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REFORMED  THEOLOGICAL SEMINARY  
DISTANCE EDUCATION

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HEBREWS - REVELATION  
DR. MICHAEL J. KRUGER

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# Course Overview

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## *Course Description:*

ONT522 Hebrews - Revelation, 3 hours  
Lecturing Professor and Professor of Record:  
Dr. Michael J. Kruger

An introduction to the General Epistles and Revelation that includes the history, setting, theme, purpose, and message of each book.

## *Course Objectives:*

- To gain familiarity with the contents of the General Epistles and Revelation.
- To gain acquaintance with the main theories of authorship, origin, and compositional structure of these books.
- To understand and interact with significant critical approaches so as to glean common grace insights from them as well as critique their major problems.
- To understand the major Biblical-Theological (BT) categories in these books, as well as their contributions to Systematic Theology (ST).
- To grow in personal responsiveness to the message of these books: faith, repentance, humility, obedience, joy, etc.

## *Required Textbooks:*

Bauckham, Richard. *The Theology of the Book of Revelation*. Cambridge, UK: Cambridge University Press, 1995.

Hendriksen, William. *More than Conquerors: An Interpretation of the Book of Revelation*. Grand Rapids, MI: Baker, 1998.

Kruger, Michael J. "The Authenticity of 2 Peter," *JETS* 42 (1999) 645-671.  
[Available for download in the Learning Management System (LMS).]

\_\_\_\_\_. *Canon Revisited: Establishing the Origins and Authority of the New Testament Books*. Wheaton, IL: Crossway, 2012.

\_\_\_\_\_. *A Biblical-Theological Introduction to the New Testament: The Gospel Realized*. Wheaton, IL: Crossway, 2016.

Ladd, George Eldon. *A Theology of the New Testament*. Rev. ed. Ed. Donald Alfred Hagner. Grand Rapids, MI: Eerdmans, 1993.

Vos, Geerhardus. *The Teaching of the Epistle to the Hebrews*. Phillipsburg, PA: P&R, 1956.

[These books may also be available in ebook format through various retailers]

### *Online Student Handbook:*

The [Online Student Handbook](#) has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual.

### *Summary of Requirements:*

1. Listen to all recorded [Lectures](#)
2. Complete all [Readings](#)
3. Participate in [Forum Discussions](#) (with other students and the professor)
4. Take the [Midterm Exam](#)
5. Take the [Final Exam](#)
6. Submit [Research Paper](#)
7. Submit [Mentor Report or Course Application Paper](#)

# Meet the Professor

## *Lecturing Professor and Professor of Record:*



**Dr. Michael J. Kruger** (Ph.D., University of Edinburgh) is President and the Samuel C. Patterson Professor of New Testament and Early Christianity at Reformed Theological Seminary in Charlotte, NC. He is one of the leading scholars today in the study of the origins of the New Testament, particularly the development of the New Testament canon and the transmission of the New Testament text. He is the author of numerous books including *The Gospel of the Savior* (Brill, 2005), *The Heresy of Orthodoxy* (Crossway, 2010, with Andreas Köstenberger), *Canon Revisited* (Crossway, 2012), and *The Question of Canon* (IVP, 2013). He is also the co-editor of *The Early Text of the New Testament* (Oxford, 2012), and *Gospel Fragments* (Oxford, 2009).

Dr. Kruger is ordained in the Presbyterian Church in America and also serves (part-time) as Pastor of Teaching at Uptown PCA in downtown Charlotte. You can follow his blog at [www.michaeljkruger.com](http://www.michaeljkruger.com) or on Twitter [@michaeljkruger](https://twitter.com/michaeljkruger).

## *Selected Publications by Dr. Kruger*

*The Question of Canon: Challenging the Status Quo in the New Testament Debate.* Downers Grove, IL: IVP Academic, 2013.

*Canon Revisited: Establishing the Origins and Authority of the New Testament Books.* Wheaton, IL: Crossway, 2012.

*The Early Text of the New Testament.* Co-authored. Oxford, UK: Oxford University Press, 2012.

