

Syllabus for  
**BIB 362—Jesus and the Gospels**  
3.0 Credit Hours  
Fall 2009

I. COURSE DESCRIPTION

A study of the life and teachings of Jesus Christ, as presented in the Gospels and early Christian literature.

Prerequisites: BIB 261, BIB 306, THE 217.

II. COURSE GOALS

This course is designed to enable the student to do the following:

- A. Study and understand the biblical account of the life and teachings of Jesus Christ.
- B. Use basic tools for gospel studies.
- C. Learn the major academic issues in Gospel studies.
- D. Promote spiritual ecumenicity.  
ORU exists to serve the whole Body of Christ, worldwide. It is not concerned with changing the church allegiance of its students; rather, it seeks to bring all students into a more personal, vital relationship with Christ, to assist them in receiving Christ as their personal Savior, to acquaint them more fully with the charismatic power of the Holy Spirit, to encourage them to release their prayer language of the Spirit (private devotional tongues with interpretation), and to acquaint them with the operation of the gifts of the Holy Spirit through their personal witness for Christ. ORU also seeks to give them a clearer understanding of the unlimited Christ and the principles of IN THE NOW Christian living and to send them back to their own church as more committed and understanding disciples of Jesus Christ, our Lord. (ORU Catalog 1995-97, p27)
- E. Provide opportunities for spiritual discipleship, growth, and accountability.  
Only those who wish to love the Lord with all their heart, soul, strength, and mind should take this course. Spiritual growth is work. "And he answered, 'You shall love the Lord your God with all your heart, and with an your soul, and with all your strength, and with all your mind; and your neighbor as yourself.'" Jesus said, "You have answered well; do this and you will live." (Luke 10:27-28)

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. List the major events of Christ's life in chronological order.
- B. Identify the main characters who appear in the Gospel narratives.
- C. Identify the places where significant events happened either by:

1. Listing the name in answer to a given event.
  2. Locating the place on a map.
- D. Enumerate and explain the teaching methods of Jesus.
- E. Discuss the crucial issues concerning the miracles of Jesus.
- F. Explain the major themes in the teachings of Jesus, such as God, the Kingdom of God, man, sin, the Law, etc.
- G. Explain Jesus' conflict with the Pharisees.
- H. Discuss in some detail the historical-cultural-religious milieu into which Jesus was born.
- I. Discuss the birth of Jesus and related events.
- J. Present the significance of the death of Jesus (including the trial and related events).
- K. Discuss the significance of the resurrection of Jesus.
- L. Note the distinctive contributions of each gospel writer.
- M. Describe the synoptic problem and explain the strengths and weaknesses of various solutions.
- N. Develop a strong devotional, spiritual relationship with the Gospels and the Lord.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
1. Textbooks
 

Aland, K. *Synopsis of the Four Gospels*. New York, UBS, 1983.

Blomberg, Craig L. *Jesus and the Gospels*. Nashville, TN, Broadman USA, 1997.

Green, J., McKnight, S., Marshall, I. H. *Dictionary of Jesus and the Gospels*. Downer's Grove, IL, IVP, 1992.

Shelton, J. *Jesus and Gospels: Study Guide*. ORM, Tulsa, OK.

Witherington, Ben. *The Jesus Quest: The Third Search For the Jew of Nazareth*. Downer's Grove, IL, IVP, 1995.
  2. Other Required Materials – None
- B. Optional Materials
1. Textbooks
 

Aland, K. *Synopsis of the Four Gospels*. (Greek-English) New York, UBS, 1993.

Guelich, R. *The Sermon on the Mount*. Word.

Stein, R. *The Method and Message of Jesus' Teaching*. Spring Arbor.
  2. Other Optional Materials - None
- C. Bibliography of Recommended Commentaries and Resources
- House, W. *Chronological Charts of the N.T.* Zondervan.

