his thesis has focused on the purpose of Romans through attention to its cultural setting. **In this course students will not gain insights into the whole of scripture and its application for their thinking and lives.**

### COURSE DESCRIPTION

The redemptive plan of salvation displayed in Scripture will be studied in order to provide the student with the overarching “big picture” of the plan of God as unfolded in the Bible. Topics such as Systematic Theology, Bible book surveys, applying Scripture to one’s personal Christian growth and need for sanctification, and evangelism will be addressed in order to assist the student in his or her daily walk with Christ. **THIS COURSE MEETS NINE TIMES. SEE BELOW FOR DATES.**

### LEARNING OBJECTIVES

1. To provide an understanding of how to put the entire Bible together.
2. To understand the place of theology in the context of the Bible.
3. To understand so this can be applied and also passed on to others – Christians and Non-Christians.

### Required Texts:

Michael Gorman, *Becoming the Gospel* (Eerdmans, 2015) ISBN 978-0802868848<sup>1</sup>  
351pp.

Michael Horton, *Lord and Servant* (Westminster John Knox Press, 2007)  
3 pp.

Marcus Bockmuehl, “The Bible and Theological Interpretation,” *Nova et Vetera* (2011)  
9, 27-47) [**PDF available on Canvas**]  
21pp.

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<sup>1</sup> Students will be expected to read relevant entries for each of Paul’s letters in these two books and on the **final exam confirm what % they have read** for percentage points on the exam.

**Bible Reading**, Genesis 1-3; Isaiah 40-66; Jeremiah 31; Ezekiel 36-37; Matthew 5-7; Acts 2 & 4; 2 Corinthians 3-7; 1 Peter; 1 John; Revelation 1-6 & 21-22.  
106 pp.

Christine Hayes, **What's Divine About Divine Law?** (Princeton, 2017), pp. 45-49.  
 [PDF available on Canvas]  
5 pp.

Gerhard von Rad, **Old Testament Theology**, vol. 2, (London, 1965), pp. 212-14.  
 [PDF available on Canvas]  
3 pp.

ASSESSMENT

**8 x 5%** Canvas & Class Discussion, **Due date: see schedule below.**<sup>2</sup>

**10%** Review of Gorman’s Book **Due date: see schedule below.**<sup>3</sup>

**50%** Final exam; **Due date: see schedule below.**

Office Hours: **Monday**, 12-1pm; **Tuesday** 4-6pm. Please email or text for appointment time.

WHEN IS THE COURSE BEING RUN?

**Friday** 1-4pm, **February** 12, 19, & 26; **March** 12, 19, & 26; **April** 16 & 30; and **May** 7.

## General Outline

| Session | Date | Class Time  | Online Discussion         |
|---------|------|---|---------------------------|
| 1       | F12  | a) Adam in the Quran & Bible.<br>b) Jesus <i>Being</i> God.<br>c) Bockmuehl article: Bible and Theology (Discussion). | ---                       |
| 2       | F19  | a) <i>Discussion</i> – God as relational  | Genesis 1-3; Jeremiah 31; |

<sup>2</sup> You will be required to read an article or bible passage and interact on both Canvas and in class for an overall grade of 5% grade. You must 1) read the article/passages; 2) write a short paragraph giving your response to the ideas in the article; 3) post your response on Canvas; 4) give a brief two to three sentence response to someone else’s paragraph (on Canvas); and 5) come to class to interact on what you have read. Marks will be awarded based on your on-line submissions as well as your interaction in class.

<sup>3</sup> This assignment should be about 4 pages, double-spaced. You will want to structure it like this: A short paragraph summarizing the content of the first two chapters, then a lengthy section listing succinctly the things you liked about it, then a similar sized section on the things you didn’t like. A brief conclusion will list things like and who you might recommend this book to. REMEMBER, the goal of this assignment is to prove to me that you have read the book... so adding specific details will help in this process.

|   |                              |   |   |
|---|------------------------------|---|---|
|   |                              | b) Kingdom, Law & Covenant.<br>c) Leviticus, Ruth & “Hesed”   | Ezekiel 36-37; Revelation 21-22 (5%)                          |
| 3 | F26                          | a) <i>Discussion</i> –Robo-righteousness?<br>b) Galatians 2-3 (the Holy Spirit)<br>c) 2 Corinthians 3 (Jews & Gentiles) | Hayes and von Rad on ‘New Covenant’ (5%)                      |
| 4 | M12                          | a) <i>Discussion</i> –Putting it Together<br>b) OT, ONT & NNT (!)<br>c) OT, ONT & NNT (Part 2)                          | 2 Corinthians 3-7 (5%)  |
| 5 | M19                          | a) <i>Discussion</i> – Alter (Narrative & Poetry)<br>b) The Psalms<br>c) The Prophets                                   | Isaiah 40-66 (5%)   |
| 6 | M26                          | a) <i>Discussion</i> – Sorek on Hesed<br>b) Matthew<br>c) James   | Sorek on Hesed (5%)   |
| 7 | A16                          | a) <i>Discussion</i> –Union with Christ<br>b) The theology of the Trinity<br>c) Relationship in the Trinity             | Gorman Book review (10%) <b>due</b><br>Horton discussion (5%) |
| 8 | A30                          | a) <i>Discussion</i> –Gorman on Missions<br>b) 1 Peter<br>c) John.  | 1 Peter & 1 John (5%)   |
| 9 | M7                           | a) <i>Discussion</i> –“Jesus our Comfort”<br>b) Revelation<br>c) The Story of the Bible.                                | Revelation 1-6 (5%)   |
|   | <b>M15<br/>50%<br/>Final</b> | <b>Final Exam (2 hours proctored @ home)</b>  |   |