*The Heresy of Orthodoxy: How Contemporary Culture's Fascination with Diversity has Reshaped Our Understanding of Early Christianity.* Co-authored. Wheaton, IL: Crossway, 2010.

*Gospel Fragments.* Co-authored. Oxford, UK: Oxford University Press, 2009.

*The Gospel of the Savior.* Leiden, NLD: E.J. Brill, 2005.

Various articles published in...

*The Journal of Theological Studies*

*The Journal of the Evangelical Theological Society*

*The Expository Times*

*The Master's Seminary Journal*

# Grades

## *Forum Discussions (15%):*

The student is required to interact in two (2) forums:

1. Student-Professor Posts (15 total posts)
  - A. Personal Introduction Forum: The student is required to post a brief personal introduction to the professor/class. Suggested details include your vocation, where you live, your church background, why you chose RTS, and what you hope to gain through the course (1 required post).
  - B. 5 Topical Discussion Q&A Forums: The student is required to answer each topical discussion question with one (1) response. The professor will acknowledge the student's answer and will follow up with a subsequent question to which the student must also answer with one (1) response. Each topical discussion question therefore requires two (2) total posts/responses from the student (Total of 5 forums x 2 posts = 10 total posts).
  - C. Student-Professor Forum: The student is required to post four (4) times in this forum. Posts in this forum should focus on course-related content such as research paper topics, lectures and reading assignments, or other academic issues related to the course.
2. Student-Student Forum (5 total posts)

A post may be either a new topic or a response to an already existing topic.

## *Examinations (Midterm 20%, Final 20%):*

There are two examinations for this course. The midterm examination will cover the lectures and readings from Lesson One (1) through Lesson Four (4). The final examination will cover the lectures and readings from Lesson Five (5) through Lesson Ten (10). The student should use the Lesson Questions at the end of each lesson in preparation and study for the exam. The format for each exam is eight short identification questions (1-3 paragraphs each) and 2 long essay questions (1 page each)

The midterm and final exams for this course are to be taken online in the Learning Management System (LMS). Please note that you will need to have a proctor for your exams. Your proctor can be anyone except a relative or current RTS Student. After clicking on the exam link you will be given detailed instructions about the exam. Please read these instructions carefully before entering the exam.

## *Research Paper (30%):*

The student is required to write a serious research paper, approximately 15 typed pages (double spaced) in length (20 pages max) with page numbers. The paper must follow the guidelines in the current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations*, by Kate L. Turabian. See section titled "[Research Paper Instructions](#)" in this syllabus for more instructions.

### *Reading Report (10%):*

The student must complete all of the required reading. Reading assignments are broken down week by week within the LMS. The Reading Report will indicate the amount of required reading that has been completed during the semester and must be filled out and submitted at the end of the course.

### *Mentor Report OR Course Application Paper (5%):*

If you are enrolled in an **RTS Global** degree program, you are required to submit a mentor report at the end of the course. Every portion of the form (goals, summaries, assessments, and signatures) should be completely filled out by both the student and the mentor to receive full credit. You can download the Mentor Report form in your Canvas classroom.

If you are receiving your degree through another **RTS campus** (Orlando, Jackson, Charlotte, et. al.), or are a certificate student, or special student (i.e. from another seminary), you are asked to write a 200 word summary of how you perceive what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life. Course Application Papers (CAP) that fall well-short of 200 words will receive a grade deduction.

### *Assignments:*

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

### *Contact Information:*

Reformed Theological Seminary, Distance Education  
2101 Carmel Road  
Charlotte, NC 28226  
(704) 900-1257  
1-855-854-6920  
FAX: (704) 366-9295  
E-mail: [dess@rts.edu](mailto:dess@rts.edu)  
Web site: [www.rts.edu/global](http://www.rts.edu/global)



# Lessons

## Lesson One

Introduction to the Catholic Epistles  
and Hebrews

## Lesson Two

Important Passages and Issues in  
Hebrews

## Lesson Three

The Epistle of James

## Lesson Four

The Epistle of First Peter

## Lesson Five

The Epistle of Second Peter

## Lesson Six

The Epistle of First John

## Lesson Seven

Models of the New Testament Canon  
Part I

## Lesson Eight

Models of the New Testament Canon  
Part II

## Lesson Nine

Approaching the Book of Revelation

## Lesson Ten

Content of the Book of Revelation

# Research Paper Instructions

The student will write a serious research paper approximately 15 typed pages (double spaced) in length (20 pages max) with page numbers. The paper must follow the guidelines in the current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations*, by Kate L. Turabian. The paper should have single-spaced footnotes (not endnotes) and resemble the articles found in the standard journals; e.g., JBL, JTS, JETS, NTS, etc.

