

SEVENTH-DAY ADVENTIST
THEOLOGICAL
SEMINARY

NTST538-031
STUDIES IN HEBREWS

Spring Semester 2019





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 S P R I N G M E S T R E

MA in Pastoral Ministry (English Track)

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Course Acronym: NTST538 031
 Class Name: Studies in Hebrews
 Semester & Year: Spring Semester 2019
 Class Location: Whirlpool Room (No. 107)
 Chan Shun Hall
 4185 East Campus Circle Drive
 Berrien Springs, MI 49104
 Class Dates/Times: Sunday, 6:00–9:30 pm
 Monday–Wednesday, 8:00 am–12:30 pm; 1:30–7:30 pm; Thursday, 8:00 am–12:30
 pm; 1:30–7:00 pm
 Credits Offered: 3

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Instructor: J i í M o s k a l a , T h D , P h D
 Telephone: 269.471.3536
 E-mail: moskala@andrews.edu
 Office Location: Andrews University, SDA Theological Seminary Suite N230
 Office Hours: By Appointment (See Dorothy Show)
 Course Webpage: <http://learninghub.andrews.edu>
 Executive Assistant: Dorothy Show
 Telephone: 269.471.3536
 E-mail: showd@andrews.edu
 Office Location: Andrews University, SDA Theological Seminary Suite N230

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Study of Hebrews. Greek not required. Not applicable to MDiv credit.

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The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

MA in Pastoral Ministry (MAPM) English Track Program Outcomes

Demonstrates proper biblical interpretation skills.

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As a result of diligent participation in this course, the student will:

1. To highlight the significance of the book of Hebrews in relationship to the relevant teaching in the Old and New Testaments and grasp the Grand Metanarrative of Scripture.
 2. To briefly survey and evaluate the history of the book of Hebrews, with special attention to questions of introduction (date, authorship, unity, integrity, Sitz im Leben).
 3. To discuss the important themes in the book of Hebrews and demonstrate their significance in the context of intertextuality.
 4. To develop exegetical/interpretational skills and methodology that can be applied both to the New Testament as well as the rest of Scripture.
 5. To engage in exegesis and theological research of selected portions of the book of Hebrews. The Greek text/material will be incorporated into the lectures, with a view to showing the value and importance of the Greek text in the exegetical process.
 6. To develop a particular awareness of the literary artistry and structure of the book of Hebrews, both on a microstructural and a macrostructural level.
 7. To integrate the message of the book of Hebrews into personal experience, examining the practical application of the class.
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Textbooks

1. The Biblical Book of Hebrews (Read the entire book prior to intensive.)
2. Knight, George R. *Exploring Hebrews: A Devotional Commentary*. Hagerstown, MD: Review & Herald Publishing, 2003. (Read the entire book; 254 pages.)
3. Phillips, Richard D. *Hebrews*. Reformed Expository Commentary. Phillipsburg, NJ: P & R Publishing, 2006. (Read any 200 pages out of 670 pages.)
4. Thompson, James W. *Hebrews*. Paideia: Commentaries on the New Testament. Grand R

Post-Intensive Reading Requirements

1. Thompson, James W. *Hebrews* (Read any 200 pages.)
2. Phillips, Richard D. *Hebrews* (Read any 200 pages.)

Reading Reports

Details given under *Post-intensive Course Requirements* section.

Exegesis Paper

Details given under *Post-intensive Course Requirements* section.

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1. Regular Attendance and Participation
 2. Study the Elements Provided in Class
 3. Study Relevant Biblical Passages Assigned in Class
 4. Final Examination: Covers Class Lectures
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Reading/Reaction Reports ² Due April 29, 2019

Three written reading/reaction reports, each three to four pages in length (typed; double spaced; Times New Roman 12-point font), on each of the three required textbooks.

These reports will declare that all the materials related to the report have been read.

¾ Each report will present an evaluation of the reading. In this evaluation, the student will address questions such as:

- A. What is your overall impression of your reading—positive or negative?
- B. What insights did you gain?
- C. What areas did you find most helpful and why?
- D. Which were disappointing and why?
- E. What issues would you have liked to see the author(s) address?
- F. What questions or difficulties arose from your reading?

Research Paper ² Due April 29, 2019

Prepare a 20–25 page research paper (typed; -5(a)-13(ce)-3(d)JTJ

3. **Introduction** It must contain:
- a. **Statement of the problem.**
 - b. **Purpose** of the study (intention) Significant questions have to be asked what to expect.

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements, and written assignments.

Estimated Time for This Class

Class Lectures	43
Reading the Book of Hebrews	2
Reading Required Textbooks	28
3 Required Reading/Reaction Reports	6
Research Paper	50
Preparation for Final Examinations	6
Total Hours	135

Guidelines for Specific Assignments

<i>Average reading speed:</i>	15 to 20 pages/hour for light reading not to be tested on 10–15 pages/hour for heavy reading for exams or Bible Commentaries
<i>Writing time:</i>	2.5–3.0 hours/double-spaced page, from start to finished product
<i>Reflective Writing Assignment:</i>	0.5 hour per page

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Weighting of Course Assessment Items

3 Required Reading/Reaction Reports	30%
Exegesis Paper	40%
Examination	30%
Total	100%

Grading Scale

A 95–100	B+ 85–89	B- 75–79	C 65–69	D 55–59
A- 90–94	B 80–84	C+ 70–74	C- 60–64	F 0–54



Excused Absences

“Excuses for absences due to illness are granted by students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly student’s responsibilities of a course. Classwork is made up by permission of the teacher. AU Bulletin

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. Tips for success include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Late Submission of Assessment

- All late assessment will incur a 10% per week penalty.
- The following penalties will be applied for late submission of assessment items:
 - Assignments received by due date: (possible A grade)
 - Delay up to 60 days: (no better than an A- grade)
 - Delay up to 90 days: (no better than a B+ grade)
 - Delay up to 120 days: (no better than a B grade)
 - Delay up to 150 days: (no better than a C grade)

Teacher Tardiness

“The responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the de

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Ji í Moskala is professor of Old Testament exegesis and th