

Exposition of Hebrews (NTE 801)
Course Syllabus and Outline
Front Range Bible Institute (Spring 2016)
Professor Tim Dane

I. Course Description and Goals

- A. This course is an exposition of the Book of Hebrews in the English text.
- B. Students will have notes and outlines from the professor.
- C. The professor will conduct class primarily on an interactive lecture format based on (1) exegetical observations from the professor in the Greek and English texts as well as (2) expositional insights from an expositional/homiletical perspective.
- D. Students must be active in their interaction with the discussion and active in asking questions and answering questions to help the entire learning process (their own and the whole class).
- E. Questions that do not contribute to the course objectives should be asked privately (if the professor sees a class question as being more suited to a private answer, he will invite students to ask after class).
- F. The professor will supplement lectures with Power Point visual aids.
- G. The primary objectives are to:
 - i. gain a thorough knowledge of the contextual argument of Hebrews through a study of the English text. This study will include (1) exposure to important introductory details that influence the interpretation of the text, (2) a section by section, verse by verse study of the English text, (3) a special focus on the main flow of the author's argument and the theological themes which develop throughout the epistle, particularly in relation to the superiority, sufficiency, and finality of the work of Christ. The primary classroom study will be in the English text.
 - ii. equip the student with a grasp of the text so that he might be better prepared for his own personal exegesis in preparation for preaching or teaching.
 - iii. give the student a grasp of (1) the contextual argument of Hebrews, (2) the major lexical issues, (3) the major syntactical issues, and (4) the major theological issues that flow out of this epistle, especially as they relate to the doctrines of grace and salvation through the work of Christ.

II. Required Materials

- A. Your own English Bible
- B. John MacArthur's Hebrews Commentary
- C. A copy of this syllabus (from the professor)
- D. A copy of the expository notes (from the professor)
- E. A copy of an exegetical outline (from the professor)
- F. A copy of the Problem Passage Worksheet (from the professor)
- G. A copy of the Power Point presentation (from the professor)

III. Student Work Requirements

- A. Students are expected to do the following:
 - i. Be in class promptly every day
 - ii. Before the first day of class begins, read Hebrews three times.
 - iii. As you read Hebrews, begin a verse by verse log with observations directly from the text. Your log should leave plenty of room for additional comments and observations as you carry out the study process as noted below.
 - iv. In your notes, highlight challenging issues involving translation and interpretation. These "problem" passages will become a significant part of the focus in the classroom. This log will help you to make note of significant doctrines and themes that you observe from your inductive studies. The student should use these observations to create a list of observations and questions from each section. In class the student can use these observations and questions to ask questions of the professor as the study comes to that particular section. The students are encouraged to ask serious questions for class interaction but to do so in a way that is relevant to productive learning.
 - v. Before the first class begins, read 30-50 pages of introductory materials and write a paper dealing with Introductory issues. Possible source might include the following:
 - 1. Donald Guthrie, *Introduction to the New Testament*.
 - 2. D.A. Cason, *New Bible Commentary*.
 - 3. John MacArthur *Hebrews Commentary*
 - 4. Other good Bible Introduction resources are fine such as are available in your own language.
 - 5. You can consult the Institute Library for resources and/or utilize digital resources such as Logos Libronix.
 - vi. Prior to the first day of class, students are to write a five to ten page (double spaced and typed) paper on issues of Introduction

that were learned from the Introduction reading described above. The paper will discuss the following topics: (a) Author, (b) Original recipients, (c) Significant historical and background factors, (d) Significant theological themes and motifs, (e) The major outline, which includes the major points and major sub points or sub-sub points (This outline may be in part or in whole a reproduction of sources consulted in other commentaries or Bible Introduction books) (**DUE FIRST DAY OF CLASS**).

- vii. Read entirely through the MacArthur commentary.
- viii. Take class exam
- ix. Class project: Choose a text and produce an expository message from a ground up study:
 - 1. Students will read their chosen text 10-20 additional times, making observations on a notebook with observations being verse by verse.
 - 2. Complete the course project by preparing an expository sermon according to the general guidelines in this syllabus, teach the sermon, have the sermon evaluated by a peer or professor, and turn in the sermon evaluation.

B. Project Guidelines: One Expository Message

- i. The student will choose a passage by day two of class.
- ii. No students will have the same text.
- iii. Students will read their chosen text 10-20 times, making observations on a notebook with observations being verse by verse.
- iv. Students will begin to compile a preliminary expository outline based on readings in the English.
- v. Students will do a line diagram of their text (which will help the student to refine the expository outline according to the syntactical structure of the original text).
- vi. Students will consult a minimum of five exegetical resources for their passage and record relevant comments on the entire section in their notes. I want the students to use footnotes that cite their sources for key observations they gain from these sources.
- vii. Students will take these cumulative exegetical observations and form their expository outline. An outline that:
 - a. flows from and reflects the syntactical flow of the original text (but comes in a form that lends itself to good application)
 - b. communicates truth in an orderly flow
 - c. has good flow and symmetry according to the unfolding of the verses in relation to one another
 - d. includes an appropriate amount of lexical detail to give the hearers a good understanding of the text

- e. includes an appropriate amount of syntactical detail to give the hearers a good understanding of the text
 - f. includes an appropriate amount of theological information (biblical, systematic, historical) to help the readers understand the meaning and significance of the text
 - g. includes an appropriate explanation of the ethical principles that flow from the text for current and personal application
 - h. an introduction that might skillfully introduce the hearers to the main flow and heart of your message
 - i. a conclusion that takes the exposition and powerfully drives home the message
- viii. The student must teach this message and have someone give a written evaluation of the message (form supplied).
 - ix. **The message must be taught and the evaluation turned back in along with a copy of the sermon notes by the last day of class.**

B. Along with the evaluation form, the student must turn in a written statement about completion of all work This form needs to be emailed to the professor by the last day of class (timdane@integrity.com).

