

Acts and Romans Syllabus

NT5250 (2 Credit Hours)

Tuesdays & Thursdays, 1:00pm – 4:00pm, from May 14 to June 6, 2024
(the last class on Thursday, June 6 will be from 1:00pm – 6:30pm, followed by dinner)

Reformed Theological Seminary

Spring Term, 2024

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I. Course Objectives

- ☐ Continue to learn to do Discourse Analysis of texts.
- ☐ Possess an introductory grasp of the content of Acts and Romans.
- ☐ Develop an awareness of biblical-theological concepts in the corpus.
- ☐ Students with a basic knowledge of Greek will have further exposure to Greek texts.

II. Course Description taken from the Catalogue:

A study of Acts and Paul's Epistle to the Romans that emphasizes both the original meaning and the modern meaning (RTS 2021-2023 Catalog, p. 71).

III. Procedures and Methods

- ☐ This class will be a combination of lecture, reading, and discussions. Each class the student should be prepared to discuss what they have learned from their reading assignments and take exceptional class notes.
- ☐ Though this class is tailored for MDiv students who have a working knowledge of Greek, it is possible, BUT NOT RECOMMENDED, for those who do not know Greek to take the class. "Non-Greek" students are required to do all the assignments (except translations and the DA's). Instead of providing your own translations, non-Greek students should copy/paste the NASB. Non-Greek students are still required to do the "short essay questions," English version comparisons (as explained in class), and videos. If Non-Greek students choose to generate a DA (which is optional!), I will award ten extra credit points per assignment.
- ☐ The course lectures are designed to focus primarily on specific texts (especially OT in the NT passages), whereas the readings focus on the introductory elements of each book (authorship, dating, audience, outline, etc.), as well as major concerns of some of the books (especially Acts). The OT in the NT passages chosen for lectures have been chosen because of their importance for understanding the entire Book of Acts and Romans.

IV. Course Requirements

- ☐ Reading- Students are required to read from the course textbooks. The professor will ask how much was read at the end of each class period, which will serve as a daily participation grade. Students do not receive credit if the reading is late, though they will still have time to complete such readings for the end of semester cumulative "reading check-off list. Readings in the English Bible in Acts and Romans will be announced before the following class session. In addition to the weekly reading, students must read through the entirety of Acts and Romans in English before the last day of class.

REQUIRED TEXTS:

Nestle-Aland, Novum Testamentum Graece. 28th ed. Stuttgart: Deutsche Bibelstiftung, 1979 (The UBS 4th edition may not be used as a substitute). This is also required for non-Greeks because of its very helpful marginal references.

New American Standard or English Standard Version (with full marginal cross references).

G. K. Beale, William A. Ross, Daniel J. Brendsel, An Interpretive Lexicon of New Testament Greek: Analysis of Prepositions, Adverbs, Particles, Relative Pronouns, and Conjunctions. Grand Rapids, Mich.: Zondervan, 2015.

G. K. Beale, "Packet of Handouts on New Testament Exegetical Methods." To be downloaded from the NT 5250 Canvas page.

G. K. Beale and B. L. Gladd, The Story Retold. Downers Grove: InterVarsity Press, 2020. Pp. 152-204.

D. A. Carson and Douglas J. Moo, An Introduction to the New Testament. Grand Rapids: Zondervan, 2005. Pp. 285-330, 391-414.

Richard B. Gaffin, Perspectives on Pentecost. Phillipsburg, NJ: Presbyterian and Reformed, 1979. Pp. 5-122. Pp. 1-122.

Dennis E. Johnson, The Message of Acts in the History of Redemption (Phillipsburg, NJ: P&R, 1997), pp. 1-121.

Alan J. Thompson, The Acts of the Risen Lord Jesus. NSBT. Downers Grove: Apollos (InterVarsity Press), 2011. Pp. 17-196.

