

EXEGESIS OF THE NEW TESTAMENT: Sermon on the Mount (Eng.)—NTEN5322

Disclaimer: This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

I. MISSION STATEMENT:

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

II. CORE VALUES AND CURRICULUM COMPETENCIES:

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. These values shape both the context and manner in which all curricula are taught, with “doctrinal integrity” and “academic excellence” especially highlighted in this course. In addition, seven basic competencies guide masters degree programs: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course especially addresses the “Biblical Exposition” competency by means of helping the student learn to interpret the Bible accurately.

III. COURSE DESCRIPTION:

This course consists of a thorough study of the Sermon on the Mount through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, and consultation with major literature and commentaries. The course emphasizes proper methods for discovering the meaning of the text and making application in teaching and preaching. This course has two prerequisites: *Introduction to Biblical Hermeneutics* and *Exploring the New Testament*.

IV. COURSE OUTCOMES:

Knowledge

Students who complete this course successfully should:

- Know a basic thematic outline for the Sermon on the Mount
- Know the thematic connections with other New Testament literature
- Know Matthew's literary purpose for writing the Gospel
- Know the historical setting of Matthew
- Know the critical and historical problems associated with a study of Matthew

Attitudes

Students who complete this course successfully should:

- Appreciate the richness of the Sermon on the Mount for teaching and preaching
- Recognize the importance of the Sermon on the Mount as foundational to the teaching of Jesus and the ethics of the church
- Recognize the importance of historical-grammatical exegesis for interpreting the Sermon on the Mount
- Be more confident in interpreting the Sermon on the Mount

Skills

Students who complete this course successfully should be able to:

- Supply a summary analysis on any assigned section of the Sermon on the Mount demonstrating interaction with historical-grammatical exegesis and close reading
- Be able to access good critical commentaries on the Sermon on the Mount

V. TEXTS:

- *The Holy Bible*, Revised Standard Version, with Apocrypha
- Robert Guelich, *The Sermon on the Mount: Foundation for Understanding* (Nashville: W Publishing Group, reprint, 1991)
- Charles H. Talbert, *Reading the Sermon on the Mount: Character Formation and Decision Making in Matthew 5–7* (Nashville: Broadman Press, 1992)
- Dietrich Bonhoeffer, *The Cost of Discipleship* (New York: Touchstone, 1995)
- John R. W. Stott, *The Message of the Sermon on the Mount* (Downers Grove, Ill.: InterVarsity, 1993)

VI. COURSE DESIGN:

- **Learning Teams:** This syllabus is designed for the Internet course. The overall course design is based on the paradigm of online learning teams. While working through a verse-by-verse exegesis, learning teams research and share information on topics of interest from the Sermon on the Mount and use forums and threaded discussions for exploring relevant questions of exegesis. Students post research assignment reports for other students to download.
- **Resource Notebook:** Learning team work will culminate in a master resource notebook on the Sermon on the Mount that each student compiles during the course. This notebook is meant as a resource for use in future ministry activities, such as teaching and preaching on the Sermon on the Mount.

VII. COURSE REQUIREMENTS:

The following list outlines the course requirements. **Individual student assignments are in blue. Learning team assignments are in red.**

- **Personal Introduction:** Each student will compose a concise 500 word (2–3 average paragraphs) personal introduction for distribution among class members two weeks before class begins through group email. In this introduction, include the following:
 - *Picture:* recent picture (head shot, about 2x2.66 inches = 144x192 pixels)
 - *Personal:* family, pets, hometown, college attended
 - *Professional:* work and ministry experience
 - *Pursuits:* hobbies, activities, and other avocation pursuits
 - *Favorites:* list of favorites (favorite food, movie, book, Christian author, etc.)
 - *Religious:* conversion experience and current church setting

For personal information about your professor similar to the above, consult his personal website. There you will find out about his education, family, photography, music, publications, overseas travel, blogs, sermons, and more. His homepage is at the following URL:

<http://www.drkoine.com>

- **Learning Teams:** On specified assignments students will work together in learning teams. Learning teams help online students overcome some of the limitations of online

learning: (1) Learning teams help students pool their libraries and resources, generating more solid academic research. (2) Learning teams encourage more frequent student interaction, contributing to a sense of community. (3) Learning teams facilitate more active sharing of learning and knowledge, increasing the learning result.