France, R. *Matthew in Tyndale N.T. Commentaries Series*. IVP/Eerdmans.  
 Gundry, R. *Matthew: A Commentary on His Literary and Theological Art* (for advanced students). Eerdmans.  
 Schweizer, G. *Mark*. Westminster/John Knox.  
 Cranfield, C.F.B. *Mark* (assumes some knowledge of Greek). Cambridge.  
 Harris, R.; Horton, S.; Seaver, G. *New Testament Study Bible: Luke in Series Complete Biblical Library*. Complete Bib. Lib.  
 Fitzmyer, J. *Gospel According to Luke* (2 vols.). in *Anchor Bible series*. Doubleday.  
 Marshal, I. H. *Gospel of Luke: A Commentary on the Greek Text*. Eerdmans.  
 Brown, R. *The Gospel According to John* (2 vols.) in *Anchor Bible series*. Doubleday.  
 Bruce, F. F. *The Gospel According to John*. Eerdmans.  
 Stein, R. *The Method and Message of Jesus' Teaching*.  
 Geulich, W. *The Sermon on the Mount*. Word.  
 Bruce, F. F. *Jesus Lord and Saviour*. Eerdmans.

- D. Materials for the Extra Credit Assignment  
 Textbooks  
 Stein, Robert H. *Studying the Synoptic Gospels*. Baker.

## V. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an Whole Person Assessment artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

### B. Department Policies and Procedures

Note: Attendance policy is enforced. Excessive absences affect the student's grade. See syllabus attendance policy.

1. Completion of a Course

- a. All assignments are due on the dates established in the course calendar, which is published in the syllabus or assigned in class. **Any assignments turned in after the scheduled due date will be penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline will be received but will be granted a grade of zero for that assignment.
  - b. **No work** is accepted after the final date of regular classes.
2. Incompletes
  - a. An incomplete is given only after the student establishes with the instructor and the department chair by written petition that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete will be excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
  - b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval at least one week prior to the end of normal classes. The submitting of a petition does not automatically ensure the granting of an incomplete. The petition must be approved by the appropriate academic committee of the Undergraduate Theology Department.
3. Examinations and Other Assignments
  - a. Early examinations **are not** allowed.
  - b. Late examinations are administered only when extenuating circumstances are present (such as a death in the family the week before exams, sudden and major illness the week of exams that is documented by a physician). In fairness to all students, some persons should not have more time to prepare for an examination than others. **The granting of a late examination request is rare.**
  - c. A Petition for Late Examination without penalty must be signed by the professor and the chair. Proper documentation must accompany the petition and must be submitted to the Undergraduate Theology Department. The student must schedule the makeup exam with the professor of the course. The exam must be taken no later than five (5) calendar days after the approval of the petition. **Grade penalties may be applied as indicated by the Academic Affairs Committee.**
  - d. **All** exams will be given as scheduled. It is the student's responsibility when purchasing airline tickets, for example, to take this schedule into consideration. **Not being present for the final examination automatically results in failure of the course.**
  - e. These requirements apply to all quizzes, tests, and examinations administered by the Undergraduate Theology Department.
4. Attendance
  - a. The Official Attendance Policy for the Undergraduate Theology Department is as follows for the three-semester hour class:
    - (1) If the class meets three times a week, the missing of 6 class sessions will result in a grade reduction of one letter grade. Missing 8 class sessions will result in a grade reduction of two

letter grades. Missing 12 class sessions will automatically result in a grade of "F."

- (2) If a class meets twice a week, the missing of 4 class sessions will result in a grade reduction of one letter grade. Missing 6 class sessions will result in a grade reduction of two letter grades. Missing 8 sessions will automatically result in a grade of "F."
- (3) If the class meets once a week, then missing 3 class sessions will result in a grade reduction of one letter grade. Missing 4 class sessions will result in a grade reduction of two letter grades. Missing 5 class sessions will automatically result in a grade of "F."

- b. **The absences allowed prior to grade reduction are designed to allow for emergencies and illnesses, for example, and are not designed for indiscriminate use.** Many students incorrectly assume that they may use these allowable absences as unexcused "cuts" from class. Any illnesses, emergencies, and trips are included in exempt. Administrative excuses are granted only when a student is on official University business and has received approval in advance from the University administration.
- c. Students are expected to be prompt for classes. **Two tardies will equal one absence.**

