

2NT508 – Gospels *Spring 2012*

Instructor: Associate Professor Michael Glodo

Office hours: Mondays 10:00 a.m. - noon
Tuesdays 1:00 - 3:00 p.m.
Wednesdays 10:00 a.m.-noon
Thursdays 8:00-10:00 a.m.

During my published office hours I will be in or near my office or else available in one of the public campus spaces. If the latter, there will be note on my door indicating where I am or Joyce will know.

Contact information: Professor Glodo: mglodo@rts.edu, (407)366-9493, ext. 232
Administrative Assistant Joyce Sisler: jsisler@rts.edu), (407)366-9493, ext. 219
Teaching assistant: Andrew Morton (amorton@rts.edu)

Communication: I prefer communicating in person, but email is fine, too. If we are Facebook “friends,” please don’t the messaging function in place of email.

Please make certain that my email address is on your “safe senders list” so that no course communications get routed to your junk mail folder.

Class meeting: Wednesdays, 1:00-5:00 p.m.

Course web page: <http://chp.rts.edu/sites/2012-SPRING/ORLANDO-2NT508-LECT-01/default.aspx?ticket=b5865021-8f6f-4dbd-8669-f2904efc2a31§ionid=6857>

Course Description.

Attention is given to each writer’s literary art, theological teaching, pastoral purpose, and message for today’s church and world. (4 hours)

Getting Acquainted Form.

If you have never completed one for me in the past, please download from the course web page the “Getting Acquainted Form,” complete it and return it to me by email right away.

Course Objectives.

Students meeting the course objectives will have attained...

Knowing.

- A foundational knowledge of the content of the canonical gospels, including the distinctive emphases of each gospel within its historical, cultural, literary and canonical context.
- An awareness of the fundamental issues in the history of gospels criticism and their continuing relevance for life and ministry.
- Greater awareness of the nature and obligations of the kingdom of God.

Being.

- Greater confidence (faith) in the good news of the coming of the kingdom of God in Jesus Christ.
- A greater commitment to a life of prayer centered upon God's promises.

Doing.

- Skills in analyzing passages within the canonical gospels according to their various contexts and particular sub-genres.
- A more regular habit of biblical praying.
- Greater obedience to the call for discipleship within the kingdom of God.

Course Requirements.

Following is a summary of the course requirements with percentage of final grade indicated.

Spiritual formation groups	10	
Mid-term examination	30	<i>April 4</i>
Final examination	30	<i>May 16</i>
Short-form exegesis paper	30	<i>Due 5:00 p.m., Friday, May 4</i>
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Total	100%	
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The following materials are to be read during the course. Assigned reading is subject to examination (see "Examinations" below).

Carson, D. A. and Douglas J. Moo. *An Introduction to the New Testament, 2nd ed.* Grand Rapids: Zondervan, 2005. Pp. 23-284. ISBN 978-0310238591.

Clowney, Edmund P. "The Final Temple." *Westminster Theological Journal* 35.2 (1973): 156-89. (This article will be made available on Self-Service.)

Ferguson, Everett. *Backgrounds of Early Christianity, 3rd ed.* Grand Rapids: Eerdmans, 2003. Pp. 1-47, 396-582. ISBN 978-0802822215.

The Heidelberg Catechism with Scripture Texts. Grand Rapids: CRC Publications, 1989. Questions 1, 83- 85, 116-128. ISBN 978-0930265670.

Hill, C. E. *Who Chose the Gospels? Probing the Great Gospel Conspiracy.* Oxford: Oxford University Press, 2010. Pp. 1-68, 123-150, 207-46. ISBN 978-0199551231.

Packer, J. I. *Growing in Christ.* Crossway Books, 2007. Pp. 153-220. ISBN 978-1581348521.

