ASBURY COLLEGE MISSION STATEMENT

The mission of Asbury College, as a Christian Liberal Arts College in the Wesleyan-Holiness tradition, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership and service to the professions, society, the family and the Church, thereby preparing them to engage their cultures and advance the cause of Christ around the world.

ACHIEVE PROGRAM MISSION STATEMENT

The mission of the ACHIEVE Program is to provide a quality academic program, within a Christian context, that equips nontraditional students to achieve professional excellence in their chosen field. The ACHIEVE Program prepares students for leadership and service to others, cultivates attitudes of lifelong learning, and fosters spiritual development.
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LMN 342 JESUS AND THE GOSPELS

INTRODUCTION TO COURSE

Jesus and the Gospels is a course of study introducing students to the Gospel presentation of Jesus. In part, they will use inductive methodologies to explore Biblical texts to discover who is Jesus. They will identify key teachings of Jesus as well as observe unique presentations of Him by the different Gospel writers. They will develop an appreciation for the timeless and universal nature of the four Gospel narratives.
LMN 342 JESUS AND THE GOSPELS

LETTER FROM COURSE AUTHOR

Dear Students,

Learning about Jesus is the most important task to which you will ever commit. Regardless of your background, this is an opportunity for you to open a new chapter of study that will last a lifetime. This can be the most exciting and life changing challenge you will ever take on!

Learning about the life and ministry of Jesus, even in a formal setting, is first and foremost a personal endeavor because the Holy Spirit is your ever present resource. The Holy Scriptures were created and preserved to reveal God to humanity and He plays the most significant role in your learning of Scripture.

Although your learning will have a personal dimension, in this academic setting, you will be challenged to observe the biblical text in ways differently from a devotional study. You will be encouraged to ask questions of the text that open up new ways of viewing the text. In a study like this, you will have the opportunity to observe broad patterns as well as unique details of the Gospel writers that reveal aspects of the life and ministry of Jesus that give us a more comprehensive understanding of the nature of God. Nothing about the life of Jesus presented to us in the Gospel accounts is incidental. Everything recorded is meant to reveal some aspect of God’s nature, that is, something about who he is or how he interacts with humankind.

To get the most from your study, please ask God to open his word to you in a new and fresh way and give you eyes to see and hearts to embrace the truth of his revelation to you. Be ready to be transformed by the Living Word!

Sincerely,

Melanie Starks Kierstead, PhD
Asbury College
Wilmore, KY  August, 2008
INSTRUCTOR’ S SYLLABUS

The instructor will provide this syllabus page to students at the first class session.

COURSE NUMBER:  LMN 342

COURSE TITLE:  JESUS AND THE GOSPELS
INSTRUCTOR:

CONTACT INFORMATION:
   Telephone –
   Email    -
   Office   -

OFFICE HOURS:
REQUIRED TEXTBOOKS AND MATERIALS:


COURSE DESCRIPTION:

Jesus and the Gospels—A study of the life of Jesus in its ancient socio-historical and canonical contexts, and of the Four Gospels with regard to their literary genres and forms, settings, theology, and contemporary relevance.

COURSE OBJECTIVES:

1. Study the New Testament Gospels as primary source material for our understanding of the person of Jesus and His message.
2. Compare the individual emphases and techniques used by Gospel writers to relate the story of Jesus to their particular audiences.
3. Summarize primary contributions that each of the Gospel writers make to our understanding of Jesus.
4. Critique contributions of various biblical study methodologies.
5. Familiarize students with important critical issues of the Gospel accounts.
6. Develop an appreciation for the use of good inductive skills to summarize the Gospel text regarding Jesus.

COURSE GOALS:

At the conclusion of the course, students who successfully complete the course will be able to:

1. Identify and outline the most significant points in the Life of Jesus.
2. Summarize and indicate the significance of the key points of the teachings of Jesus.
3. Demonstrate an awareness, and assess the value of a variety of biblical study methods to study the Gospels.
4. Research and present an essay that demonstrates familiarity with standard exegetical methodology.
5. Demonstrate a personal engagement with the biblical text as a means of personal spiritual development.
Students should also consult the Asbury College Bulletin and ACHIEVE Program Student Handbook for important information.

**ATTENDANCE:** Students are required to attend all class sessions. A student is considered tardy if arriving more than one half hour late for class or if leaving more than one half hour before the end of class. Such tardy or early class departure is considered a one-third absence. Three times of such tardiness/early departure will equal one class absence. More than one class absence in a course requires a withdrawal grade regardless of circumstances. The student is responsible to formally withdraw from a course through the Registrar’s Office. There are no exceptions to the absence policy. The ACHIEVE Program Director is not authorized to make exceptions.

**MISSED AND LATE ASSIGNMENTS:** Students are responsible for contacting an instructor regarding missed and late assignments. This arrangement should be made prior to the missed class when possible, or as soon as possible thereafter. If a student misses a class due to extenuating circumstances, the student must seek to arrange an alternative assignment with the instructor who may be willing to give an alternative assignment that will take a minimum of four hours to complete for the class participation grade for that class session not attended. If no assignment is given or completed, the portion of the grade for class participation will be deducted. It is the student’s responsibility to contact the instructor regarding missed and late assignments. It is the student’s responsibility to deliver to the instructor all assignments. The ACHIEVE Program Office is not responsible for arranging delivery of assignments to an instructor for a student.

