

Dr. Arnold Fruchtenbaum

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### I. Course Description:

This course will be an in-depth, verse-by-verse study of the five epistles written to a primarily Messianic Jewish audience.

### II. Course Objectives

1. To identify the areas of theological education needed in particular by these fledgling Jewish believers.
2. To understand the relationship between the character of the believer and the daily walk of the believer.
3. To grasp the pre-eminence of Jesus, both theologically and practically.

### III. Course Textbooks

Required Texts:

Arnold G. Fruchtenbaum, *Ariel's Bible Commentary: The Messianic Jewish Epistles*, Ariel Ministries, 2005, 0914863118

Recommended Texts for Additional Study:

John Walvoord, Roy Zuck eds., *Bible Knowledge Commentary New Testament*, David C. Cook, 1983, 0882078127

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

### 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 – For all students, chapters from the required text will be read weekly and a one page, single-spaced summary will be written weekly in accordance with the schedule given in Section V of this syllabus.
3. Research Assignments – For all students, there will be two seven-page papers written and submitted for this course. You will have four topics from which to choose: 1) Research and explain two different views regarding “the rest” spoken of in Hebrews 4:11-13. 2) Compare and contrast the believer’s conduct in relationship to government (as stated in 1 Peter 2:13-17), to the freedoms and responsibilities of living in a democracy. 3) Are the warnings given in chapters 4, 6, & 10 of Hebrews positional or practical? 4) Explain James’ views on faith and works.
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 Book of Hebrews, the Theme of Hebrews, and The Superiority of the Son to the Angels: Hebrews 1:1 – 2:18.

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Class 2 – The Superiority of the Son to Moses, The Second Warning on the Danger of Disobedience, and The Superiority of the Son to Aaron: Hebrews 3:1 – 10:18.

Reading Component – Fruchtenbaum, pages 3 through 136. Write a one page, single spaced, summary of the assigned reading.

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Class 3 – The Practical Application of the Pre-Eminence of the Son in the Walk of the Believer, Introduction to the Book of James, and the Endurance of Faith: Hebrews 10:19 – James 1:18.

Reading Component – Fruchtenbaum, pages 137 through 230. Write a one page, single spaced, summary of the assigned reading.

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Class 4 – The Role of God's Word, Respect of Persons, and Faith Proves Itself through Works: James 1:19 – 2:26.

Reading Component – Fruchtenbaum, pages 231 through 274. Write a one page, single spaced, summary of the assigned reading.

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Class 5 – The Control of the Tongue, Danger of Friendship with the World, and Warning in Light of Judgment: James 3:1 – 5:6.

Reading Component – Fruchtenbaum, pages 275 through 302. Write a one page, single spaced, summary of the assigned reading.

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Class 6 – The Life to Lead until the Lord Returns, Introduction to the Book of 1 Peter, and the Status of the Believers: James 5:7 – 1 Peter 2:10.

Reading Component – Fruchtenbaum, pages 303 through 344. Write a one page, single spaced, summary of the assigned reading.

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Class 7 – The Conduct of the Believers and Sufferers are Partakers of the Glory to Come: 1 Peter 2:11 – 5:14.

Reading Component – Fruchtenbaum, pages 345 through 385. Write a one page, single spaced, summary of the assigned reading.

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Class 8 – Introduction to the Book of 2 Peter, Exhortation to Grow in the Spiritual Life, and the Warning against False Teachers: 2 Peter 1:1 – 2:22.

Reading Component – Fruchtenbaum, pages 389 through 411. Write a one page, single spaced, summary of the assigned reading.

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Class 9 – The Warning Concerning the Second Coming, Concluding Exhortation, Benediction, and the Book of Jude: 2 Peter 3:1 – Jude 25.

Reading Component – Fruchtenbaum, pages 413 through 448. Write a one page, single spaced, summary of the assigned reading.

Research Component – By end of class nine, submit both research papers due.

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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](#).