**Addendum to course syllabus for “sync” students  
who will take the course live on Zoom**

1. Reading Requirements

The reading requirements for the course will remain the same no matter whether the student is live on Zoom or live in the classroom.

2. Discussions

Sync students will be required to complete 7 student-to-professor interactions and 5 student-to-student interactions for the course. The student-to-student interaction will be more than met in answering discussion question exercises, where there is 8 such discussions (see above). For those students in Zoom I will also be responding to your submissions for all 8 discussions, meeting that requirement too.

- a) **Student-to-Student Interactions.** See “Discussions” (above).
- b) **Student-to-Professor Interactions.** See “Discussions” (above) and clarification.

ASSESSMENT

- 8 x 5%** Canvas & Class Discussion, **Due date: see schedule below.**<sup>4</sup>
- 10%** Review of Gorman’s Book **Due date: see schedule below.**<sup>5</sup>
- 50%** Final exam; **Due date: see schedule below.**

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

| <b><u>MDiv* Student Learning Outcomes</u></b>   | <b><u>Rubric</u></b>  | <b><u>Mini-Justification</u></b> |
|---|---|----------------------------------|
| <p><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></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p> | <ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul> |                                  |

<sup>4</sup> You will be required to read an article or bible passage and interact on both Canvas and in class for an overall grade of 5% grade. You must 1) read the article/passages; 2) write a short paragraph giving your response to the ideas in the article; 3) post your response on Canvas; 4) give a brief two to three sentence response to someone else’s paragraph (on Canvas); and 5) come to class to interact on what you have read. Marks will be awarded based on your on-line submissions as well as your interaction in class.

<sup>5</sup> This assignment should be about 4 pages, double-spaced. You will want to structure it like this: A short paragraph summarizing the content of the first two chapters, then a lengthy section listing succinctly the things you liked about it, then a similar sized section on the things you didn’t like. A brief conclusion will list things like and who you might recommend this book to. REMEMBER, the goal of this assignment is to prove to me that you have read the book... so adding specific details will help in this process.

|  |   |                     |  |
|--|---|---------------------|--|
| <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. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.  | Moderate            | <ol style="list-style-type: none"> <li>1. Lengthy exegetical essay.</li> <li>2. Informal class presentations of outcomes to group discussion</li> <li>3. Book reviews</li> </ol>   |
| <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              | <ol style="list-style-type: none"> <li>1. Close interaction with the letters of Paul.</li> <li>2. Instructor to address key elements of key Greek words.</li> <li>3. Cultural background to the letters covered in detail.</li> </ol>                  |
| <b>Reformed Theology</b>                 | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.  | Strong              | 1. Reformed doctrine is highlighted in dialogue with current alternative perspectives.   |
| <b>Sanctification</b>                    | Demonstrates a love for the Triune God that aids the student's sanctification.  | Moderate            | <ol style="list-style-type: none"> <li>1. Singing worship song in class.</li> <li>2. Group discussion of how text applies to life at various points.</li> </ol>  |
| <b>Desire for Worldview</b>              | Burning desire to conform all of life to the Word of God.   | Strong              | 1. A main focus of the text is how to think like a Christian (see above).  |
| <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              | 1. Study of Ephesians 1 highlights the way predestination should be winsomely held and articulated.  |
| <b>Pastoral Ministry</b>                 | Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading, and shepherding the local congregation, aiding in spiritual maturity, concern for non-Xns.  | Moderate/<br>Strong | <ol style="list-style-type: none"> <li>1. Application at various points will highlight how a given passage may best be taught.</li> <li>2. Worship songs of ancient origin.</li> <li>3. Practical illustrations of instructor's experience.</li> </ol> |

## Extension Policy

All assignments and exams are to be completed by the deadlines announced in this syllabus or in class.

Extensions for assignments and exams due within the normal duration of the course must be approved beforehand by the Professor. Extensions of two weeks or less beyond the date of the last deadline for the course must be approved beforehand by the Professor. A grade penalty may be assessed.

Extensions of greater than two weeks but not more than six weeks beyond the last deadline for the course may be granted in extenuating circumstances (i.e. illness, family emergency). For an extension of more than two weeks the student must request an Extension Request Form from the Student Services Office. The request must be approved by the Professor and the Academic Dean. A grade penalty may be assessed. (RTS Catalogue [2017-19], p. 52-60; and RTS Atlanta Student Handbook, p. 14)

Any incompletes not cleared six weeks after the last published due date for course work will be converted to a failing grade. Professors may have the failing grade changed to a passing grade by request. (RTS Catalog pp. 52-60)