Ridderbos, Herman. *The Coming of the Kingdom*. Phillipsburg, NJ: Presbyterian & Reformed, 1962. Pp. ix-xxxii, 3-539. ISBN 978-0875524085.¹
Strimple, Robert B. *The Modern Search for the Real Jesus*. Phillipsburg, NJ: Presbyterian & Reformed, 1995. Pp. 1-154. ISBN 978-0875524559.

While all reading is subject to examination, review questions will be provided to help students identify major points.

Other articles and brief selections may be assigned at various times during the course. The materials listed, along with additional assigned readings, will be available on the course reserve reading shelf in the library and/or on the course web page.

Study and the Lord's Day

Living by faith means giving God the first fruits of your time as much as of your material resources. Keeping the Christian Sabbath, or the Lord's Day, honors God and reaches out in faith for the grace he promises us through his ordinances. (WCF 21.7) In the math of God's grace, our six days labor in faith is more fruitful than seven done in self-reliance. By "calling the Sabbath a delight" (Is. 58.13) you will know your success is from God's hand rather than self-effort. Since "God alone is Lord of the conscience" (WCF 20.2) you must personally and prayerfully determine how God would have you keep the fourth commandment. However, such activities as spiritual formation group readings and reflection are very well suited to the Lord's Day.

Spiritual Formation Groups.

At the beginning of the semester you will be organized into small groups which will meet as indicated in the course schedule. The objective of this activity is to attain personal growth in the Christian life through reflecting upon and praying the Lord's Prayer together. Each group will have an upperclassman assigned as a group leader.

Students will be assigned to a discussion group, meet together with a group leader according to the course schedule, and participate in discussion based upon questions to be provided in the final syllabus. The questions and discussion will be based upon scheduled readings of J. I. Packer's *Growing in Christ*. A separate group discussion guide will be provided on the course web page which includes reading assignments and discussion questions.

Evaluation for this requirement will be based upon attendance, preparation, participation and final reflection.

Examinations.

The mid-term and final examinations will be closed book (no notes or Bible) exams consisting of a variety of objective (multiple choice, matching) shorter answer and essay

¹ *The Coming of the Kingdom* is also available in a downloadable pdf at http://reformationalpublishingproject.com/pdf_books/Scanned_Books_PDF/TheComingOfTheKingdomI.pdf. However, this classic is well worth obtaining in print form. The pdf is not searchable.

questions. All assigned reading (except for spiritual formation groups) and lecture material covered as well as the Bible book outlines in this syllabus will be subject to examination.

Short-Form Exegesis Paper.

Students will write a 10-12 page paper (double-spaced) on an assigned passage from the biblical books covered in the class. This assignment is designed to be a first experience in writing an exegetical paper. It will serve as a useful process for those who are not preparing for a ministry of preaching or teaching and it will provide a useful foundation for a more developed exegetical approach for those who are. The process will be covered in detail in class with examples. This paper is due Friday, April 27 at 5:00 p.m. Please note the following guidelines for submitting your paper.

- Your paper should be submitted to me as an email attachment sent to mglodo@rts.edu.
- The file format should be in Microsoft Word or Rich Text Format.
- The file name should be in the following format using “Smith” in the place of your last name: *GospelsPaperSmith*
- The subject line of the email should be “Gospels Paper.”
- If you want a receipt acknowledgement, set your email settings to provide you an automatic receipt. I will not acknowledge receipt individually.

The final paper writing will be facilitated by the submission of three short written assignments due throughout the semester, the content of which will be part of your final paper. The three short assignments are to be submitted in hard copy at the beginning of class on the dates due.

Course Materials & Lecture Outlines.

Handouts, lecture outlines and some supplemental readings will be available on the course web page. You will be notified by email when the next lecture outline or handout is available.

Bibliography.

A course bibliography is under development. Each lecture handout will include sources related to the particular lecture topic. A very useful resource regarding commentaries is D. A. Carson’s *New Testament Commentary Survey*, 5th ed. (Grand Rapids: Baker Academic, 2001).