C. Course Policies & Procedures

1. Evaluation Procedures

- a. Weekly reading outlines, summaries and synopsis assignments 40%
- b. Devotional exercises or term paper 30%
  - 1. Final exam 30%
  - 2. Book critique (optional) 10%
  - 3. Scripture memory (optional) 7%

c. Course Requirements

- 1. A midterm and final exam will be given during the semester covering the lectures and reading materials. Dates and venue to be announced.
- 2. The student will be expected to discuss intelligently in class the content and significance of the four gospels.
- 3. Late penalty on written assignments: ½ letter grade per day.
- 4. Reading outlines: At the end of every week, detailed written outlines of the assigned will be submitted. (The lowest grade will be dropped)
- 5. Devotional report or term paper: the student will complete the devotional exercises as per the instructions that follow. There is a seven-typed page minimum.
  - (1) Devotional Assignment

A Devotional Exercise. "Questioned by Christ." Jesus as the Master Teacher used questions to identify the important issues. The following devotional report presents some of the questions of Jesus that Luke records.. When possible, identify the distinctively Lucan theme(s) in the passage. After reading spend time meditating on the passage in quiet, receptive prayer. Then

answer the following questions for each passage separately. The student should consult commentaries and other resources.

- (a) Christ in my eyes. Who was there? What happened? Note the significance of the context. This should be a verse-by-verse analysis of the passage. **Consult approved commentaries for insights. This should be the largest part of the exercise**
- (b) Christ in my heart. What does the Holy Spirit intend for you to learn from the passage? How do the questions relate to you?
- (c) Christ in my hands. What is your living answer to the questions? What will you do to live out the lesson? Be specific. Also say when you will do it. (Clearly label each day's response)  
Option 1: Luke 11:5-12  
Option 2: Luke 15:1-32  
Option 3: Luke 17:11-19

**OR**

(2) Paper

- (a) The student will present a double-spaced typed report with appropriate style sheet and documentation on the events of the life and ministry of Jesus or alternative assignments as listed below. These should briefly recount what happened including the references to the event in all of the gospels. He should note any significant differences in the various gospels' accounts and, if possible, detect the motives for the evangelists including this account in their work. The significance(s) of the event in the ministry of Jesus should be identified. Pay special attention to redactional issues. Note practical and spiritual applications where appropriate.
- (b) Procedures
  - i) Look at the passages on your own. Use your Synopsis.
  - ii) Note context. Compare and contrast the Parallels.
  - iii) Consult commentaries, bible dictionaries, and historical resources.
  - iv) Students with Greek should employ lexicons, grammars, and other helps.
  - v) Appropriate documentation should appear in your work.
  - vi) Late papers will be penalized a letter grade per day. No papers will be accepted after the third day. This policy will only be set aside because of drastic extended medical emergencies or by request by the University administration.
- (c) Paper Topics

- i) Pick one of the following sets of passages. Analyze the texts. Compare and contrast the synoptic accounts. Pay particular attention to redactional motives. Identify the significance of the event in each gospel. Comment on the content of the passage using all tools available and apply the passage to your life. (Seven pages minimum)
  - a) The Birth of Jesus—Matt. 2:1-12; Luke 2:1-20
  - b) The Baptism of Jesus—Matt. 3:13-17; Mark 1:9-11; Luke 3:21-22
  - c) Jesus and the Temptation Matt. 4:1-11; Mark 1:12-13; Luke 4:1-13
  - d) The Beginning of Jesus' Public Ministry Matt. 4:12-17; Mark 1:14-15; Luke 4:14-21
  - e) The Triumphal Entry--Matt. 21:1-9; Mark 11:1-10; Luke 19:28-40

**OR**

- ii) Write an exposition on each of the Beatitudes (Matthew 5:1-12). Note any Lucan parallels and their significance. Note how the characteristic ("poor in spirit," mourn, etc.) is described elsewhere in the Bible. Use all tools available and apply the passage to your life.

**OR**

- iii) Write an exposition on the Preexistence and Incarnation of Jesus (John 1:1-14; Phil. 2:4-11 and related passages). Analyze the texts and pay special attention to the significance of the incarnation, and its effects on cosmology, soteriology and the divine-human nature of Jesus Christ.

Note: All of the above exercises should be at least six pages of quality work for an average grade.

**OR**

- iv) Write a report on and assessment of R. Stein's The Method and Message of the Teaching of Jesus. Make applications to your life. Minimum 15 pages for this book report.

- d. An optional 10-page typed book critique may be done by the student. Consult professor for approved titles.
- e. A final examination covering the most salient point of the life and teachings of Christ will be given at the assigned time. It will be comprehensive essay questions and listing of salient issues will be included. The following events will be summarized noting their

significance (a detailed synoptic comparison would be too lengthy):

- (1) The Death of Jesus
- (2) Resurrection of Jesus
- (3) Ascension of Jesus

Finally the student will be asked to analyze selected scripture passages.

f. Student will attend weekly consultation meetings with the professor.

