

Dr. Stanley Toussaint

I. Course Description:

This course will survey the book of Hebrews paying specific attention to the superiority of Jesus Christ throughout the book. Introductory material regarding author, date, recipients, etc. will be covered in this course. Additionally issues such as the Priesthood and sacrifice of Christ, the relationship of the Old and New Covenant, and the warning passages will be discussed.

II. Course Objectives

1. To identify and discuss various views on the authorship, recipients and other background information regarding the book of Hebrews.
2. To provide a synthetic overview of the book of Hebrews.
3. To understand the relationship of key contrasts in the book of Hebrews including Christ's Priesthood versus the Levitical Priesthood, the sacrifice of Christ versus the sacrifices of the Mosaic Law, and the New Covenant versus the Old Covenant.
4. To understand the warning passages of the book of Hebrews in light of their context.
5. To understand the practical ramifications of the book of Hebrews upon the walk of the New Testament believer.

III. Course Textbooks

Required Texts:

Constable, Thomas. *Constable's Expository Notes (Hebrews, 2014 edition)*, www.soniclight.org. (Constable)
Hodges, Zane, *Bible Knowledge Commentary (Hebrews)*, David C. Cook, 1983, 0882078127 (BKC)

Recommended Texts for Additional Study:

Kent, Homer A., Jr., *The Epistle to the Hebrews*, BMH Books, 1972, 0884690695

IV. Evaluation of Student Performance

1. **Class Attendance** – for **Campus** students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. **Online** students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. **Reading Assignments and Accountability** – All students will complete assigned reading and write a 1 page double-spaced overview of the reading, including but not limited to taking note of agreements and disagreements among the commentators.
3. **Research Assignments** – All students will write two 7-10 page papers on any of the following topics: (1) Explain the various views of the authorship of Hebrews including an evaluation of each view (2) Compare and contrast the Levitical priesthood to the Melchizedekan Priesthood of Christ. (3) Discuss the various interpretations of the warning passages in Hebrews including your interpretation. (4) Compare and contrast the Old Covenant with the New Covenant as presented by the author of Hebrews. (5) Discuss how the author of Hebrews exalts the superiority of Christ throughout the epistle.
4. **Course Exams** –There will be no exams for this course.
5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) email a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** will submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.
7. **Scoring Rubric**

Assignments	Campus & Learning Center	Online
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Class 1 – Module 1

Class 2 – Module 2

Reading Component – Read Constable Introduction & vv. covering 1:1-1:14; BKC pp. 777-783 (Introduction & vv. covering 1:1-1:14) & write 1 page summary as outline in section IV.

Class 3 – Module 3

Reading Component – Read Constable vv. covering 2:1-2:18; BKC pp. 783-785 (vv. covering 2:1-2:18) & write 1 page summary as outline in section IV.

Class 4 – Module 3

Reading Component – Read Constable vv. covering 3:1-5:10; BKC pp. 785-792 (vv. covering 3:1-5:10) & write 1 page summary as outline in section IV.

Class 5 – Module 4

Reading Component – Read Constable vv. covering 5:11-6:20; BKC pp. 792-797 (vv. covering 5:11-6:20) & write 1 page summary as outline in section IV.

Class 6 – Module 5

Reading Component – Read Constable vv. covering 7:1-8:13; BKC pp.797-800 (vv. covering 7:1-8:13) & write 1 page summary as outline in section IV.

Class 7 – Module 6

Reading Component – Read Constable vv. covering 9:1-10:39; BKC pp. 801-807 (vv. covering 9:1-10:39) & write 1 page summary as outline in section IV.

Class 8 – Research & Reading

Reading Component – Read Constable vv. covering 11:1-12:13; BKC pp. 807-810 (vv. covering 11:1-12:13) & write 1 page summary as outline in section IV.

Class 9 – Research & Reading

Reading Component – Read Constable vv. covering 12:14-13:25; BKC pp. 810-812 (vv. covering 12:14-13:25) & write 1 page summary as outline in section IV.

Research Component – Turn in research papers.

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via Tyndale student email (@tyndale.edu address). Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

<i>Campus Students:</i>	Professor Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Learning Center Students:</i>	LC Location, Campus Prof. Name, Class # & Name, Student Name <i>(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)</i>
<i>Online Students:</i>	Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).