**ACADEMIC INTEGRITY:** Academic honesty is expected. Scholastic dishonesty is a serious violation of academic standards and Biblical teachings. Academic dishonesty includes, but is not limited to: plagiarism, submitting work completed by someone else, submitted essentially the same paper/project in more than one course without prior consent of instructor, acts which violates the rights of other students from completing their academic assignments (e.g., deliberate withholding of necessary academic material in a group project).

**CHILDREN IN CLASSROOMS:** Due to various disruptions and distractions (whether real or potential) associated with the presence of children in the classroom setting, no minor children will be permitted to accompany either faculty or students into ACHIEVE classes.

**SOURCE CITATIONS:** Sources used in course work must be cited appropriately. The citation system for the ACHIEVE Program is the American Psychological Association (APA) citation method.
COURSE GRADE:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60%
I=Incomplete grades may be granted by the Associate Academic Dean only in extenuating circumstances. When an Incomplete grade is granted, course work must be completed by the 5th week after the last class of the course, at which time a permanent grade will be recorded. Failure to submit the incomplete work by the deadline will result in a grade of ‘F’ being recorded. A student who requests an incomplete must contact the instructor for approval and then submit the approved request through the Director, ACHIEVE Program, to forward to the Associate Academic Dean for final approval.

REQUIRED ASSIGNMENTS:
Reading & Questions (Wenham/Walton) 40%;
Inductive Study Journal (Cosby & Throckmorton) 30%
Participation 15% (Self-evaluation included in this grade)
Final Exam 15%

1. What are the historical sources we have for reconstructing the intertestamental period? How reliable are they?
2. Why is this period of time important for understanding the New Testament?
3. Identify the key dates and events that serve to indicate the beginning and ending points of division of the intertestamental period.

READ: Wenham & Walton, *Exploring the New Testament, Vol 1*, pp. 23-44. Prepare written responses to the following Study Questions:
1. Identify common beliefs in 1st century Judaism.
2. Outline 4 significant sectarian groups within 1st century Judaism and identify several key characteristics of each.
3. Sketch a simplified (30 lines or less) plan for Herod’s Temple.

1. List four reasons why the gospels were written.
2. Describe Burridge’s argument that the Gospels should be studied as a type of ancient “lives” (*bioi)*.

1. Why is Markan Priority the most common solution to the synoptic problem?
2. Access the strengths and weaknesses of the “two source hypothesis” considering the origins of the synoptic gospels
3. Why is it important to understand the literary interrelatedness of the Gospels? Why is it necessary to postulate such a relationship at all?

- Answer the following question: Offer a critical assessment of the contribution which narrative criticism makes to the study of the Gospels with reference to a particular passage of your choice.
CLASS TWO – READINGS AND WRITTEN ASSIGNMENTS


1. Sketch a five point outline of the life of Jesus.
2. Add to that sketch a couple of points under each major point identifying significant events (and locations) of the life of Jesus.
3. Identify a few points in the life of Jesus for about which there is scholarly controversy.
4. Explain why the controversy exists. Tell if you think the controversy is valid, or serves any valid point.


1. Give the case for unreliability of the Gospels, explaining the five strongest arguments in your view; (b) the case for reliability, also with five reasons; and (c) your own comments on the arguments in both directions and your conclusions. Illustrate your answer from the Gospels themselves.
2. What have been the main questions and issues addressed in the scholarly quest for the historical Jesus? Why are scholars so divided in their views on the historical Jesus? Is there any way forward for the quest? Outline the three main quests for the historical Jesus. How are they similar to and different from each other?
3. Explain the “criteria of authenticity.”
4. What are some of the acute historical problems surrounding the resurrection of Jesus? What are some possible solutions to these problems?
5. What are the main theological distinctives of each evangelist in the Resurrection narratives?


1. According to typical evangelical reconstructions, who wrote this Gospel, when, where, to whom and under what circumstances?
2. According to Mark, what is the meaning of the death of Jesus? Consider both Mark’s description of the event and the way the cross is presented throughout the book.
3. What portrait of the disciples emerges from Mark? What message(s) is Mark conveying through this portrait about what it means to follow Jesus?

INDUCTIVE STUDY JOURNAL: Read the Gospel of MARK and prepare written responses to the following:

1. Give each of the Chapters in Mark’s Gospel a title.
2. Identify how the structure of the book of Mark may indicate a particular theology of the author.
3. Note, with references, what Mark says about Jesus under four headings: his identity, his actions, his teachings, the reactions of others to him. Note any questions reading through Mark has raised for you.