- Attendance- Students are expected to attend all lectures. Students who have more than one unexcused absence will be penalized on their final course grade 2% per additional unexcused absence. If students are 15 minutes late for class, they will be considered to be one hour late. Presbytery meetings and all conferences (ETS/SBL, T4G, North Texas PCA Presbytery, etc.) are deemed unexcused. Students should consult their calendar at the beginning of the semester and discuss any conflicts with the professor. Sickness and family emergencies are considered excused. If you are sick or have a family emergency, you must email the professor asap.
- Weekly assignment # 6 and # 8: students will be assigned Rom. 1:16-17 and Rom. 9:14-18 respectively. **On the first page** of the written DA assignment, there should be English translation of the text following the structure recommended in class. Words and phrases in English should be underlined which are interpretative renderings of the significance of some of the logical relationships (note in-class examples). **On a second page**, state a one sentence exegetical idea of the passage. Underneath it try to transform the exegetical idea into a one-sentence homiletical idea (see Robinson, Biblical Preaching, for how to do this). **On a third page**, compare the translations of the NASB, NIV, RSV, KJV, and JB for the passage; list the major differences in chart form on a separate sheet of paper and say with which translation the Discourse Analysis most agrees. **On the fourth page**, just list all the marginal references in the NASB and two other Bibles that have full marginal references for each verse of your passage. This assignment will be discussed in class. (marginal references will be taken from the NA²⁸). Non-Greek students should try to do the DA's, although they are optional (special tutorial help is available.). **On the fifth page**, give a brief prose summary of the logical development of thought in the paragraph.
- Otherwise, typical weekly assignments will entail translation of passages and DA's only of certain assigned passages (this will include only the first two steps [including exegetical and homiletical ideas] of the five-step assignment described above). Also both Greek and English Students often will be expected to do short written assignments (one page each) as a part of most weekly assignments. These assignments will consist of studies on the use of the OT in the NT and will be submitted along with the DA's. Instruction about how to do these assignments are given below. These assignments are to be completed and handed in at the end of each class session. The

passages on which to do the assignments are listed below in each of the weekly assignments. To do the assignments you need a copy of the Nestle-Aland 28th edition of the Greek New Testament (if you do not own one, please buy one or borrow one from a friend or from a library; even non-Greek students will need this Greek text for the marginal references).

The OT in the NT assignment entail the following steps: (1) if a verse in the NT is an allusion and not a quotation from the OT, you need a couple of sentences validating the allusion, on which see Beale, *Handbook*, pp. 31-35); (2) Then briefly discuss the meaning of the OT phrase in the NT context in one brief paragraph (about 4-5 sentences). Here you decide and conclude which of the hermeneutical uses of the OT are applicable (see Beale and Gladd, *Story Retold*, 19-31, for a discussion of each hermeneutical use that is possible [analogy, abiding authority, indirect typological fulfillment, etc.]). In other words, how does Luke or Paul use the OT in this passage. Remember that sometimes more than one use can occur with each OT in the NT reference.

NOTE CAREFULLY: All these assignments (reading, translation, DA, NT Use of the OT) are to be completed for the day on which they are assigned. The written assignments are to be stapled and completed before class; they possibly may be marked or corrected in class with a different colored pen or pencil. They will be collected at the conclusion of the class period for which they are assigned. The DA and NT Use of the OT assignments (when the latter is also assigned) will be graded as one large assignment. These weekly assignments are required as the foundational workload of the course. Failure to turn in this work will likely result in failing the course. Much of the material necessary for the doing of the DA assignments is to be found in the "Packet of Handouts on New Testament Exegetical Methods," by G. K. Beale. The student should review the outline of materials in this packet (found at the front) throughout the semester

Assignments submitted late, will result in a loss of one letter grade per class period.

- Exegetical Notebook Assignment: each student will prepare an "exegetical notebook" (loose-leaf in form), consisting of (1) written out translations of the various assigned Greek texts for each session; (2) all graded assignments, (3) lecture handouts from class, and (4) notes from class lectures. The purpose of this notebook is to provide a means in which later teaching and preaching on Acts and Romans may be facilitated. A final evaluation of these notebooks will also be done at the end of the term. These notebooks will be graded on the proper organization of the "notebook" and mainly by focusing on the quality of the class lecture notes taken by the student (students may take notes on computers if they wish, but during oral translation, all computers should be closed). The "exegetical notebooks" are due: **Monday, June 8** (5:00 p.m.; to be submitted outside the professor's office at the designated place).
- Final Term Exegesis Paper. Due: **Thursday, June 20** (4:00 p.m.; to be submitted outside the professor's office at the designated place).
 - Limit for the Papers: ten pages, double-spaced (roughly 3,500 words) including footnotes (which are to be placed at the bottom of the page!). Appendices are not included in the page count. Computer prepared papers must be legible, otherwise they will be returned immediately.
 - The assignment is to write an exegetical essay on **Rom. 3:21-26**
 - The paper is to be a verse-by-verse commentary on the entire assigned text. In addition to class instructions, the student should consult "model" exegesis papers(on reserve in the Library) in order to get a clearer idea about the form in which the paper is to be written. See "Further Comments on Preparation for Writing of the Exegesis Paper" (to be distributed).
 - Students are on their honor not to discuss the exegesis paper with one another. A tip: there will be OT background in the passage, which will need discussing.
 - ** Appendix to the Exegesis Paper:
 - A discourse analysis (showing the significance of the logical relationships in italics). Then compose an exegetical and homiletical idea, translation comparisons, and a list of the marginal references in the margin of the NA²⁸.