Computers and other electronic devices in class.

While I permit use of computers and wi-fi during class it is with the requirement that you use them only for class purposes unless urgent personal and professional obligations require limited, discreet use. This requirement involves the following considerations:

Capturing information is not the same thing as learning. Learning requires comprehending, evaluating and processing class lectures and discussions. The kinesthetics of handwriting, while not able to capture the same amount of data as typing, enhance critical listening skills. If you choose to type your notes, don’t stop listening.

Use of the internet for looking up references, verifying information, obtaining bibliographic information, etc. are legitimate and helpful uses of the wi-fi under this policy.

Uses that don't respect this policy hinder you. They keep you from developing sustained attention, an extremely important ability that is degraded by multitasking and distractions.

Uses that don't respect this policy cause your classmates to stumble. They distract your neighbor, including the one who is struggling mightily to focus and resist distraction himself or herself. They wound the conscience of your neighbor to see you not respecting the requirement. They indicate to your neighbor that you are either not able or not willing to respect the requirement.

Note Taking.

Taking notes is not the same thing as capturing information. While it can be good to take a lot of notes, be sure not to stop listening while you write/type. Knowledge, in contrast to information, involves understanding the relationships between bits of information. Critical listening requires you to understand the prioritization and connections of what you read or hear.

Conversely, the lecture outlines I provide of greater or lesser detail in no way represent all of the information and knowledge necessary to succeed in this course. When a student comes to see me because he or she did not do as well as he or she wished on an exam, I first ask to see his or her class notes. If you have difficulty taking good notes, find a classmate who is good at it and ask him or her to share those notes with you.

Outlines.

The following outlines will appear on the exams as fill in the blank questions. Only the descriptions and chapter numbers (not verse numbers) will be tested. The particular outlines tested on each exam will follow the course lecture progress, but will be clarified before each exam.

Matthew's gospel.

- Prologue (1—2)
- The Gospel of the Kingdom (3-7)
- The Kingdom extended under Jesus' authority (8-10)
- Teaching and preaching the gospel of the kingdom: rising opposition (11-13)
- The glory and the shadow: progressive polarization (14-18)
- Opposition and eschatology: the triumph of grace (19-25)
- The passion and resurrection of Jesus (26-28)

Mark's gospel.

- Prologue (1:1-13)
- The Public Ministry of Jesus in Galilee (1:14—6)
- Ministry to Gentile Regions (7—8)
- Return to Capernaum (9)
- Final Journey to Judea and Jerusalem (10)
- Passion and Resurrection (11—16)

Luke's gospel.

- Prologue and Birth Narrative (1:1—2:52)
- The Ministry of John the Baptist (3:1-20)
- Introduction to Jesus' Ministry (3:21—4:13)
- Jesus in Galilee (4:14—9:50)
- Jesus' Journey from Galilee to Jerusalem (9:51—19:44)
- Jesus in Jerusalem (19:45—21:38)
- Passion and Resurrection (22:1—24:53)

John's gospel.

- Prologue (1)
- The light progressively shines (1-11)
 - Jesus' early ministry: signs, works and words (2-4)
 - Signs, works and words amidst rising opposition (5-7)
 - Climactic signs, works and words leading to radical confrontation (8-11)
- The hour for glorification arrives (12)
- The light in pitched battle against the darkness (13-20)
- Epilogue (21)

Course Schedule.

