

**Syllabus**  
**The Epistle to the Hebrews**  
**(Fall 2015)**

**Instructor:** Pastor Tom Powell

**Class Hours:** Live Evening Class, Monday (6:30-8:00 p.m.)

**Course Description:**

This course is intended to allow thoughtful, careful study of the Hebrews Epistle. Special attention will be given to important themes that emerge from the text. The study will cause the student to interact with the text through thoughtful discussion and personal reflection.

**Course Objectives:**

When this course has been successfully completed the student will be able:

- A. To understand and interact concerning the arguments relating to the authorship and the destination of the epistle.
- B. To consider thoughtfully the arguments regarding the literary structure of the epistle.
- C. To develop the argument and setting of the epistle.
- D. To develop the primary themes found in the epistle and explain the sense and significance.
- E. To explain the sense of the details of the epistle, choosing and defending the best interpretations.
- F. To come to know and appreciate the majesty of God's plan revealed through the incarnation of His Son, Jesus Christ.

**Recommended Texts:**

George H. Guthrie. The NIV Application Commentary: Hebrews. Grand Rapids: Zondervan, 1998.

F. F. Bruce. "The Epistle to the Hebrews (revised)." The New International Commentary on the New Testament. Grand Rapids: Eerdmans Publishing Company, 1990.

George H. Guthrie. The Structure of Hebrews. Grand Rapids: Baker Books, 1998.

Paul Ellingworth. "The Epistle to the Hebrews." The New International Greek Testament Commentary. Grand Rapids: Eerdmans Publishing Company, 1993.

William L. Lane. "Hebrews 1-8; 9-13." Word Biblical Commentary. Dallas: Word Publishers, 1991.

R. C. H. Lenski. The Interpretation of the Epistle to the Hebrews and the Epistle of James.  
Minneapolis: Augsburg, 1966.

**Reading:**

- A. The student is required to read the Epistle to the Hebrews in two translations, noting any unique differences between them.
- B. The student is required to read the assigned text prior to each class, and material concerning the epistle handed out in class.

### **Assignment (For those students seeking potential credit for the course):**

The student is required to write a paper on three of the topics related in the class syllabus. The length of the papers will be three pages (1.5 line spacing, 1.5 top and left margin, 1 inch right and bottom margin). The paper should adhere to the following guidelines:

1. Name of the student, date, and course title
2. Topic
3. Argument for or against the topic discussed in the handout (if applicable). Have a biblical and theological premise (doctrine) behind the point taken, with biblical illustrations and scriptures identified to support your reasoning. With the upper classmen (juniors and seniors), exegetical material and contextual information will also be necessary.
4. Character studies should be thorough, focusing on elements that the biblical author wanted the reader to identify. Support your position with corollary information (i.e. doctrine, scriptures, and historical data).
5. The practical application of the position taken, with a special emphasis on your personal life, work environment, home, and ministry.
6. Papers will be evaluated using the checklist herein.
7. Papers should be in the MLA format.

### **Topics:**

Topics are to be chosen by the student and submitted to the instructor approval.

### **Paper Evaluation Checklist**

_____	Opening statement of purpose (10 pts.)
_____	Expression, clarity (50 pts.)
_____	Grammar (15 pts.)
_____	Verses or paragraphs used to substantiate the assertions made in the paper (15 pts.)
_____	Conclusion (10 pts.)

### **Grading:**

Reading: Necessary to pass the class

Papers: Possible 50%

Attendance: 50%

\*\*\* Attendance is required.