- i. Completed reading of Hebrews three times
- ii. Completed additional reading of target passage for 10-20 times
- iii. Completed reading of 30-50 pages of Bible Introduction
- iv. Completed and turned in Introduction paper for Hebrews (DUE by FIRST DAY OF CLASS)
- v. Completed reading of the MacArthur commentary.
- vi. Consultation of at least five commentaries on chosen text for your expository message project. Some sources might include the following:
 - a. D.A. Cason, *New Bible Commentary*.
 - b. John MacArthur *Hebrews* Commentary
 - c. *The Bible Knowledge Commentary*
 - d. Bruce, F. F. *The Epistle To The Hebrews*. The New International Commentary On The New Testament. Grand Rapids: Eerdmans, 1990.
 - e. Logos Libronix resources
- vii. The completed sermon evaluation form and sermon notes
- viii. The completed exam

IV. Grading Criteria(Grading based on following)

Attendance:	mandatory
Completion of reading (Hebrews, Introduction material, Commentaries):	20%

Exam:	20%
Completed Bible Introduction Paper:	20%
Preached and Evaluated Class Project:	40%

V. Tentative Schedule (subject to daily change)

<u>Day</u>	<u>Discussion</u>	<u>Requirements</u>
Jan. 4	Intro through 1:14	Attend, Pre-reading done, Turn in Intro
Jan. 11	2:1 through 3:19	Attend class, Participate
Jan. 18	4:1 through 5:14	Attend class and Participate
Jan. 25	6:1 through 6:20	Attend class, Participate
Feb. 1	7:1 through 7:28	Attend class, Participate
Feb. 8	No class	
Feb. 15	No class	
Feb. 22	8:1 through 9:28	Attend class, Participate
March 1	10 through 10:39	Attend class, Participate
March 8	11:1 through 11:40	Attend class, Participate
March 15	12:1 through 12:29	Attend class, Participate
March 22	13:1 through 13:25	Attend class, Participate
March 29	Attend class, participate, assignments due	

VI. Student Projects

Student	Text
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____
8 _____	_____

9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____

VII. Selected Bibliography (very limited)

Bruce, F. F. *The Epistle To The Hebrews*. The New International Commentary On The New Testament. Grand Rapids: Eerdmans, 1990. (English)

Carson, D.A. *New Bible Commentary*.

Ellingworth, Paul. *Commentary On Hebrews*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1993.

Guthrie, Donald. *Introduction to the New Testament* (Russian)

Hughes, Philip Edgcumbe. *A Commentary On The Epistle To The Hebrews*. Grand Rapids: Eerdmans, 1977. (English)

MacArthur, John. *Hebrews*. Chicago: Moody, 1982 (available in Russian)

Walvoord, John, ed. *The Bible Knowledge Commentary*. (available in Russian)

Wescott, B. F. *The Epistle to The Hebrews*. Grand Rapids: Eerdmans, 1970. (English)

VIII. Sermon Evaluation Form

I. Sermon Evaluation Sheet (Grade with 0 to 2 on each non-bold point)...Name: _____

Evaluator: _____

A. Arrangement.....Arrangement sub grade (max 58) _____

i. Introduction..... _____

- a. Gets attention.....
- b. Secures interest.....
- c. Indicates purpose of sermon.....
- d. Oriented to text/subject.....
- e. Connection made with previous message in series.....
- f. Good transition to proposition.....
- g. Proposition stated clearly.....
- h. Proposition repeated.....
- i. Right length.....

ii. Body..... _____

a. Skeleton..... _____

- 1 Major points clear.....
- 2 Major points incorporating the proposition.....
- 3 Subordinate structure related to the main point.....
- 4 Transition between points smooth.....
- 5 Structure repeated effectively.....
- 6 Organization oriented to text throughout.....

b. Flesh and Muscles..... _____

- 1 Lexical description effective.....
- 2 Syntactical/Grammatical description effective.....
- 3 Theological description effective.....
- 4 Theological corroboration persuasive.....
- 5 Attention directed to words of text/cross references.....

c. Vital Organs..... _____

- 1 Illustrations appropriate and effective.....
- 2 Application pointed and forceful.....
- 3 Dialogue/argumentation clear, cogent.....

iii. Conclusion..... _____

- a. Good transition to conclusion.....
- b. Subtle synopsis of major burden structure of text.....
- c. Closing appeal clear, forceful (encouraging, exhorting).....
- d. Purpose of the sermon fulfilled.....
- e. Appeal to unbelievers incorporated.....
- f. Right length.....

B. Delivery.....Delivery sub grade (max 42) _____

i. Oral presentation..... _____

- a. Varied intensity.....
- b. Varied pitch.....
- c. Varied rate.....
- d. Appropriate pauses (w.o. audible pauses).....

ii. Physical presentation..... _____

- a. Body animation.....
- b. Appropriate facial expressions.....

- c. Appropriate gestures.....
- d. Varied eye contact.....
- e. Distracting mannerisms.....
- iii. Rational presentation.....**
- a. Progression of message adequate.....
- b. Familiarity with content of message obvious.....
- c. Inconspicuous handling of notes.....
- iv. Pathos.....**
- a. Passion (a message through the head and heart)
- b. Enthusiasm over the message.....
- c. Tone appropriate to content.....
- v. Language.....**
- a. Concrete specific language.....
- b. Interesting expression, sense appeal.....
- c. Direct address.....
- d. Appropriate vocabulary.....
- e. Correct grammar.....
- f. Correct pronunciation.....
- C. Final Evaluation..... Final Grade**