INDUCTIVE STUDY JOURNAL- Read and answer questions in Michael R. Cosby’s *Portraits of Jesus: An Inductive Approach to the Gospels*, pp 13-20 (Section Two) and write an answer to each of the questions found therein.
CLASS THREE- READINGS AND WRITTEN ASSIGNMENTS


1. What does the “kingdom of God” mean? Discuss the difference between Kingdom as “Kingly rule” and Kingdom as “realm”.
2. Which, if any, of the main phrases used to describe Jesus (Messiah, Son of God, Son of Man, King, Servant, etc.) are the most central to an accurate understanding of His sense of His own identity? (p 164)


1. Why did Jesus call a special group of twelve disciples? What was unique about their calling? Consult Matthew 19:28.
2. What is to be the role of the disciples? Note Matthew 4:18-22; 10:1-15; 13:11-17
3. What kinds of uses of the Old Testament appear in Matthew 1-2?
4. What is a plausible overall outline for the Gospel of Matthew? That is, how many main sections may it be divided into and by what criteria? What theology may be inferred from this structure?
5. What do we learn about Matthew’s purposes from the first six verses and the last five verses of his Gospel?
6. Discuss Matthew’s critique of religion.
7. What relationship between Jesus and the Law is disclosed in 5:17-20 and the following antitheses (vv. 21-42)? How are we most probably to understand the seemingly impossible demands of the second half of these (vv.33-42)?
8. What do the words of Matthew 7:21-23 suggest as to the purpose of the Sermon on the Mount?
9. What is the preferred approach to interpreting the Sermon on the Mount? Why is it preferred? What difference does it make? (see pp. 216f)
10. Identify several of the exegetical highlights of the Sermon. What issues would you want to identify and discuss for the type of people among whom you typically live and work if you were teaching a series of studies on the Sermon? What would you stress and why?

INDUCTIVE STUDY JOURNAL- Read and prepare written responses to questions in Michael R. Cosby’s *Portraits of Jesus: An Inductive Approach to the Gospels*, pp 116-126 (Sections One and Two) and prepare written responses to each of the questions found in Section TWO, only.
CLASS FOUR – READINGS AND WRITTEN ASSIGNMENTS


1. What principles should we keep in mind when interpreting parables? Choose a particular parable and illustrate. (See also Reading assignment from Cosby.)

Prepare written responses to the following Study Questions:

1. What is a plausible overall outline for the Gospel of Luke? That is, how many main sections may it be divided into and by what criteria? What theology may be inferred from this structure?
2. According to typical evangelical reconstructions, who wrote the gospel, when, where, to whom, and under what circumstances (to the extent this information may be reasonably inferred)?
3. What are several of the major theological distinctives of this Gospel?
4. How do the birth narratives of Matthew and Luke differ from common conceptions of Christmas in the culture today? In the church?

INDUCTIVE STUDY JOURNAL: Using Burton Throckmorton’s *Gospel Parallels*, prepare a written response to the following question:

1. Is Luke’s view of women more positive than the other evangelists? Compare the following passages with Matthew & Mark to see if Luke’s unique material is necessarily positive to women. Lu 1&2; Lu 7:11-15; Lu 7:37-50; Lu 8:1-3; Lu 10:38-42; Lu 8: 43-48; Lu 13:11-13.

INDUCTIVE STUDY JOURNAL- Read and prepare written responses to ALL questions in Michael R. Cosby’s *Portraits of Jesus: An Inductive Approach to the Gospels*, pp 55-70 and 85-104 (Sections One, Two, Six, Seven, Eight, and Nine).
CLASS FIVE- READINGS & WRITTEN ASSIGNMENTS

READ: Wenham & Walton, Exploring the New Testament, Vol 1, pp 243-264 (Interpretation). Prepare written responses to the following Study Question:

1. What do all the episodes of John 2-3 have in common? What is the main point of each? How can we tell?
2. Compare and contrast the encounters of Jesus with Nicodemus and with the Samaritan woman. What is John’s point in juxtaposing these two episodes as he does?
3. What principles should we most keep in mind in interpreting the miracles of Jesus, and particularly his “nature miracles”? Choose a specific miracle and illustrate.
4. What is a plausible overall outline for the Gospel of John? That is, how many main sections may it be divided into and by what criteria? What theology may be inferred from this structure?
5. According to typical, evangelical reconstructions, who wrote this Gospel, when, where, to whom, and under what circumstances (to the extent that this information may be reasonably inferred)?
6. What are some of the unique issues surrounding the authorship of this Gospel that are not present with the Synoptics? What are some of the unique issues surrounding the source and redaction criticism of this Gospel?

RECORDED EXERCISE— Interview and record the responses of four people for whom you do NOT already know their answers to the following questions: Do you believe that miracles really happened in the ministry of Jesus? What was the point of the Gospel authors including miracles in the ministry of Jesus? Do you believe that miracles happen today? Is there any relation between miracles today and what we see in the Gospel accounts?

INDUCTIVE STUDY JOURNAL- Read and answer questions in Michael R. Cosby’s Portraits of Jesus: An Inductive Approach to the Gospels, pp 155-189, “John’s Jesus: The Descent and Ascent of the Eternal Logos” and write an answer to all of the questions found therein.
LMN 343 JESUS AND THE GOSPELS

COURSE FINAL: 15% of Course Grade

The Take Home Final is to be submitted in 12 point, Times New Roman font. It should be double-spaced on one side only of 8 1/2 x 11 white paper. Each page should have a header with the student’s name and LMN 342. The three papers should be stapled together with one cover sheet stating the student’s name, cohort number, course name & number, instructor’s name and date the paper is submitted. The Final is due at the start of the first class following the conclusion of this course.

