

Life & Revelation of Christ
Syllabus for NTE 113 Online
Fall 2008

Dr. William Hyndman
Office Phone: (706) 886-6831 Ext. 5319

Office: CE Building 8a
Email: whyndman@tfc.edu

Please e-mail or call me whenever you have questions. Distance Ed can be difficult!

Course Description: Systematized study of the four Gospels as primary sources on Jesus' life to understand His biography, works, teachings, death, resurrection, ascension, and predicted return. Attention to the contribution, historical setting, and doctrinal themes of each Gospel. The course treats the concept of Jesus' kingdom through examining the structure, contents, and interpretations of Revelation. 3 credit hrs.

Relation of NTE 113 to the Outcome Goals of TFC's Academic Programs:

Bible and Doctrine Core Program Outcome Goal

#1: The successful student will demonstrate a general knowledge of the contents, major themes, and doctrines of the Scriptures,

#3: The successful student will demonstrate the ability to apply the Bible to life situations.

#4: The successful student will demonstrate the ability to articulate the Biblical message to others.

Goals for course. The successful student will:

1. Gain factual knowledge about the ancient world, especially the Palestinian peninsula, that is the backdrop to the New Testament.
2. Learn factual knowledge and fundamental principles contained in the teachings of Jesus, the Gospels proper, and the book of Revelation.
3. Develop skills in expressing oneself in writing through posts, papers, and tests.

Course Plan:

PowerPoint: Students are responsible for material demonstrated in the six PowerPoint presentations. The five essay examinations will include material from these presentations.

Video Lectures: Students are responsible for the video lectures by Dr. Robert Wetmore, former professor of theology at Toccoa Falls College, that are on the calendar. The five essay examinations will include material from these presentations.

Assigned Readings: Students are required to read completely Robert Gundry, *A Survey of the New Testament* (Grand Rapids: Zondervan, 2003). Students must read the pages listed for that day on the class calendar for Assignments in this syllabus by the beginning of "class." Students are also required to read Robert K. Wetmore, *The Revelation of the Christ* (Toccoa Falls, Georgia: Two Trees Publishing, 2005; www.lulu.com). The five essay examinations will include material from these presentations.

Assignments: The syllabus calendar lists several assignments. Students are expected to carry out these assignments and incorporate their research into their discussions in the five essay

examinations, as appropriate. Students will indicate that they have carried out these assignments according on their weekly essay examinations.

Examinations: Students will take five examinations in this class. Each exam consists of two possible essay questions. The questions will cover material the students will be viewing, hearing, reading and researching throughout that week. Students are free to take notes, write paragraphs and even organize the text for both essays as they research and prepare. On Friday afternoon, the instructor will randomly choose and post one of the two essays to be answered. Students must then respond by preparing a full essay. **Once the instructor has chosen and posted the required essay question on Friday, students can no longer consult their notes, internet helps, outlines, books or anything else.** This is an honor system. There is a severe penalty for plagiarism or cheating in any form, per the Fall Life Handbook, and is both an academic and moral offense.

Standards for essay exams:

To earn a D or F, the student need only supply unclear, poorly written, or uninformed commentary on the material in question.

To earn a C, the student must include basic relevant and helpful information (including Scriptural support wherever supplied in lectures, etc.) that answers the question as written in the notes, books, lectures, etc.

To earn a B-/B, beyond these “C level” base requirements, the student must explain his/her answer clearly enough that someone who had not taken this course would understand the heart of the issues involved.

To earn a B+/A-, beyond the last level of requirements, the student must demonstrate a superior depth of understanding of the fundamental biblical issues involved in the question.

To earn an A, beyond the superior depth requirements, the student must present his/her answer with both clarity and depth of understanding in such a way that any reader would comprehend the correct answer in depth.

Students must use a **NON-REFERENCE EDITION OF ANY BIBLE VERSION FOR THEIR EXAMINATIONS.** What is a non-reference edition of the Bible? It cannot have: 1) study helps; 2) cross references to other passages; 3) maps in the text (it may have maps at the end); 4) the student’s own markings made in the Bible **since beginning this course.** The Bible may have a concordance or subject index at the end, but students are not permitted to use that concordance or subject index for examinations.

Threaded Discussion: This course uses the examinations to help students integrate the various materials and activities we engage each week. The threaded discussion serves as a study group to prepare for the weekly examinations. Students are **required** to participate Monday through Thursday. Students should discuss what they have found so far concerning the two questions for the week (perhaps pointing out relevant page numbers, websites, Scripture passages, observations, experiences, etc.). They should include general their questions, confusions, disagreements, passages which support, contradict or don’t quite fit with class materials. They do this to help each other prepare for the two essay questions of the week. **Student may not cut and paste these discussions into their essays** and must be careful not inadvertently to quote from threaded discussions. However, allusion to the group discussion is acceptable. Students will be graded on how they contribute to other students with their questions, answers, suggestions, etc. Students who do not participate in threaded discussions for any one question will receive a 50% penalty for that question.

Reaction Projects: Your course calendar assigns three research projects to be completed.

Paper #1: Compile a list of at least 20 Old Testament messianic prophecies. You should cut and paste these using a computer Bible. We have supplied E-Sword to assist you in this, but you may use any computer Bible you wish. Many websites have superb lists of passages and you can easily find them by typing in the words “messianic prophecies.” Write them out using this format:

The Messiah was to be born in Bethlehem

Prophecy: “But you, O Bethlehem Ephrathah, who are too little to be among the clans of Judah, from you shall come forth for me one who is to be ruler in Israel, whose origin is from of old, from ancient days.” (Micah 5:2) You may use an entire chapter, if every verse is clearly Messianic. Otherwise, copy only those verses which are Messianic (all of Isaiah 53, for example).