Wk.	Date	Topics (may vary)	Reading due	Notes
1	Feb 8	Introduction & overview Interpreting the gospels The context of the kingdom	Heidelberg Catechism (HC) 116-119 Packer 153-161	Small groups <u>will</u> meet.
2	Feb 15	The synoptic problem Kingdom of God	Matthew 1-14 Packer CM 23-76, 726-43 Ferguson 1-47, 396-536 Ridderbos ix-xxxii, 3-15	
3	Feb 22	Matthew's gospel	Matthew 15-28 HC 120-122, Westminster Larger Catechism (WLC) 189- 190 Packer 163-74 CM 77-168 Ferguson 537-82	Small groups meet.
4	Feb 29	Matthew's gospel (conc.)	Ridderbos 18-56 Packer Ferguson 583-620	<i>Exegesis paper step 1 due</i>
5	Mar 7	Mark's gospel	Mark 1-8 HC 123-124, WLC 191-192 Packer 175-86 CM 169-97 Ridderbos 61-103	Small groups meet.
6	Mar 14	Mark's gospel (cont'd.)	Mark 9-16 Packer Ridderbos 104-184	No 1:00-2:00 p.m. lecture.
7	Mar 21	<i>Kistemaker Academic Lectures – attendance required</i> Who chose the gospels?	HC 125-26, WLC 193-194 Packer 187-89 Hill 1-68, 123-150, 207-46 Ridderbos 185-277	Small groups meet. <i>Exegesis paper step 2 due</i>
<i>Mar 28 – Spring Break – No Class Meeting</i>				
8	April 4	Mid-term examination Quest for the historical Jesus Luke's gospel	Luke 1-24 CM 198-224 Strimple 1-74	
9	Apr 11	Luke's gospel (cont'd.)	HC 127, WLC 195 Packer 195-205 Strimple 75-154	Small groups meet. <i>Exegesis paper step 3 due</i>
10	Apr 18	Luke's gospel (concl.)	Ridderbos 285-329	No 1:00-2:00 p.m. lecture.
11	Apr 25	John's gospel	John 1-11 HC 128-129, WLC 196 Packer 207-217 CM 225-84 Clowney, "Final Temple"	Small groups meet.
12	May 2	John's gospel (concl.) Special topics	John 12-21 Ridderbos 334-88	<i>Short form exegesis paper due Friday, May 4 at 5:00 p.m.</i>

13	May 9		Ridderbos 397-439; 444-527	
14	May 16	<i>Final examination</i>		Small groups meet.

Reading Review Questions.

These reading questions are subject to examination, both in their form and/or substance. I.e., these exact questions may not appear, but if you know how to answer them you will know how to answer the questions that will be asked on this reading.

They are intended to highlight important aspects of the reading assignment and to assist in preparation for other course assignments. In order to maximize comprehension, review the questions before reading but answer the questions only after having completed the assigned chapter.

An Introduction to the New Testament, 2nd ed., D. A. Carson & Douglas J. Moo

Assignment: pages 23-284

Thinking about the Study of the New Testament

1. Identify the following terms and briefly explain their significance for New Testament study: Erasmus, *textus receptus*, textual criticism, Alexandria, Antioch, *analogia fidei*.
2. How did the Renaissance relate to the Reformation?
3. In a phrase each, characterize the contribution made by each of the following in the attempt to bridge the gap between history and theology: Adolf Schlatter, Karl Barth, Rudolf Bultmann, Oscar Cullman. (50-52)
4. Explain the primary reason for the development of Biblical Theology as a particular discipline. How was it vulnerable to the negative impact of Higher Criticism?
5. What was the impact of the rise of Biblical Theology as a discipline upon the role of systematic theology in biblical studies? (51-53)
6. What are the four major types of historical criticism that have been applied to study of the Gospels? How does literary criticism undermine the results of higher criticism?
7. According to Vanhoozer, what is the real aim of deconstruction as an approach to the reading of texts? Where does deconstruction locate the meaning of a text?
8. What are the potential helps and limitations that the study of background materials presents for studying the gospels? (66-69)

The Synoptic Gospels

1. What are the three criteria that serve to distinguish the Synoptic Gospels from John's Gospel? (77)
2. What are the questions that the "synoptic problem" seeks to address? (78)
3. Describe the six assumptions and beliefs that the pioneers of gospels form criticism shared, then summarize the cautions that Carson and Moo issue toward this approach.