Each paper should be the student’s own original work, indicating each time material is borrowed from outside resources (including, but not limited to course notes, textbooks and Bible) with proper APA documentation.

Each essay is equally weighted to equal a total of 15% of the course grade.

FINAL EXAM – Grade Value : 15%

2. If you were a missionary and could only choose one Gospel to translate and introduce to people who had never heard the story of Jesus, which one would you choose, and why? Write an essay describing your choice, that is how do the Gospel presentations compare to one another? Which do you consider to be most comprehensive and appropriate for your audience? (3-4 pages in length)

3. Select one of the following alternatives: (4-5 pages in length)
a) As a result of this class, how would you summarize the mission and identity of Jesus of Nazareth? How are these conclusions relevant to our contemporary world? to your life personally?
OR
b) Write a letter to a friend who knows little about the Bible to explain what we know about how Jesus Himself saw His role and mission. Which, if any of the main phrases used to describe Jesus (Messiah, son of God, son of Man, king servant, etc.) are most central to an accurate understanding of His sense of His own identity?

COURSE SCHEDULE: Consult the schedule for your cohort for dates of class sessions. The course final is due at the beginning of the first class meeting of the course following this one.
OBJECTIVES:
1. Why study Gospels?
2. Historical Backgrounds
3. Theological contexts
4. Need for Gospels’ record
5. Judaism of 1st Century
6. Methods of Gospels study

GOALS:
1. Students will be able to describe the socio-historical contexts of the cultural background of the first century New Testament Gospels.
2. Students will be able to analyze various presuppositions and methods of Gospels study.
3. Students will become familiar with the basic steps of Gospels’ exegetical study.

READING & WRITTEN ASSIGNMENTS

READ: Cosby, Portraits of Jesus: An Inductive Approach to the Gospels, pp. 1-7

READ: Wenham & Walton, Exploring the New Testament, Vol 1, pp. 3-22. Prepare written responses to the following Study Questions:
1. What are the historical sources we have for reconstructing the intertestamental period? How reliable are they?
2. Why is this period of time important for understanding the New Testament?
3. Identify the key dates and events that serve to indicate the beginning and ending points of division of the intertestamental period.

READ: Wenham & Walton, Exploring the New Testament, Vol 1, pp. 23-44. Prepare written responses to the following Study Questions:
1. Identify common beliefs in 1st century Judaism.
2. Outline 4 significant sectarian groups within 1st Century Judaism and identify several key characteristics of each.
3. Sketch a simplified (30 lines or less) plan for Herod’s Temple.

READ: Wenham & Walton, Exploring the New Testament, Vol 1, pp. 47-56. Prepare written responses to the following Study Questions:
1. List four reasons why the gospels were written.
2. Describe Burridge’s argument that the Gospels should be studied as a type of ancient “lives” (bioi).

1. Why is Markan Priority the most common solution to the synoptic problem?
2. Access the strengths and weaknesses of the “two source hypothesis” considering the origins of the synoptic gospels.
3. Why is it important to understand the literary interrelatedness of the Gospels? Why is it necessary to postulate such a relationship at all?


1. Offer a critical assessment of the contribution which narrative criticism makes to the study of the Gospels with reference to its use on a particular passage of your choice.

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<td>Conclusions &amp; “Five Minute Essay”</td>
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**INSTRUCTION FOCUS AND TEACHING GUIDELINES:**

**INSTRUCTION FOCUS: Introduction, Devotional & Syllabus**

**TEACHING GUIDELINES:**

- Briefly introduce Instructor and the course.
- Present a short Devotional about the Word of God as understood by Jesus.
- Review the syllabus, particularly contact information and answer questions about the course resources and expectations.

**INSTRUCTION FOCUS: Historical backgrounds – Intertestamental Period**

**TEACHING GUIDELINES:** Class will review major events and discuss their significance of the Intertestamental period.

**INSTRUCTION FOCUS: Religious context of the NT**

**TEACHING GUIDELINES:** Class will engage the political religious culture of the Gospels’ material.

**INSTRUCTION FOCUS: Genre and Gospels’ Study**

**TEACHING GUIDELINES:** Purpose and form of Gospels & Gospels study
INSTRUCTION FOCUS: Benefits of Gospels study
TEACHING GUIDELINES: Inductive Study Exercise

INSTRUCTIONAL FOCUS: Conclusion & Five Minute Essay
TEACHING GUIDELINES: Students will complete “Five Minute Essay” summarizing their learning and response to this class meeting. Teacher will collect all essays. LOCATED in APPENDIX
LMN 342 JESUS & THE GOSPELS

CLASS SESSION 2 OVERVIEW

OBJECTIVES:

1. Outline life of Jesus
2. Become familiar with geography of Gospels
3. Critique the Jesus Quest & Reliability of Gospels
4. Identify Mark’s unique contribution to our understanding of Christ
5. Begin to use inductive methodology for exegesis

GOALS:

1. Students will be able to outline a basic life of Jesus in its geographical context.
2. Students will be able to discuss and critique scholarly efforts to reconstruct a historically reliable picture of Jesus.
3. Students will be able to identify Mark’s unique perspectives and contributions to our understanding of Jesus’ life and purposes.
4. Students will be able to effectively utilize a Synoptics parallel text for exegetical study.