**** Unexcused late Major Written Assignments will be penalized: ten points per day. At the discretion of**

the professor the same penalty may be applied to daily class assignments (excuses pertaining to serious illness, death of a relative, and other similar circumstances are obviously valid; however, computer breakdowns and printer breakdowns are not considered valid excuses, so make sure always to “backup” separate from your hard disk drive, and make sure you do not print at the last minute, leaving sufficient time to print in case of a printer breakdown).

*** There will be penalties on the Major Written Assignment exceeding the required length. A penalty of 3 points per extra page (= 300 words) over the required limit will be assigned.

- ☐ In-Class Electronics Use- In light of recent studies and my own classroom experience, students are prohibited from using computers, phones, and tablets during class. Prohibiting electronic use forces the students to focus on the lecture and take better notes. Exceptions are permitted for those with disabilities. During lectures, when we are not translating, I will allow students to take lecture notes on their computers, only if they can do that better than taking hand-written notes. Otherwise, during oral translation, all computers should remain shut.

V. Grading:

1. Weekly Assignments 35%
 2. Exegesis Paper 45%
 3. Class participation 5%
 4. Exegetical Notebook 15%
- ☐ Grading Scale: The grading scale for this course is the seminary’s grading scale. You may find it listed at the RTS Catalog, p.42.
 - ☐ Plagiarism: Any cheating (quiz, paper, exam, etc.) will result in a failure of the course.

VI. Schedule: Assigned Reading/Lecture Topic

*****Note the readings and the assignments to be completed before the first class session on Tuesday, May. 14 (listed under the assignments for that class session below).

Tuesday, May 14 - Introduction to the Course and Introduction to Acts

Weekly Assignment #1:

Watch “DA Tutorial” videos # 1-7 by Tyler Milliken:

1. DA Tutorial 1: Defining Propositions - https://youtu.be/5_qq0yGQnpU
2. DA Tutorial 2: Propositions and Prepositions - <https://youtu.be/5G8Kf-HhLp0>
3. DA Tutorial 3: Coordinate Propositions - <https://youtu.be/DQ3ZO9MMrro>
4. DA Tutorial 4: Support by Restatement - <https://youtu.be/6zNrLlwy6Jl>
5. DA Tutorial 5: Support by Distinct Statement - <https://youtu.be/lAS7MyBoDaI>
6. DA Tutorial 6: Discourse Analysis of Epistles - https://youtu.be/cMEIU_TBbZg
7. DA Tutorial 7: Discourse Analysis of Narrative - <https://youtu.be/uila7RQKu4o>

IMPORTANT: Reading for all students to be completed before this class session:

Beale/Gladd, *Story Retold*, 1-30 (Chapters 1-2); Schreiner, *Interpreting the Pauline Epistles*, “Tracing the Argument,” 97-124 (PDF Available on Canvas); read closely the Piper-Fuller-Hafemann handouts (pp. 62-64, 85, 101 of the big Beale Packet)! Richard B. Gaffin, *Perspectives on Pentecost*. Phillipsburg, NJ: Presbyterian and Reformed, 1979. Pp. 9-117; Alan J. Thompson, *The Acts of the Risen Lord Jesus*. NSBT. Downers Grove: Apollos (InterVarsity Press), 2011. Pp. 17-196. The completion of this reading will count as a daily assignment.

Translate Acts 1:1-8.

NT Use of OT: Analyze the use of Isaiah 32:15 in Acts 1:8.

Reading in English Translation for all students: to be announced

Non-Greek: summarize in 1-2 pages the reading from Beale/Gladd, *Story Retold*, 1-30.

Non-Greeks are also expected to do as best they can on the **NT Use of OT:** Analyze the use of Isaiah 32:15 in Acts 1:8.

