Hebrews - Revelation
0NT522, 3 Credit Hours

Lectures by
Michael J. Kruger, Ph.D.
This course notebook is for the coordination of your course materials, including reading assignments and lecture recordings. Each course notebook for RTS Distance Education is arranged by the GUIDE acronym. The five components of GUIDE are organized in each lesson by the following steps in the notebook:

**GUIDE**

**Getting Started**  To do the lessons, reading and listening assignments are listed.

**Understanding**  To maximize learning, the purposes are given.

**Investigating**  To explore the content, outlines are provided for note taking.

**Developing**  To expand content, readings are suggested.

**Evaluating**  To help review, lesson questions are based on purposes.
COURSE SYLLABUS
Hebrews - Revelation, OT522, 3 Credits
Lecturing Professor and Professor of Record:
Dr. Michael J. Kruger
Reformed Theological Seminary, Distance Education

Lecturing Professor
Dr. Kruger received his B.S. from the University of North Carolina at Chapel Hill, his M.Div. from Westminster Theological Seminary in California, and his Ph.D. from New College, The University of Edinburgh, Scotland. He is the author of The Gospel of the Savior (E.J. Brill, 2005), co-author of Gospel Fragments (Oxford University Press, 2009) and The Heresy of Orthodoxy: How Contemporary Culture’s Fascination with Diversity has Reshaped Our Understanding of Early Christianity (Crossway, 2010). Most recently he has published in the areas of NT canon and textual criticism, including Canon Revisited: Establishing the Origins and Authority of the New Testament Books (Crossway, 2012), and The Early Text of the New Testament (Oxford, 2012; edited with Charles Hill).

Course Description
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


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. You will find it located at the RTS Distance Education website (wwwrts.edu/distance) under the Student Services tab.

Summary of Requirements

- Follow the Course Notebook provided
- Listen to all Recorded Lectures
- Complete all Readings
- Participate in Forum Discussions (with other students and the Professor)
- Take the Midterm Exam
- Take the Final Exam
- Submit a Research Paper
- Submit Mentor Report/Course Application Paper

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: 25%, Final: 25%)

There are two examinations for this course. The midterm examination will cover the lectures and readings from Lesson One through Lesson Four. The final examination will cover the lectures and readings from Lesson Five through Lesson Ten. 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%)

Serious research paper approximately 15 typed pages (double spaced) in length (20 pages max) with page numbers. Must use 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.
- Research paper must contain citations of at least two journal articles.
- 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.

Mentor Report/Course Application Paper (5%)
Each Global/Non-Residential student is required to have a mentor submit a report at the end of the course. This report will contribute to 5% of the student’s grade. For students who are not Global/Non-Residential, 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.

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
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1-855-854-6920
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Web site: www.rts.edu/distance
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
**Course Objectives Related to MAR Student Learning Outcomes**

**Course:** Hebrews to Revelation  
**Professor:** Dr. Michael J. Kruger

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<th>MAR Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<td><em>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.</em></td>
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| **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 | Theology of Heb-Rev  
- Historical background of Heb-Rev  
- Significant paper on Heb-Rev |
| **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 | Focus on exegesis and understanding the text  
- Use of original languages  
- Application to modern circumstances |
| **Reformed Theology** | 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 |
| **Sanctification** | 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 |
| **Desire for Worldview** | 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.) |
| **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.) | 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. |
| **Teach** | 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. |
| **Church/World** | 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. |
| **MAR Specific SLO** | 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. |