READING & WRITTEN ASSIGNMENTS:

1. Sketch a five point outline of the life of Jesus.
2. Add to that sketch a couple points under each major point identifying significant events (and locations) of the life of Jesus.
3. Identify a few points in the life of Jesus about which there is scholarly controversy.
4. Explain why the controversy exists. Tell if you think the controversy is valid, or serves any valid point.

1. Give the case for unreliability of the Gospels, explaining the five strongest arguments in your view; (b) the case for reliability, also with five reasons; (c) your own comments on the arguments in both directions and your conclusions. Illustrate your answer from the Gospels themselves.
2. What have been the main questions and issues addressed in the scholarly quest for the historical Jesus? Why are scholars so divided in their views on the historical Jesus? Is there any way forward for the quest? Outline the three main quests for the historical Jesus. How are they similar to and different from each other?
3. Explain the “criteria of authenticity”

1. According to typical evangelical reconstructions, who wrote this Gospel, when, where, to whom and under what circumstances?
2. According to Mark, what is the meaning of the death of Jesus? Consider both Mark’s description of the event and the way the cross is presented throughout the book.
3. What portrait of the disciples emerges from Mark? What message(s) is Mark conveying through this portrait about what it means to follow Jesus?

**INDUCTIVE STUDY JOURNAL**: Read the Gospel of MARK and prepare written responses to the following:

1. Give each of the Chapters in Mark’s Gospel a title.
2. Identify how the structure of the book of Mark may indicate a particular theology of the author.
3. Note, with references, what Mark says about Jesus under four headings: His identity, His actions, His teachings, the reactions of others to Him. Note any questions reading though Mark has raised for you.

**INDUCTIVE STUDY JOURNAL**: Read and answer questions in Michael R. Cosby’s *Portraits of Jesus: An Inductive Approach to the Gospels*, pp 13-20 (Section Two) and write an answer to each of the questions found therein.

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**INSTRUCTION FOCUS AND TEACHING GUIDELINES**

**INSTRUCTION FOCUS**: Introduction – Devotional – Q & A

**TEACHING GUIDELINES**:
- Present a *Devotional* about Mark’s view of Jesus – the emphasis of evangelism.
- Open with prayer.
- Check if the students have any questions about the homework, course, etc.

**INSTRUCTION FOCUS**: Life of Christ Outline

**TEACHING GUIDELINES**: Getting situated in Jesus’ world
INSTRUCTION FOCUS: Reliability of Gospels & Historical Jesus Quest
TEACHING GUIDELINES: Exploring the Historicity of Jesus

BREAK (15 min)

INSTRUCTION FOCUS- Mark’s Gospel –Structure & Theology
TEACHING GUIDELINES: Developing an Inductive approach

INSTRUCTION FOCUS: Synoptic Parallels Exegesis
TEACHING GUIDELINES: Inductive Activity and Beginning Exegesis

INSTRUCTION FOCUS: Mark’s Jesus
TEACHING GUIDELINES : Explore Mark’s Picture of Jesus

INSTRUCTIONAL FOCUS: Closing & “Five Minute Essay”
TEACHING GUIDELINES: Students will complete a “Five Minute Essay” summarizing their learning and response to this class meeting. Teacher will collect all essays.
LMN 342 JESUS & THE GOSPELS

CLASS SESSION 3 OVERVIEW

OBJECTIVES:
1. How Matthew links with the Old Testament
2. Matthew’s unique structure & emphases
3. Matthew’s presentation of Kingdom
4. Universalism & Particularism of the Gospel

GOALS
1. Students will be able to identify Matthew’s unique perspectives and contributions to our understanding of the life of Jesus and purposes.
2. Students will be able to explain how Matthew weaves the move from particularism to universalism
3. Students will be able to discuss the idea of Kingdom in the teachings of Jesus.
4. Students will be able to explain how Jesus’ demands of believers were closely linked with his interpretive methodology.

READING AND WRITTEN ASSIGNMENTS:
1. What does the “kingdom of God” mean? Discuss the difference between Kingdom as “Kingly rule” and Kingdom as “realm”.
2. Which, if any, of the main phrases used to describe Jesus (Messiah, Son of God, Son of Man, King, Servant, etc. are the most central to an accurate understanding of His sense of His own identity? (p 164)

1. Why did Jesus call a special group of twelve disciples? What was unique about their calling? Consult Matthew 19:28.
3. What kinds of uses of the Old Testament appear in Matthew 1-2?
4. What is a plausible overall outline for the Gospel of Matthew? That is, how many main sections may it be divided into and by what criteria? What theology may be inferred from this structure?
5. What do we learn about Matthew’s purposes from the first six verses and the last five verses of his Gospel?
6. Discuss Matthew’s critique of religion.
7. What relationship between Jesus and the Law is disclosed in 5:17-20 and the following antitheses (vv. 21-42)? How are we most likely to understand the seemingly impossible demands of the second half of these (vv.33-42)?
8. What do the words of Matthew 7:21-23 suggest as to the purpose of the Sermon on the Mount?
9. What is the preferred approach to interpreting the Sermon on the Mount? Why is it preferred? What difference does it make? (see pp. 216f)
10. Identify several of the exegetical highlights of the Sermon. What issues would you want to the type of people among whom you typically live and work if you were teaching a series of studies on the Sermon? What would you stress and why?

