

**CONTACT INFORMATION**

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**I. COURSE DESCRIPTION**

In this course you will trace the orderly exposition of the epistle to the Hebrews, with particular attention given to the person and work of Christ as high priest, the fulfillment of the Old Testament in the new covenant, and the life of persevering faith of the Christian sojourner. Attention will be given to the use of Hebrews for teaching and preaching.

**II. TEXT BOOK**

F. F. Bruce, *The Epistle to the Hebrews*. NICNT. Rev. ed. Grand Rapids: Eerdmans, 1990.

**III. COURSE OBJECTIVES**

- A. General: To acquire a good grasp of the background and content of the Epistle to the Hebrews and to articulate the significance of the message of Hebrews for Christian doctrine and life today.
- B. Specific: Through this course the student should be able:
1. To discuss the major background issues surrounding the Epistle: authorship, provenance and date, the readers, destination, purpose, literary genre, structure, and conceptual background.
  2. To understand the manner in which the author quotes, interprets, and applies the Old Testament in Hebrews.
  3. To trace major theological themes and motifs throughout the letter.
  4. To synthesize the teaching of the Epistle on the Christian life and to set it forth in a creative and fresh manner.
  5. To use with confidence the basic steps of the exegetical method for surveying, interpreting, and applying selected passages of the Epistle.

#### IV. COURSE REQUIREMENTS

- A. Class Preparation and Activity: Read in advance the daily Scripture passage at least three times and the relevant section in F. F. Bruce's commentary (90 minutes preparation per class). Daily class attendance and advance preparation is crucial in order to maximize the value of the class time. On the final day of the semester the student will indicate by signature that he/she has faithfully completed advance preparation for classes when a hand-in assignment is not due or an exam is not taken. Take notes on class lectures and participate in discussions.
  
- B. Overview Assignments: Do Overview of four passages in Hebrews, to be handed in according to the assignment schedule. Each Overview should require two hours and should be approximately two pages in length (single-spaced). The procedure is as follows:
  1. Contextual Survey: Consult the outline of Hebrews to see the passage's place in the flow of the overall argument. Look carefully at the immediate and more distant context, both preceding and subsequent.
  
  2. Content Survey: Read through the passage, focusing on the flow of the argument and noting the major interpretive issues that must be addressed. Frame a series of questions that need to be answered in order to understand and to communicate this passage.
  
  3. Analysis-Exegetical Insight: Read one of the major commentaries on the assigned passage and write down the interpretive solution to two of the issues raised in the content survey. Make use of a major Bible dictionary, Theological dictionary, lexicon, and concordance in order to illumine the details of the questions you are answering.
  
  4. Application: Identify and apply to yourself one principle that emerges from the passage. Frame your application statements in the first person singular. Be specific and transparent.
  
- C. Term Paper: Write a 15 page, double-spaced term paper on "**The Christian Life in the Book of Hebrews.**" The paper is to be a thorough look at the believer's walk of faith as portrayed in the Epistle. The purpose is to develop one's ability to synthesize a wide range of data rather than the detailed analysis of a single passage (which is the focus in your Overview assignments). The paper should be carefully outlined with clear sections and subsections. Moderate documentation from secondary literature (commentaries, periodical articles, etc.) is required. Greek and Hebrew words should be transliterated. Footnotes (not endnotes) and a Bibliography of works cited should conform to K. L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5<sup>th</sup> ed. The term paper is to be submitted by 5:00 p.m., **Thursday, November 24**. Late papers will not be accepted. Approximately 50 hours should be invested in this project.  
 \*One full day of class is devoted to an **oral summary** (approx. 15 minutes each) of the theme, outline and conclusions (application) of the term papers (**Thursday, Dec 1 & 8**).
  
- D. Examinations: Take Mid-term and Final Exams over material covered in class (8 hours total preparation for both exams).