(80-85)

4. What are the "main solutions" described by Carson and Moo to account for the overwhelming similarity, yet certain amount of dissimilarity, between the synoptic gospels? Provide the name for each and a brief description. (85-91) Which one do the authors believe is the only one capable of explaining the data? (92)
5. What is "Q" and how is it proposed as a solution to the "synoptic problem?" (98-101)
6. Of the various proposals for interdependence of the synoptic gospels, which one do Carson and Moo find the best overall explanation? (103)
7. What is redaction criticism's purpose? Do Carson and Moo share the negative assessment redaction critics often have with respect to the historical accuracy of the gospels? (103-104, 110-111)
8. In general terms, how has the "quest for the historical Jesus" seen the relationship of the descriptions of Jesus in the gospels and the Jesus of history? (118ff. More in depth study questions on this topic will be given from Strimple's book.)

Matthew

1. What is the most prominent literary feature of Matthew's gospel? (134-36)
2. What are some of the distinctive contributions Matthew's gospel makes to the picture painted by all of the gospels? (162-64)

Mark

1. What are the two general concerns which emerge from a variety of scholars' speculations about Mark's purpose? How does the idea of suffering fit into the overall purpose of Mark? (185-86)
2. Summarize the discussion of Mark 16:9-20 and the question of its originality. (187-90)
3. What is meant by the "kerygmatic structure" of Mark? What is that basic structure? (193)

Luke

1. How does the unity of Luke-Acts inform the centrality of Jerusalem in Luke's writings? (200-202)
2. Assuming Markan priority, what is characteristic about how Luke uses Mark's gospel as a source? (214)

John

1. Explain the classic approach to evaluating the internal evidence for John's authorship of the gospel. On what phrase does the majority of discussion lie concerning the author's identity? (236)

2. In what ways do events in the book of John explain events in the synoptics and vice versa? (258-9)
3. Explain the 'hina' clause in 20:31 and how the two manuscripts variations influence the reading of John's purpose.

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*Reading Review Questions*      *Backgrounds of Early Christianity, 3<sup>rd</sup> ed., Everett Ferguson*

Assignment: pages 1-47, 396-582

These reading review questions are intended to highlight important aspects of the reading assignment and to assist in preparation for other course assignments. In order to maximize comprehension, review the questions before reading but answer the questions only after having completed the assigned chapter.

Also refer the New Testament Timeline distributed to the class.

### **"Jewish History"**

1. List the four "periods" of Jewish history between 538 BC and AD 200 and give their general dates.
2. What notable events occurred during the Persian period?
3. Briefly explain the influence of Alexander on Palestine.
4. Who was Antiochus IV?
5. Without necessarily giving individual names, briefly discuss the rulers of Judea during the Hasmonean period, including mention of the family name by which they are commonly known.
6. Who was Herod the Great? What are some key events associated with his life?

### **"Jewish Literature"**

7. What is the LXX and why is it important for NT studies?
8. Explain the difference/overlap between apocrypha, pseudepigrapha, and deuterocanonical. Give several book names as examples.
9. Give an overview of the Dead Sea Scrolls. Choose one book and give a summary of it.
10. Compare and contrast Philo and Josephus.
11. Compare and contrast the *Mishnah* and *Targumim*.

12. Define the following: halakah, midrash.

**“Parties and Sects”**

13. Compare and contrast Sadducees and Pharisees.

14. According to Ferguson, where did the Samaritans come from?

**“Beliefs and Practices”**

15. What is the difference between proselytes and God-fearers?

**“Organization and Institutions”**

16. What was the Sanhedrin?

**Identification**

*Be able to identify briefly the following and understand their relevance to New Testament backgrounds:*