COSBY INDUCTIVE JOURNAL- Read and answer questions in Michael R. Cosby’s Portraits of Jesus: An Inductive Approach to the Gospels, pp 116-126 (Sections One and Two) and write an answer to each of the questions found in Section TWO, only.

<table>
<thead>
<tr>
<th>INSTRUCTION FOCUS</th>
<th>TIME FRAME</th>
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<tbody>
<tr>
<td>Introduction, Devotional, Review Q&amp;A</td>
<td>6:00-6:15</td>
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<tr>
<td>Matthew’s Unique Structure</td>
<td>6:15-6:45</td>
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<tr>
<td>Jesus &amp; The Old Testament</td>
<td>6:45-7:45</td>
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<tr>
<td>Break</td>
<td>7:45-8:00</td>
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<tr>
<td>Jesus’ Kingdom Demands</td>
<td>8:00-9:00</td>
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<tr>
<td>Eschatology of Jesus</td>
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<tr>
<td>Closing &amp; “Five Minute Essay”</td>
<td>9:45-10:00</td>
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INSTRUCTION FOCUS AND TEACHING GUIDELINES
INSTRUCTION FOCUS: Introduction - Devotional – Q & A
TEACHING GUIDELINES:
- Devotional about Matthew’s view of Jesus – the emphasis of connection with tradition.
- Open with prayer.
- Check if students have any questions about the homework, course, etc.
- Give guidance as necessary.

INSTRUCTION FOCUS: Matthew’s Unique Structure
TEACHING GUIDELINES: - Discuss location of Matthew’s Gospel

INSTRUCTION FOCUS: Jesus & the Old Testament
TEACHING GUIDELINE: Particularism & Universalism in Matthew
INSTRUCTIONAL FOCUS: Jesus & The Old Testament
TEACHING GUIDELINE: Jesus – the New Law Giver

INSTRUCTIONAL FOCUS: Jesus & the Old Testament
TEACHING GUIDELINE- Jesus’ Anger

BREAK (15 min)

INSTRUCTIONAL FOCUS- Jesus’ Kingdom Demands
TEACHING GUIDELINE- Understanding the Sermon on the Mount

INSTRUCTIONAL FOCUS: Jesus’ Kingdom Demands
TEACHING GUIDELINE – Kingdom Demands applied

INSTRUCTIONAL FOCUS: Christology- Who was Jesus?
TEACHING GUIDELINE- Titles of Jesus

INSTRUCTIONAL FOCUS: Closing & “Five Minute Essay” (15 min)
TEACHING GUIDELINES: Students will complete “Five Minute Essay” summarizing their learning and response to this class meeting. Teacher will collect all essays.
LMN 342 JESUS & THE GOSPELS

CLASS SESSION 4 OVERVIEW

OBJECTIVES:
1. Luke’s unique perspectives and presentation of Jesus
2. Use of Parables by Jesus
3. Unique Characters & Salvation for All
4. Teaching from Jesus about Wealth & Poverty

GOALS:
1. Students will be able to identify unique perspectives and contributions that Luke offers to our understanding of Jesus.
2. Students will be able to methodologically interpret parables in their original context.
3. Students will be able to highlight acts in the ministry of Jesus as indicators of His message of salvation for all people.
4. Students will be able to outline ideas about wealth and poverty from Jesus as indicated by Luke’s Gospel.

READINGS AND ASSIGNMENTS:

READ: Wenham & Walton, Exploring the New Testament, Vol 1, pp 100-112 (Interpretation). Prepare a written response to the following Study Question:
7. What principles should we keep in mind when interpreting parables? Choose a particular parable and illustrate. (See also Reading assignment from Cosby.)

8. What is a plausible overall outline for the Gospel of Luke? That is, how many main sections may it be divided into and by what criteria? What theology may be inferred from this structure?
9. According to typical evangelical reconstructions, who wrote the gospel, when, where, to whom, and under what circumstances (to the extent this information may be reasonable inferred)?
10. What are several of the major theological distinctives of this Gospel?
11. How do the birth narratives of Matthew and Luke differ from common conceptions of Christmas in the culture today? In the church?

Using Burton Throckmorton’s Gospel Parallels, answer the following question:
1. Is Luke’s view of women more positive than the other evangelists? Compare the following passages with Matthew & Mark to see if Luke’s unique material is necessarily positive to women. Lu 1&2; Lu 7:11-15; Lu 7:37-50; Lu 8:1-3; Lu 10:38-42; Lu 8: 43-48 Lu 13:11-13.
COSBY INDUCTIVE JOURNAL - Read and answer questions in Michael R. Cosby’s *Portraits of Jesus: An Inductive Approach to the Gospels*, pp 55-70 and 85-104 (Sections One, Two, Six, Seven, Eight, and Nine) and write an answer to all of the questions found in these sections.