## V. COURSE EVALUATION AND WORKLOAD

Daily Class Preparation and Reading (16 sessions x 1.5 hrs = 24 hrs)	20 %
Overview Assignments (4 x 2 hrs = 8 hrs)	20 % (4 x 5%)
Term Paper (and oral summary) (50 hrs)	35 %
<u>Examinations:</u>	
Mid-Term (3 hrs)	10 %
Final (5 hrs)	<u>15 %</u>
*Total workload outside of class: <u>90 hours</u>	100%

## VI. ASSIGNMENT SCHEDULE

### Week #1: Thursday, January 30

Session #1 (6:30-7:45 p.m.): Introductory Matters

Session #2 (8:00-9:00 p.m.): Hebrews 1:1-14

### Week #2: Thursday, February 6

Session #1: Hebrews 2:1-9

**\*Do Overview Assignment #1 on 2:1-9**

Session #2: Hebrews 2:10-18 (advance preparation: 90 minutes)

### Week #3: Thursday, February 13

Session #1: Hebrews 3:1-19 (advance preparation)

Session #2: Hebrews 4:1-13

**\*Do Overview Assignment #2 on 4:1-11**

### Week #4: Thursday, February 20

Session #1: Hebrews 4:14-5:10 (advance preparation)

Session #2: Hebrews 5:11-6:3 (advance preparation)

### Week #5: Thursday, February 27: No Class: Prayer Day (WCW)

### Week #6: Thursday, March 6

Session #1: Hebrews 6:4-8 (advance preparation)

Session #2: Hebrews 6:9-20 (advance preparation)

**Week #7: Thursday, March 13**

Session #1: **Mid Term Exam on Hebrews Chapters 1-6**

Session #2: Hebrews 7:1-12 (advance preparation)

**Week #8: March 17-22: Spring Break**

**Week #9: Thursday, March 27**

Session #1: Hebrews 7:13-28 (advance preparation)

Session #2: Hebrews 8:1-13  
**\*Do Overview Assignment #3 on 8:6-13**

**Week #10: Thursday, April 3**

Session #1: Hebrews 9:1-10 (advance preparation)

Session #2: Hebrews 9:11-28 (advance preparation)

**Week #11: Thursday, April 10**

Session #1: Hebrews 10:1-10  
**\*Do Overview Assignment #4 on 10:1-10**

Session #2: Hebrews 10:11-25 (advance preparation)

**Week #12: Thursday, April 17**

Session #1: Hebrews 10:26-39 (advance preparation)

Session #2: Hebrews 11:1-40 (advance preparation)

**Week #13: Thursday, April 24**

Session #1: Hebrews 12:1-29 (advance preparation)

Session #2: Hebrews 13:1-25 (advance preparation)  
**\*Term Paper due**

**Week #14: Thursday, May 1**

**\*Oral presentations (15 minutes each) of term papers**

**Week #15: Thursday, May 8**

**\*Oral presentations (15 minutes each) of term papers**

**Week #16: Thursday, May 15**

**\*Final Exam on Hebrews 7-13**

**\*Signature that you fulfilled the required advance preparation**

### **Academic Success Center**

Students with physical, emotional, ADHD, or learning disabilities who need academic accommodations should make requests through the Academic Success Center. These requests will be kept confidential and will be used only to provide academic accommodations. Because many accommodations require early planning, requests should be made as early as possible. You may contact the Academic Success Center by phone at 1-803-807-5611, or by email at [academicsuccess@ciu.edu](mailto:academicsuccess@ciu.edu). If you already receive services through ASC, please contact that office so they can help make your academic experience in this course as successful as possible.

### **SSM Stylesheet**

The official guide for all written work in connection with this course is the *SSM Stylesheet*, which is available from the Faculty Administrative Assistant's office. It is based on the Chicago Manual of Style as summarized in the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. It includes guidelines related to grammar and style, organization of papers, abbreviations and numbers, spelling, punctuation, capitalization, quotations, using Greek and Hebrew words, using and citing sources, footnotes, bibliography and using the internet. The instructor reserves the right to return written work that displays poor spelling, consistent grammatical errors, incorrect style and/or poor general appearance. The basic parameters are set out in the *Stylesheet*. If your work is returned for any of these reasons, you may resubmit it within two weeks of its return. If you do not revise and resubmit your work, you will receive a zero for the assignment.

\*To find an electronic copy of the Stylesheet, you may follow this path:

CIUOnline>Student Life>Seminary Information>Resources>Stylesheet

### **Plagiarism**

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, an internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism. Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.