Alexander, Antiochus IV, Apocrypha, Augustus, Cyrus, Darius, Dead Sea Scrolls, Essenes, Herod Agrippa I & II, Herod the Great, Josephus, Maccabeans (Hasmoneans), Mishnah, Nero, *pax romana*, Philo, Pontius Pilate, Pseudepigrapha, Ptolemies, Qumran, Rabbinic literature, Samaritans, Sanhedrin, Seleucids, Septuagint, Synagogue, Zealots

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The Coming of the Kingdom, by Herman Ridderbos

Assignment: pages ix-xxxii, 3-539

These reading review questions are intended to highlight important aspects of the reading assignment and to assist in preparation for other course assignments. In order to maximize comprehension, review the questions before reading but answer the questions only after having completed the assigned chapter.

Note that questions are provided only through chapter four of ten assigned. Additional questions will be available through chapter seven within a few weeks of the class. Students should check back on the IQ Web site near that time in order to obtain those additional questions.

Introduction.

1. Does the New Testament allow for thinking of the Kingdom of God in supra-historical terms? (xxiii)
2. Can the preaching of Jesus be completely explained in terms of eschatological expectations? (xxv)

3. How do the ethical and eschatological aspects of the Kingdom of God present a tension? How does “presence” or “fulfillment” contribute to the resolution of this tension? (xxvii-xxviii)

Chapter I – The General Character of the Kingdom of Heaven (the Background)

4. Does the phrase “kingdom of heaven” occur in the Old Testament? If not, does the concept appear?
5. What are God’s universal and special kingships in the Old Testament?
6. How are the concept of the Kingdom of God and Messiah related in the Old Testament?
7. What general guidance does Ridderbos give as to understanding the contemporary background of John’s/Jesus’ announcement of the Kingdom of God?

Chapter II - The General Character of the Kingdom of Heaven (John the Baptist and Jesus)

8. How do such concepts as judgment, covenant, the value of the human soul, salvation and the Gospel relate to what Ridderbos consider the central of fundamental nature of the kingdom of God? (19-22)
9. What does it mean to say that the kingdom of God is dynamic? (25-27, esp. 27)
10. How do Daniel 7 and Psalm 110 combine to shape the messianic identity of the kingdom of God? (27-36)
11. List several expressions or concepts from Jesus’ proclamation of the kingdom of God which demonstrate a decidedly eschatological character of the kingdom (e.g. “the coming of the Son of Man”). How does this eschatological character relate to other views of the kingdom which see it in strictly religious-ethical terms? (37-38)
12. What is the significance change in the status of the kingdom between the ministry of John the Baptist and that of Jesus? (49ff.)

Chapter III – The Kingdom Has Come - Fulfillment

13. How do the responses of demon-possessed people to Jesus indicate the presence of the kingdom? (63)
14. In healing episodes in the gospels, what is the most important aspect? Why? (70)
15. Ridderbos frequently points out that the preaching of the kingdom occurred frequently in the same context as miracle and that it is no less a sign of the

kingdom. What Old Testament background to the “gospel” makes its preaching as much of a proof of the presence of the kingdom as miracles do? (71ff.)

16. Is “salvation” a present or future concept in Jesus’ preaching of the kingdom? (79ff.)

Chapter IV – The Kingdom Has Come – The Provisional Character

17. Has Satan’s power been ended in the coming of the kingdom? (106ff.)
18. Do Jesus’ miracles have an eschatological purpose? (115ff.) How does this help explain the role between healing and faith in Jesus’ ministry? (117ff.)
19. What is the two-fold effect of Jesus using parables to announce the kingdom? (125ff.)
20. How does the parable of the sower help answer the question about the delay of judgment? (136ff.)

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*The Modern Search for the Real Jesus, Robert Strimple.*

Assignment: pages 1-154

These reading review questions are intended to highlight important aspects of the reading assignment and to assist in preparation for other course assignments. In order to maximize comprehension, review the questions before reading but answer the questions only after having completed the assigned chapter.