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<thead>
<tr>
<th>INSTRUCTION FOCUS</th>
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<tbody>
<tr>
<td>Introduction Devotional, Q&amp;A</td>
<td>6:00-6:15</td>
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<tr>
<td>Reversals: Luke’s Unique Features &amp; Emphases</td>
<td>6:15-7:00</td>
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<tr>
<td>Prayer: Communication with God</td>
<td>7:00-8:45</td>
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<tr>
<td>Break</td>
<td>7:45-8:00</td>
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<tr>
<td>Parables – Interpretation</td>
<td>8:00-9:00</td>
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<tr>
<td>God’s People – A Study in Reversals – the Poor</td>
<td>9:00-9:45</td>
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<tr>
<td>Closing &amp; “Five minute Essay”</td>
<td>9:45-10:00</td>
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INSTRUCTION FOCUS AND TEACHING GUIDELINES:

INSTRUCTION FOCUS: Introduction - Devotional – Q & A (15 Min)

TEACHING GUIDELINES:

- *Devotional* about Luke’s view of Jesus – the emphasis of Salvation for All.
- Open with prayer.
- Check for questions about the homework, course, etc.

INSTRUCTION FOCUS: Luke’s Unique features and Emphases

TEACHING GUIDELINE: Inductive Exploration of Luke’s unique prologue

INSTRUCTION FOCUS: Luke’s Unique features and Emphases

TEACHING GUIDELINE: Discovering Luke’s Jesus

INSTRUCTION FOCUS: Luke’s Unique Features and Emphases

TEACHING GUIDELINE – Genealogical Comparison

INSTRUCTION FOCUS: Prayer Communication with God

TEACHING GUIDELINE: Discovering the role of prayer in Jesus’ life

BREAK (15 min)

INSTRUCTION FOCUS: Parables in Jesus’ Ministry

TEACHING GUIDELINES: Discovering how to interpret parables
INSTRUCTION FOCUS: A Study of Reversal – The Poor
TEACHING GUIDELINES: Inductive Work - The Poor in Luke

INSTRUCTIONAL FOCUS: Closing & “Five Minute Essay”
TEACHING GUIDELINES: Students will complete a “Five Minute Essay” summarizing their learning and response to this class meeting. Teacher will collect all essays.
OBJECTIVES:
1. Identify how John is Distinct from the Synoptic Gospels
2. Analyze Jesus as Divine as presented by John
3. Observe John’s descriptions of the Holy Spirit
4. Consider the importance of Resurrection in the Gospel narratives

GOALS:
1. Students will be able to identify major differences between John and the Synoptics.
2. Students will be able to critically analyze possible reasons for John’s uniqueness.
3. Students will be able to outline the characteristics and functions of the Holy Spirit as described uniquely in John’s Gospel.
4. Students will be able to describe the presentation of the resurrection of Jesus in the Gospel accounts and define the importance of it in early Christian thought.

READINGS & WRITING ASSIGNMENTS
READ: Wenham & Walton, Exploring the New Testament, Vol 1, pp 243-264 (Interpretation). Prepare written responses to the following Study Question:

12. What do all the episodes of John 2-3 have in common? What is the main point of each? How can we tell?
13. Compare and contrast Jesus’ encounters with Nicodemus and with the Samaritan woman. What is John’s point in juxtaposing these two episodes as he does?
14. What principles should we most keep in mind in interpreting Jesus’ miracles, and particularly his “nature miracles”? Choose a specific miracle and illustrate.
15. What is a plausible overall outline for the Gospel of John? That is, how many main sections may it be divided into and by what criteria? What theology may be inferred from this structure?
16. According to typical, evangelical reconstructions, who wrote this Gospel, when, where, to whom, and under what circumstances (to the extent that this information may be reasonably inferred)?
17. What are some of the unique issues surrounding the authorship of this Gospel that are not present with the Synoptics? What are some of the unique issues surrounding the source and redaction criticism of this Gospel?

RECORDED EXERCISE – Interview and record the responses of four people for whom you do NOT already know their answers to the following questions: Do you believe that
miracles really happened in Jesus’ ministry? What was the point of the Gospel authors including miracles in Jesus’ ministry? Do you believe that miracles happen today? Is there any relation between miracles today and what we see in the Gospel accounts?

**INDUCTIVE STUDY JOURNAL**- Read and answer questions in Michael R. Cosby’s *Portraits of Jesus: An Inductive Approach to the Gospels*, pp 155-189, “John’s Jesus: The Descent and Ascent of the Eternal Logos” and write an answer to all of the questions found therein.

