

**Dr. Arnold Fruchtenbaum**

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### I. Course Description:

This course will use a Jewish perspective to provide a complete, chronological history of our Lord Jesus Christ's first advent by harmonizing the accounts recorded in the gospels of Matthew, Mark, Luke and John. Part I of this course will cover the period from the beginning of the gospel account through the end of Luke 11.

### II. Course Objectives

1. To understand the Jewish basis for many of our Lord's actions and statements.
2. To be able to explain the initial program of Messiah and the change that took place.
3. To be able to give evidence of the Kingship of Jesus and His resulting authority.

### III. Course Textbooks

Required Texts:

A.T. Robertson, *A Harmony Of The Gospels*, HarperOne, 1932, 0060668903

Thomas Constable, *Constable's Expository Notes*, [www.soniclight.org](http://www.soniclight.org)

Stanley D. Toussaint, *Behold The King*, Kregel Publications, 1980, 0825438454

### 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). NOTE: The "paragraphs" referenced in the lectures by Dr. Fruchtenbaum are the paragraph breakdowns used by Dr. A.T. Robertson in his textbook. Each paragraph is preceded by this symbol, "\$" (example: "\$ 70" means paragraph 70).
2. Reading Assignments and Accountability – For all students, chapters from the required text will be read weekly and a one page, single-spaced report will be written weekly in accordance with the schedule given in Section V of this syllabus.
3. Research Assignments – All students will write and submit two seven-page papers for this course. You will have four topics from which to choose: 1) Do an indepth, exegetical analysis of Matthew 12 (especially vss. 24-50), explaining its significance in God's plan for Israel; 2) Present two different views of the genealogies found in Matthew 1, and Luke 3, with your opinion, substantiated by Scripture, as to which one is correct; 3) Do an indepth analysis of one of the areas of Messiah's authority; 4) Do an indepth analysis of the Pharisee's reasons for rejecting Jesus as Messiah.
4. Course Exams – There are 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) E-mail 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

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
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 – Introduction to the Study, The Announcement, Arrival, Early Infancy and Flight to Egypt of the Messiah: Matthew 1:1 – 2:18. Tracks 1 through 21.

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Class 2 – The return to Nazareth, Messiah's boyhood, Introduction of John the Baptist, Baptism and Early Acceptance of the Messiah: Matthew 2:19 – John 2:12. Tracks 22 through 42.

Reading Component – Robertson, pages 3 through 25. Constable, corresponding online section. Toussaint, pages 35 through 78. Write a one page, single spaced analysis of the temptation of the Messiah.

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Class 3 – The cleansing of the temple, the witness and imprisonment of John the Baptist, Messiah's authority over demons, disease, nature, defilement, sin, men and tradition: John 2:13 – Matthew 9:13. Tracks 43 through 63.

Reading Component – Robertson, pages 26 through 40. Constable, corresponding online section. Toussaint, pages 81 through 132. Write a one page, single spaced analysis of the calling of Matthew and the ensuing challenge by the Pharisees.

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Class 4 – The Pharisees challenge the Messiah, Messiah chooses the Twelve, exercises authority over the Law, and explains true righteousness: John 5:1 – Matthew 8:1. Tracks 64 through 84.

Reading Component – Robertson, pages 42 through 55. Constable, corresponding online section. Toussaint, pages 132 through 160. Write a one page, single spaced answer to the following question: What is Messiah's purpose in the Sermon on the Mount, and does it have an application to the Church today?

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Class 5 – John the Baptist is rejected, cities of Galilee cursed, Messiah received by a sinner, Messiah rejected by the Jewish leaders, revelation in view of this rejection: Matthew 8:5 – 13:23. Tracks 85 through 105.

Reading Component – Robertson, pages 55 through 67. Constable, corresponding online section. Toussaint, pages 160 through 179. Write a one page, single spaced analysis of "the unpardonable sin" and whether or not that sin can be committed today.

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Class 6 – Messiah teaching the disciples only through parables, Messiah's final rejection in Nazareth, instructions following rejection, the death of John the Baptist, further training of the twelve by Messiah: Mark 4:26 – John 6:71. Tracks 106 through 126.

Reading Component – Robertson, pages 67 through 92. Constable, corresponding online section. Toussaint, pages 180 through 192. Write a one page, single spaced analysis of the results of Messiah's rejection as detailed in Matthew 10:34-39.

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Class 7 – Continued instruction by Messiah, the Transfiguration of Messiah, instruction following the Transfiguration: Mark 7:1 – Luke 9:62. Tracks 127 through 147.

Reading Component – Robertson, pages 92 through 113. Constable, corresponding online section. Toussaint, pages 192 through 219. Write a one page, single spaced analysis of the Messiah's transfiguration.

Class 8 – The conflict at the Feast of Tabernacles, conflict over the law, over the light, over the person of Messiah, and conflict over the healing of the man born blind: John 7:11 – 9:24. Tracks 148 through 168.

Reading Component – Robertson, pages 114 through 119. Constable, corresponding online section. Write a one page, single spaced report citing the many ways in which Messiah affirmed His deity in John 8:21-59.

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Class 9 – Conflict over the Shepherd, the sending of the Seventy, instruction in prayer, conflict over healing and over Pharasaic Ritualism: John 9:35 – Luke 11:54. Tracks 169 through 188.

Reading Component – Robertson, pages 119 through 125. Constable, corresponding online section. Write a one page, single spaced answer to the following: Messiah's teaching in John 10:1-21 caused a division between the Jews (v.19). Explain the views held by the Jews, at that time, regarding the character and appearance of the coming Messiah. Cite Old Testament passages as needed.

Research Component – By end of class nine, submit both research papers due. Online students submit one paper.

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## **VI. Tyndale General Policies and Procedures**

### **Assignment Format**

All assignments and coursework are to be turned in via student Tyndale email. 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:

*Campus Students:* Professor Name, Class # & Name, Student Name, Assignment Title  
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

*Learning Center Students:* LC Location, Campus Prof. Name, Class # & Name, Student Name  
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

*Online Students:* Online Prof. Name, Class # & Name, Student Name, Assignment Title  
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

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 7<sup>th</sup> 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](#).