Fulfillment: “For unto you is born this day in the city of David a Savior, who is Christ the Lord.” (Luke 2:11) Please use only 1 verse or passage in the fulfillment.

Paper #2: Argue for the deity of Jesus of Nazareth (i.e., that Jesus is God) based on the gospels. You may use the many good websites which give the biblical proofs that Jesus is God. You should have an **SHORT** introduction and then write out your proofs in convincing paragraphs. Make sure you use plenty of Scripture, and come to a conclusion. Each point should have a clear heading.

Paper 3: **POSITION PAPER:** Students must write a paper debating **ONE** of these questions that the student chooses:

1. “Did Jesus teach in Luke that we must sell all our possessions in order to be saved?” Be sure to form the paper as a position.
2. “Are there other views of Revelation than what the *Left Behind* series advocates? Explain one to three other views of understanding this book of Scripture, and explain which position you maintain.

Course Grade: The various requirements of the course are weighted according to the following percentages and points:

3 papers @ 8% each	24 %
5 tests @ 12% each	60 %
5 weeks blogging	16 %

Schedule: Deadlines for papers, blogs, and exams are below. Students are encouraged to read ahead, because many reading assignments are concentrated on certain days. Here is the daily schedule:

<u>REQUIREMENT</u>	<u>DUE DATE (EST)</u>
Week 1	
Reading: Gundry, Introduction, chs. 1-3	Tues noon
Tuesday Thread #1	Tues noon
Wednesday Thread #2	Wed noon
Reading: Book of Matthew	Thurs noon
Reading: Wetmore chs. 1-15	Fri noon
Exam #1	Sunday 5pm
Week 2	
Reading: Gundry chs. 4-6	Tues noon
Tuesday Thread #1	Tues noon
Wednesday Thread #2	Wed noon
Reading: Book of Mark	Thurs noon
Paper #1	Fri noon
Exam #2	Sunday 5pm
Week 3	
Reading: Gundry chs. 7-8	Tues noon
Tuesday Thread #1	Tues noon
Wednesday Thread #2	Wed noon
Reading: Book of Luke	Thurs noon
Paper #2	Fri noon
Exam #3	Sunday 5pm
Week 4	
Reading: Gundry chs. 9-10	Tues noon
Tuesday Thread #1	Tues noon
Wednesday Thread #2	Wed noon
Reading: Book of John chs. 1-12	Thurs noon
Reading: Book of John chs. 13-21	Fri noon
Exam #4	Sunday 5pm
Week 5	
Reading: Gundry ch. 18	Tues noon
Tuesday Thread #1	Tues noon
Wednesday Thread #2	Wed noon
Reading: Book of Revelation	Thurs noon
Paper #3	Fri noon

Additional Bibliography (If available to students)

- Blomberg, Craig. *Historical Reliability of the Gospels*. Downers Grove: IVP, 1987.
- Blomberg, Craig. *Interpreting the Parables*. Downers Grove: IVP, 1990.
- Blomberg, Craig. *Jesus and the Gospels*. Nashville: Nelson, 1997.
- Bruce, F. F. *New Testament History*. New York: Doubleday, 1969.
- Carson, D. A., Douglass Moo, & Leon Morris. *An Introduction to the New Testament*. Grand Rapids: Zondervan, 1992.
- Dorani, Daniel. *Getting the Message: A Plan for Interpreting and Applying the Bible*. Philipsburg, NJ: R & P Publishing, 1996.
- Elwell, Robert & Robert Yarbrough. *Encountering the New Testament*. Grand Rapids: Baker Books, 1998.
- Eerdmans Dictionary of the Bible*. Grand Rapids: Eerdmans, 2000.
- Evans, Craig A. *Jesus*. Grand Rapids Baker Books, 1992.
- Evans, Craig A. and Stanley E. Porter. *Dictionary of New Testament Background*.
- Fee, Gordon & Douglass Stuart. *How to Read the Bible for All Its Worth: A Guide to Understanding the Bible*. Grand Rapids: Zondervan, 1993.
- Moule, E. F. D. *The Origin of Christology*. London: Cambridge University Press, 1977.
- Nelson's New Illustrated Bible Manners and Customs*. Nashville: Thomas Nelson, 1999.
- New Unger's Bible Dictionary*. Chicago: Moody Press, 1988.
- Shelton, W. Brian. "An Ancient Israelite Pattern of Kingly Accession in the Life of Christ" in *Trinity Journal* 25 (2004): 61-73.
- Stein, Robert. *Interpreting Puzzling Texts in the New Testament*. Grand Rapids: Baker Books, 1996.
- Stein, Robert. *An Introduction to the Parables of Jesus*. Philadelphia: Westminster, 1981.
- Stein, Robert. *The Method & Message of Christ's Teaching*. Philadelphia: Westminster, 1978.
- Strobel, Lee. *The Case for Christ*. Grand Rapids: Zondervan, 1998.
- Tenney, Merrill. *Interpreting Revelation*. Grand Rapids: Eerdmans, 1991.
- Wenham, John. *Redating Matthew, Mark, and Luke: A Fresh Assault on the Synoptic Problem*. Downers Grove: IVP, 1992.
- Zondervan Pictorial Encyclopedia of the Bible*. Grand Rapids: Zondervan, 1975.