Thursday, May 16- Acts continued

Weekly Assignment #2:

Watch “Acts, Part 1” on The Bible

Project: <https://www.youtube.com/watch?v=CGbNw855ksw>

Translate Acts 2:14-21

DA (in English) on Joel 2:28-32 (with exegetical and homiletical idea)

NT Use of OT: Analyze the use of Joel 2:28-32 in Acts 2:17-21.

Reading for all students: Beale/Gladd, *Story Retold*, 152-160; Carson/Moo, 285-291; read lecture handout by G. K. Beale on the use of Joel 2:28-32 in Acts 2:17-21” (approx.. 22pp.).

Reading in English Translation for all students: to be announced

Non-Greeks: Watch and write a two-paragraph summary of “Jesus’ Divinity and Monotheism” by Richard Bauckham:

<https://www.youtube.com/watch?v=Qq-IfhdXDzg&spfreload=10>

Non-Greeks are also expected to do as best they can on **NT Use of OT:** Analyze the use of Joel 2:28-32 in Acts 2:17-21.

Tuesday, May 21- Acts Continued

Weekly Assignment #3:

“Acts Part 2” on the Bible Project: <https://www.youtube.com/watch?v=Z-17KxpjL0Q>

Translate Acts 13:42-49

DA (in English) on Isaiah 49:1-6 (with exegetical and homiletical idea)

NT Use of OT: Analyze the use of Isaiah 49:6 in Acts 13:47.

Reading for all students: Beale/Gladd, 161-170; Carson/Moo, *Introduction*, 291-300; “The Descent of the Eschatological Temple in the Form of the Spirit at Pentecost: Part I.” *Tyndale Bulletin* 55 (2005), pp. 73-102.

Reading in English Translation for all students: to be announced

Non-Greeks: summarize in 1-2 pages the reading from Beale/Gladd, *Story Retold*, 161-170. Non-Greeks are also expected to do as best they can on **NT Use of OT:** Analyze the use of Isaiah 49:6 in Acts 13:47.

Thursday, May 23- Acts continued

Weekly Assignment #4:

Translate Acts 15:13-21

DA (in English) on Acts 15:14-18 (optional; if done, the student will receive extra credit.

NT Use of OT: Analyze the use of Amos 9:11-12 in Acts 15:16-18.

Textual comparison of Amos 9:11-12 with Acts 15:16-18. Put the wording of the OT phrase in Hebrew (NASB) in a left column, the phrase in the Septuagint in a middle column, and the phrase in the NT text in a right column, color-code the differences (for an example see the “Appendix on Textual Comparisons” at the end of the syllabus). Now explain the interpretive significance of the changes in the LXX and in the NT.

Reading for all students: Beale/Gladd, *Story Retold*, 171-175 (top); Carson/Moo, *Introduction*, 300-308; G. K. Beale, “Christ and the Church as the Emerging New Eschatological Temple: James Testimony in Acts 15” (20pp.); (published in Moskala, Jiri; van Bemmelen, Peter M.; and Heinz, Daniel, "Christ, Salvation, and the Eschaton: Essays in Honor of Hans K. LaRondelle" (2009). *All Books*.

168. <https://digitalcommons.andrews.edu/books/168>); students should read this essay only after they have done the above “NT Use of OT” assignment.

Reading in English Translation for all students: to be announced

Non-Greek: Write a two-paragraph summary of Doug Stuart and Gordon Fee, *How to Read the Bible for All It Is Worth* (Grand Rapids: Zondervan, 1993), chapter 6 (pp. 107-125). The chapter is titled, “Acts: the Question of Historical Precedent.” Non-Greeks are to do the best they can on **NT Use of OT:** Analyze the use of Amos 9:11-12 in Acts 15:16-18.

Tuesday, May 28 - Acts Continued

Weekly Assignment #5:

Translate Acts 26:12-18; Acts 28:25-28

DA (in English) on Isaiah 6:1-8 (with exegetical and homiletical idea)

NT Use of OT: Analyze the use of Isaiah 6:9-10 in Acts 28:26-27.

Reading for all students: Beale/Gladd, *Story Retold*, 175-178 (top); Carson/Moo, *Introduction*, 309-325.

Reading in English Translation for all students: to be announced

Non-Greeks: summarize in 1-2 pages the reading from Beale/Gladd, *Story Retold*, 175-178. Non-Greeks are to do the best they can on **NT Use of OT:** Analyze the use of Isaiah 6:9-10 in Acts 28:26-27.