**INSTRUCTION FOCUS**

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<thead>
<tr>
<th>INSTRUCTION FOCUS</th>
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<tbody>
<tr>
<td>Introduction Devotional Q &amp; A</td>
<td>6:00-6:15</td>
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<tr>
<td>John’s unique Presentation</td>
<td>6:15-7:00</td>
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<tr>
<td>Jesus the Eternal Son of God</td>
<td>7:00-7:45</td>
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<td>Break</td>
<td>7:45-8:00</td>
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<tr>
<td>The Holy Spirit in John’s Gospel</td>
<td>8:00-8:45</td>
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<tr>
<td>Resurrection of Jesus</td>
<td>8:45-9:40</td>
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<tr>
<td>Closing – “Five Minute Essay” Course Evaluation</td>
<td>9:40-10:00</td>
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**INSTRUCTION FOCUS AND TEACHING GUIDELINES:**

**INSTRUCTION FOCUS: Introduction - Devotional – Q & A**

**TEACHING GUIDELINES:**

- Present the Devotional about John’s view of Jesus – the emphasis of Eternal Christ: Past & Future
- Open with prayer.
- Check for questions about the homework, course, etc

**INSTRUCTION FOCUS: John’s Unique Presentation**

**TEACHING GUIDELINES:** Observing John’s style in view of his purposes

**INSTRUCTION FOCUS: Jesus the Eternal Son of God**

**TEACHING GUIDELINES:** Discovering John’s presentation of Jesus as God

**BREAK – 15 min**

**INSTRUCTION FOCUS: The Holy Spirit in John’s Gospel**

**TEACHING GUIDELINES:** Inductive Bible Study Exercise
INSTRUCTION FOCUS: Resurrection
TEACHING GUIDELINES: Observing the centrality of Jesus resurrection in Christian belief and practice

INSTRUCTIONAL FOCUS: Closing - Five Minute Essay & Course Evaluation
TEACHING GUIDELINES: Students will complete “Five Minute Essay” summarizing their learning and response to this class meeting. Teacher will collect all essays. Students will complete Course Evaluation and Participation Self-Evaluation (Appendix- 2)
**COURSE FINAL: 15% of Course Grade**

The Take Home Final is to be submitted in 12 point, Times New Roman font. It should be double-spaced on one side only of 8 1/2 x 11 white paper. Each page should have a header with the student’s name and LMN 342. The three papers should be stapled together with one cover sheet stating the student’s name, group number, course name & number, instructor’s name and date the paper is submitted. The Final is due at the start of the first class following the conclusion of this course.

Each paper should be the student’s own original work, indicating each time material is borrowed from outside resources (including, but not limited to course notes, textbook, and Bible) with proper documentation.

Each essay is equally weighted to equal a total of 15% of the course grade.

**FINAL EXAM – Grade Value: 15%**


4. If you were a missionary and could only choose one Gospel to translate and introduce to people who had never heard the story of Jesus, which one would you choose, and why? Write an essay describing your choice, that is how do the Gospel presentations compare to one another? Which do you consider to be most comprehensive and appropriate for your audience? (3-4 pages in length)

3. Select one of the following alternatives: (4-5 pages in length)
   a) As a result of this class, how would you summarize the mission and identity of Jesus of Nazareth? How are these conclusions relevant to our contemporary world? to your life personally?

   OR

   b) Write a letter to a friend who knows little about the Bible to explain what we know about how Jesus himself saw his role and mission. Which, if any of the main phrases used to describe Jesus (Messiah, son of God, son of Man, king servant, etc.) are most central to an accurate understanding of his sense of his own identity?
DEVOTIONS

Ideas for Devotional Topics
  Class Session 1 - Jesus appreciation of Scriptures: concern for revealing himself
  Class Session 2 - Mark, the Evangelist: concern to share the good news
  Class Session 3 – Matthew’s use of Old Testament: concern for tradition
  Class Session 4 – Luke’s attention to detail: concern for all people
  Class Session 5 – John’s Eternal Son: concern for eternal life
WORKS CITED

Ideas for study questions have come from the author’s own personal study as contributed to by the following pedagogical resources:


KEY DATES FOR
PRE-NEW TESTAMENT HISTORY
Jewish History before Roman Occupation

722/721
587/586
538/539
333/332
301-198
198-167
167
167-63
164
142-37
63
37-4
Please evaluate yourself in regard to your class participation:
On a scale of (no effort) 0-10 (extra effort)

_____ I came to class prepared for discussions, having good questions and/or observations.

_____ I verbally made good contributions (considering my own personality style).

_____ I encouraged others to participate in class by being courteous and engaging.

_____ I completed all ISJ handouts and/or written assignments before class.

_____ I completed all reading assignments as they were given.

_____ I read ahead in the text and read other sources that helped to prepare for class discussions.

_____ I maintained a positive attitude.

_____ I did my best to stay focused during class discussions and activities.

_____ I attended all required classes.

_____ I contacted the professor when I had concerns that affected my participation in class.

_____ Total points

Comments:
FIVE MINUTE PAPER

Name_____________________________________________ Date ________________

Class Topic_____________________________________________________________

1. An insight I gained in class related to the topic from the discussion, activity, and/or textbook is… (more than one insight may be listed).

2. The benefit this insight may have for me as a student and/or in my personal life is …..(more than one benefit may be listed).

3. A question(s) I have on the topic covered in class from the discussion, activity and/or text book is ...

4. Something I would like to share with you about me and/or my week is…
FIVE MINUTE PAPER

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FIVE MINUTE PAPER

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FIVE MINUTE PAPER

Name ____________________________________________ Date ____________

Class Topic ____________________________________________

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   ..

2. The benefit this insight may have for me as a student and/or in my personal life is ….(more than one benefit may be listed).

3. A question(s) I have on the topic covered in class from the discussion, activity and/or text book is ...

4. Something I would like to share with you about me and/or my week is…