- Paper must include a properly formatted bibliography at the end.
- This paper should use numerous sources (at least 10 is recommended), and included in those sources needs to be at least two academic journal articles. The requirement for journal articles is designed to encourage students to use sources beyond just commentaries and books.
- Example of how to cite Bible verses:

Paul opens Romans by reinforcing his apostleship, prophetic office, and Damascus Road experience (1:1). Paul also begins his epistle by calling attention to Christ. At the very beginning of the epistle, the focus lies squarely upon Jesus and the gospel (1:3-5). Paul then reveals that his mission is to “call all Gentiles to faith and obedience” (1:5), and Gentile Romans play an integral role in that mission: “You are among those Gentiles who are called to belong to Jesus Christ” (1:6). After mentioning the importance of the gospel, Paul proceeds to discuss his love for the church at Rome and his desire to be with them (1:8-15). The gospel, he claims, is a demonstration of God’s power by saving those to have faith in Christ (1:16-17).

As this section makes clear, Jesus’ ministry continues to gain popularity around Galilee (3:7-12). He finally assembles all twelve disciples, though he summoned four in 1:16-20. Symbolically, the Twelve constitute true Israel and not only follow their rabbi, Jesus, they are even charged with the authority to proclaim the kingdom message and cast out demons (3:14-15). By identifying themselves with Jesus, their ministry is inextricably bound up with his authority over evil. The paradigmatic Parable of the Soils explains why not all are able to accept the kingdom message (4:1-20), and the Parable of the Seed and the Mustard Seed explain how the end-time kingdom radically differs from expectations. The presence of the kingdom mysteriously overlaps with wickedness. With the kingdom message flourishing in Galilee, opposition grows against Jesus (3:20-21, 31-34; 3:22-30). This phase climaxes with four miracles that encapsulate the totality of Jesus’ miracles—a nature miracle 4:35-41), an exorcism (5:1-20), a healing (5:25-34), and a resurrection (5:21-24, 35-43).

Paper options:

1. Exegesis of a text, highlighting its distinctive contribution to the book’s message, taking into account both its immediate and larger historical context.
2. A biblical-theological study of any major or minor theme within any of the books in Hebrews-Revelation.
3. A historical study of an aspect of the origins of one of these books; e.g., the relationship between Jude and 2 Peter; canonicity of Revelation, etc.



**Course Objectives Related to MAR Student Learning Outcomes**

Course: Hebrews to Revelation

Professor: Dr. Michael J. Kruger

<b>MAR Student Learning Outcomes</b> <i>In order to measure the success of the MAR 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 MAR 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	Theology of Heb-Rev - Historical background of Heb-Rev - Significant paper on Heb-Rev
<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	Focus on exegesis and understanding the text - Use of original languages - Application to modern circumstances
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Discuss aspects of Reformed theology in these books, such as eschatology, kingdom of God, and structure of the covenants
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Texts of Heb-Rev applied to the lives of the students
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Moderate	Content of Heb-Rev applied to various aspects of life (e.g., church, work, society, etc.)
<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	Survey of critical scholarship and its relevance/application for evangelicals; students are taught good aspects and bad aspects of critical thinking. - Other theological approaches are surveyed and critiqued in a respectful manner.
<b>Teach</b>	Ability to teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	Preaching applications are made regularly from Heb-Rev texts. - Students are equipped to communicate these books via the mode of preaching.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Some application is made to broader culture issues, but only in a minimal manner.
<b>MAR Specific SLO</b>	An ability to integrate such knowledge and understanding into one's own calling in society	Moderate	Students are encouraged to consider their calling and the application of Heb-Rev to this calling.