Thursday, May 30 - Introduction to Romans

Weekly Assignment #6:

Watch “Romans Part 1” on The Bible Project (Romans 1-4):

https://www.youtube.com/watch?v=ej_6dVdJSIU&t

Translate Romans 1:15-26

Full Fivefold DA Assignment on Romans 1:16-17
(in Greek and English, including a Greek flow for the first page of the assignment)

Reading for all students: Beale/Gladd, *Story Retold*, 179-188; Carson/Moo, *Introduction*, 391-398.

Reading in English Translation for all students: to be announced

Non-Greeks: watch: write a two-page summary of Beale/Gladd, *Story Retold*, 179-188.

Tuesday, June 4 – Romans continued

Weekly Assignment #7:

Watch “Romans Part 2” the Bible Project (on Romans 5-16):
<https://www.youtube.com/watch?v=0SVTI4Xa5fY>

Translate Romans 4:1-8
Translate Romans 9:14-18

Full Fivefold DA Assignment (in English) on Romans 9:14-18 (with exegetical and homiletical Idea; do *NOT* include a Greek flow for the first page of the assignment)

Reading for all students: Beale/Gladd, *Story Retold*, 188-195; Carson/Moo, *Introduction*, 398-407.

Reading in English Translation for all students: to be announced

Non-Greek: Watch and write a two-paragraph summary of “A Holy Nation” by D.A. Carson:
<https://www.youtube.com/watch?v=XKO9dGZlt8o&spfreload=10>

Thursday, June 6 – Romans Continued

Weekly Assignment #8:

Watch again “Romans Part 2” on the Bible Project Site:
<https://www.youtube.com/watch?v=0SVTI4Xa5fY>

Reading for all students: Read Romans 9 in English, paying special attention to Rom. 9:6-24; Beale/Gladd, *Story Retold*, 195-198; Carson/Moo, *Introduction*, 407-411.

Review the DA (in English) on Romans 9:14-18 (with exegetical and homiletical idea)

NT Use of OT: Analyze the use of Exodus 9:16 in Romans 9:17.

Translate Romans 11:25-32 and read carefully in English Romans 11:1-32; then read Romans 10 in English

Read Beale’s lecture on Romans 11:26 (to be distributed a week ahead of time).
Also read D. J. Moo, *The Epistle to the Romans* (NICNT; Grand Rapids: Eerdmans, 1996): 719-734.

Reading in English Translation Romans 9-11 for all students; read carefully in English Romans 11:1-32.

Read Beale's lecture on Romans 11:26 (to be distributed a week ahead of time).

Non-Greek: summarize the most important parts of Beale's lecture in three pages; watch and write a two-paragraph summary of "The Pastor as a Scholar" by D.A. Carson:

<https://www.youtube.com/watch?v=i3z91fE1zxY&spfreload=10;>

REQUIRED READING CHECK-OFF LIST FOR NT5250 TO BE SUBMITTED ON Thursday, June 20 (4PM)

Name: _____

The following required readings are taken from the syllabus and listed in alphabetical order. Please check off the readings when each is completed, and hand these in at the end of the semester at the time of the final exam. The total amount of required reading below is approx. 630 pp. (this page count does not include the reading of Acts and Paul's epistles in the NASB, which are still required to be read). Some of these readings may be required to be read at the time of particular class sessions; the other readings should be read at the student's own pace. Remember that less than 80% of the reading will result in a grade of no higher than a B+. Less than 65% of the reading will result in a grade of no higher than a C. Less than 50% of the reading will result in a grade of no higher than a D. Less than 40% of the reading will result in a grade of no higher than a F. Students who do not read all of Acts and Paul's epistles in the NASB will receive a grade of no higher than a "C."