#### **Chapter 1**

1. What is rationalism?
2. What did rationalists decide about the life of Jesus?
3. Explain the rise of Christianity and the mission of Jesus according to Reimarus.
4. How would you respond to these claims by Reimarus?
5. Explain Paulus’ views of miracles, including the resurrection.

#### **Chapter 2**

6. How did Strauss uniquely apply the myth concept to the Gospels? (include his definition of “myth”)
7. What is the Galilean hypothesis? Summarize the seven steps Strimple gives in relation to its development.

8. What Marxist concept was Bruno Bauer the first to articulate, according to Strimple?
9. Give three elements of F.C. Baur's theology.

### **Chapter 3**

10. Briefly explain the Marcan hypothesis. Who first proposed all its elements?
11. Comment on Ritschl and value judgments.
12. What three points did Harnack use to summarize Jesus' message?
13. Do you agree or disagree with Harnack's views? Why?

### **Chapter 4**

14. Discuss Wrede's view of the Messianic Secret.
15. How would you respond to Wrede's claim that the disciples only thought Jesus was the Messiah *after* his resurrection?
16. How did Jesus first acquire the title *kyrios* ("lord") according to Bousset? How would you respond to his view?

### **Chapter 5**

17. According to Weiss, why did Jesus die?
18. What did Schweitzer believe happened at Jesus' baptism? How did that affect his mission?
19. Explain the "crisis" of Matthew 10:23 according to Schweitzer.

### **Chapter 6**

20. What did Martin Kähler intend by the term "historical Jesus?"
21. What was Martin Kähler's view of Scripture? What sort of impact has this view had in scholarship since his day?

### **Chapter 7**

22. What is form criticism? What does it presuppose?
23. Summarize the three steps of form criticism.
24. What did Bultmann understand to be the three primary needs of the early church?

25. What are the three major criteria of authenticity in the opinion of form critics?
26. Comment on the criterion of dissimilarity. Include how this may relate to the Jewish roots of the New Testament.
27. Briefly summarize Bultmann's existentialist theology.
28. What is Bultmann's view of demythologization? Why did he think it is necessary?

### **Chapter 8**

29. Who are some who might be considered "Left-Wing Bultmann-ians"?
30. Who might be considered "Right-Wing Bultmann-ians"?
31. What is redaction criticism? Who were some of its earliest exponents?
32. How might we benefit from the perspective of redaction criticism? What are its dangers?

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Who Wrote the Gospels?, C. E. Hill

Assignment: Pages 1-68, 123-150, 207-46.

Review questions for Hill will be distributed later, prior to coverage in class.

"The Final Temple," Edmund P. Clowney.

Clowney's article will be covered in lecture.



Course Objectives Related to MDiv* Student Learning Outcomes

Course: 2NT508 (Gospels)
 Professor: Michael J. Glodo
 Campus: Orlando
 Date: Spring 2012

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<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"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	In addition to written examinations over lectures and reading, students must write exegetical paper articulation both the method presented and the content of the scripture passage assigned.
Scripture	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	Exegetical method is both presented for writing the assigned paper as well as model in the lectures.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Relevant portions of Confession and catechisms inserted into handouts; biblical theological method integrated throughout with system of doctrine taught in Westminster standards.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Course unit consisting of prayer groups focused on the Lord's Prayer. Course material is presented with conviction; biblical materials expounded as norm for the Christian life; supported by examples of application to the Christian life.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Moderate	Theology of the kingdom of God as revealed in Gospels provides orientation for life in the now and not-yet.

Winsomely Reformed	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	Alternative viewpoints within Reformed parameters as well as those selectively outside of it are acknowledge and explained charitably.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Biblical content provides corpus for preaching; application provided regularly to model application in preaching.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	
Shepherd	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	
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Christ/culture paradigm arising out of the coming of the kingdom of God used to illustrate how to relate to broadening circles from church to world, including the mission of God as enacted in Jesus Christ.