2. Whole Person Assessment Requirements – None

## VII. COURSE CALENDAR

### A. Readings

<u>DAY</u>	<u>SHELTON</u>	<u>BLOMBERG</u>	<u>NT READING</u>	<u>WITHERIN- GTON</u>	<u>GREEN</u>	<u>TOPICS</u>
1	11-17	I			Gospel	Source Criticism
2	80-81	II-III			Synoptic Problem	Form Criticism
3	18-20; 38-39; 51-54; 64-69	IV-V	Matt. 1-3; Mark 1:10		Form Criticism	Redaction Criticism
4	70-73	VI-VII	Luke 1-3; John 1:1-38		Redaction Criticism	Sources and backgrounds
5	21-22; 55-56; 88-90; 85	IX	Phil.2:5-11; Isaiah 42:8		Gospels: Historical Reliability, Mark	Origin and Nature
6	86-87; 22-24; 56	X	Matt. 4; Mark 1:11-45		Matthew, Luke	Beginnings
7	40-42; 56-58	XI	Mark 2-10		John, Birth of Jesus	
8	25-42-23; 61; 67-68	XII	John 2-13; Luke 5-9	Preface - 1	Baptism, Temptation	Healing
9	25-30 46-47; 61-62	XIII	Matt. 4-20	2	Healings, Miracles	Teaching
10	30-32; 43-45	XIV	Luke 9-19:27	3	Teacher	
11	47-48	XV	Luke 19:27-22:38; 14:31; Matt. 21-26:35	4-5	Passion Narrative	Confrontation in Jerusalem
12	32-33; 48	XVI	Matt. 26:36-	6	Death of	Arrest



			28:20		Jesus	
13	49		Mark 14:32-16:13; Luke 22:39-24:35	7	Resurrection	The Cross
14	33-34; 49-50; 62	XVII	John 18-21	8	Eschatology	He Is Risen
15	62-63	XVIII XIX	Luke 24:36-52; Acts 1-2; Mark 16:14-20	9 - Epilogue		"I Am with You Always"

The professor reserves the right to adjust lecture schedule as material and interests of students warrants. The Synopsis of Four Gospels and texts will be referred to throughout the course.

B. Lectures and Scripture Memory

<u>DAY</u>	<u>LECTURES/DISCUSSIONS</u>	<u>SCRIPTURE MEMORY</u>	<u>(OPTIONAL)</u>
1	Background	Galatians 4:4	
2	Witnesses; Synoptic Problem	Acts 10:34-35	
3	Form and Redaction Criticism	II Peter 1:16	
4	Quest for Historical Jesus	John 1:1-3, 14	
5	Preexistence; Luke 1:35 Infancy Narratives and Mary	Matthew 1:21-22	
6	Nature of Jesus; John the Baptist	Acts 19:4-6	
7	Inauguration of Jesus' Ministry	Acts 10:36-38	
8	Jesus the Healer: Miracles?!	Matthew 5:2-6	
9	Jesus the Teacher	Matthew 5:7-12	
10	Toward Jerusalem	Matthew 6:9-15	
11	Final Week; Lord's Supper	John 6:53-56	
12	Arrest and Trial	Isaiah 53:4-6	
13	Significance of Death of Jesus	I Peter 3:18	
14	Resurrection!	I Corinthians 15:3-6, 14	

15      Ascension; Second Coming      I Thessalonians 4:16-18

**Course Inventory for ORU's Student Learning Outcomes  
BIB 362—Jesus and the Gospels  
Fall 2009**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge	x			
1B	Sensitivity to the Holy Spirit	x			
1C	Evangelistic capability		x		
1D	Ethical behavior		x		

<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	x			
2B	Information literacy	x			
2C	Global & historical perspectives			x	
2D	Aesthetic appreciation			x	
2E	Intellectual creativity	x			

<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				x
3B	Physically disciplined lifestyle				x

<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	x			
4B	Interpersonal skills			x	
4C	Appreciation of cultural & linguistic differences			x	
4D	Responsible citizenship			x	
4E	Leadership capacity			x	