- ☐ G. K. Beale and B. L. Gladd, The Story Retold. Downers Grove: InterVarsity Press, 2020. Pp. 152-204.
- ☐ G. Beale, "The Descent of the Eschatological Temple in the Form of the Spirit at Pentecost: Part I." *Tyndale Bulletin* 55 (2005), pp. 73-102.
- ☐ G. K. Beale, "Christ and the Church as the Emerging New Eschatological Temple: James Testimony in Acts 15" (20pp.); (published in Moskala, Jiri; van Bemmelen, Peter M.; and Heinz, Daniel, "Christ, Salvation, and the Eschaton: Essays in Honor of Hans K. LaRondelle" (2009). *All Books*. 168. <https://digitalcommons.andrews.edu/books/168>);
- ☐ D. A. Carson and Douglas J. Moo, An Introduction to the New Testament. Grand Rapids: Zondervan, 2005. Pp. 285-330, 391-414.
- ☐ Richard B. Gaffin, Perspectives on Pentecost. Phillipsburg, NJ: Presbyterian and Reformed, 1979. Pp. 13-122.
- ☐ W. Ward Gasque, "A Fruitful Field: Recent Study of the Acts of the Apostles," *Interpretation* 42 (1988), pp. 117-131.
- ☐ Dennis E. Johnson, The Message of Acts in the History of Redemption (Phillipsburg, NJ: P&R, 1997), pp. 1-121.
- ☐ D. J. Moo, The Epistle to the Romans (NICNT; Grand Rapids: Eerdmans, 1996): 719-734.
- ☐ (4) E. J. Schnabel, "Fads and Common Sense: Reading Acts in the First Century and Reading Acts Today," *JETS* 54 (2011): 251-278.
- ☐ Doug Stuart and Gordon Fee, How to Read the Bible for All It Is Worth (Grand Rapids: Zondervan, 1993), chapter 6 (pp. 107-125). The chapter is titled, "Acts: the Question of Historical Precedent."
- ☐ Alan J. Thompson, The Acts of the Risen Lord Jesus. NSBT. Downers Grove: Apollos (InterVarsity Press), 2011. Pp. 17-196.
- ☐ The reading of Acts and Paul's epistles in the New American Standard Bible (not included in the above total amount of pages required to be read).

“Appendix on Textual Comparisons”
(as an example for the Amos 9:11-12 in Acts 15:16-18 Assignment)

Isaiah 6:9–10 MT	Isaiah 6:9–10 LXX	John 12:40
<p>9 And he said, “Go, and say to this people: ‘Hear continually, but do not understand; see continually, but do not perceive.’</p> <p>10 Make the heart of this people fat, and make their ears unresponsive, and stick their eyes shut, lest they see with their eyes, and with their ears hear, and with their heart understand, and turn and be healed.”</p>	<p>9 And he said, “Go, and say to this people: ‘With hearing you shall hear and shall by no means understand; and seeing you shall see and shall by no means perceive.’</p> <p>10 For the heart of this people has become fat, and with their ears they heard with difficulty, and they have closed their eyes, lest they should see with the eyes, and with the ears hear, and with the heart understand, and turn and I heal them.”</p>	<p>He has blinded their eyes and hardened their heart, in order that they might not see with the eyes and understand with the heart, and turn and I heal them.</p>

COLOR CODE:

Triple Agreement
Double Agreement
Unique Elements (Grammar, Terminology)
Change in Word Order

(for the Hebrew and Greek of these parallels see Beale, *Handbook*, pp. 49-50). If you know Greek you will include both Greek and English in the chart; if you do not know Greek, you will have only English (Greek students should make their own translation and not merely copy a NT English translation). Put the wording of the OT phrase in Hebrew (NASB) in a left column, the phrase in the Septuagint in a middle column, and the phrase in the NT text in a right column, and color-code the differences. Then explain the interpretive significance of the differences in the LXX and NT.

REFORMED THEOLOGICAL SEMINARY

SYSTEM

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Hebrews through Revelation (NT5350)
 Professor: Ben Gladd
 Campus: Jackson
 Date: Spring 2021

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
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.		➤ 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	The course strongly engages Scripture and the Jewish milieu of the first century, furnishing students with knowledge of a variety of topics.
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	With their nose in the text, students will spend a significant amount of time studying and mediating upon Scripture. The class requires students to research and write on topics pertaining to Hebrews through Revelation.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Central to this class is the exaltation of Christ and his role in redemptive history.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Since students are exposed to the various facets of Hebrews through Revelation, a love for Christ will inevitably grow as they continually look upon his character.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	Key to this course is living in light of Scripture and its kingdom worldview.

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	Though many scholars are not evangelicals, there is much to be gained by their insights.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	Throughout the course, attention will be given to how students are to preach Hebrews through Revelation. We will often seek to answer “what difference does it make?”
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	As a result of this course, students will be wiser in how they worship Jesus by having a more concrete picture of who he is and what his Word says.
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.	Moderate	Having a right view of Jesus and his ministry is central to pastoring.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	As a net result of studying Hebrews through Revelation, students will have the ability to discern whether or not a teaching or movement is faithful to Jesus’ message.