- *Formation:* Learning teams will be constituted by the instructor one week before the class begins using the registrar's enrollment information and the personal introductions submitted the prior week. Students will be notified by email of their learning team assignments. The instructor will appoint a temporary team captain to initiate the learning team organization. After the initial contact facilitated by the temporary team captain, learning teams can reassign the team captain as they desire.
- *Organization:* The temporary team captain will take the initiative to organize the learning team by whatever means available that week before the class begins. Example resources here would be conference calls, email, video chatting, instant messaging, and Facebook. After the class begins, each learning team will have its own chat room on Blackboard as an additional source of communication. Your job here is simply to get to know one another and to be prepared for work when the class begins.
- *Implementation:* Learning teams will work together to deliver to the class the assigned documents for the week.
- **Background Study (10%):** Each learning team will select a background topic from the attached list and clear the selection with the professor to avoid duplication of work. The team will research the topic and compile a typed background study (2-3 pages, single spaced) to be uploaded online for all class members by the due date. The team must show knowledge of good background study resources learned from the Hermeneutics course. That is, standard reference works must be consulted, including academic Bible dictionaries, encyclopedias, and historical works. One good resource, for example, is Ferguson's *Backgrounds of Early Christianity*. One bad resource, for example, is Matthew Henry. The background study will be uploaded online for other class members to access by the due date.
 - *Background Guides:* A background study guide and a sample background study in pdf format based on the Introduction to Biblical Hermeneutics course are provided for the student to download and consult in the Course Documents section of this Sermon on the Mount Blackboard course.
 - *Background Topics:* Use the following list for choosing a background topic. Learning Teams may suggest an alternative topic, but this alternative topic must have instructor approval before proceeding to do research.

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|------------------------------|-----------------------------------|
| 1. Matthew: Gospel Genre | 9. Light/Darkness Imagery |
| 2. Matthew: Authorship, Date | 10. City of Sepphoris |
| 3. Matthew: Occa., Purpose | 11. Scripture and Jewish Canon |
| 4. Matthew: Structure | 12. Qumran and Early Christianity |
| 5. Matthew: OT Quotations | 13. Scribes and Pharisees |
| 6. Matthew: Eschatology | 14. Jewish Piety |
| 7. Jewish Kingdom Language | 15. Fasting Practices |
| 8. Ancient Agrarian Society | 16. Ancient Slavery |

17. Prophetic Movements

18. Construction Practices

- Word Study (10%):** Each team will select a Greek word for an in-depth word study from the syllabus schedule listing words associated with each passage. The team will research and write a typed word study (3-4 pages, single spaced). The team must show knowledge of good word study resources learned from the Hermeneutics course. That is, standard Greek reference works must be consulted, including lexicons, concordances, and theological dictionaries based on Greek words. One good resource, for example, for students who have not had Greek is Colin Brown's *New International Theological Dictionary of New Testament*. One bad resource, for example, is Matthew Henry. A word study guide and a sample word study in pdf format based on the Introduction to Biblical Hermeneutics course are provided for the student to download and consult in the Course Documents section of this Sermon on Mount Blackboard course. The word study will be uploaded online for other class members to access by the due date.

 - Word Study Guides:* A word study guide and a sample word study in pdf format based on the Introduction to Biblical Hermeneutics course are provided for the student to download and consult in the Course Documents section of this Sermon on the Mount Blackboard course.
 - Significant Words:* Each unit of the Sermon on the Mount in the syllabus assignments table includes a list of significant words for that passage. Note carefully that a Learning Team *may choose any word from any passage for their word study*, not just the words of the single passage in which their word study due date is indicated.
- Commentary Summary (5%):** Instead of daily quizzes on the reading material, students will compile a typed, brief summary of Guelich's commentary for the passages covered that week. Each week (usually Thursday) every student will submit directly to the professor by email an attached document of their commentary summary. This summary will facilitate quick review for the online exams and provide a handy quick reference in the course notebook after the class. An example commentary summary is provided in the Course Documents area of the Blackboard class.
- Exams (30%):** Three timed online exams will be given on the days scheduled based on reading assignments given in the syllabus covering the Guelich text and class handouts provided by the professor. The material covered on each exam is indicated in the syllabus. The final exam is not comprehensive, but simply the equivalent of a third sectional exam.
- Term Paper (20%):** Each student will select a theological topic related to the Sermon on the Mount from the list of topics below. The student will research and write a typed study (4-5 pages, single-spaced), including a selected bibliography with a minimum of 15 solid academic reference works. The paper should follow Turabian guidelines, except that the body of the text is single-spaced. The paper will be uploaded online for all class members to access by the due date.

 - Term Paper Guide:* A term paper guide based on the Introduction to Biblical Hermeneutics course is provided for the student to download and consult in the Course Documents section of this Sermon on the Mount Blackboard course. This guide illustrates proper Turabian formatting using a mock-up term paper.

- *Term Paper Topics:* A student must receive email approval from the professor for studying a selected topic before proceeding to do research on that topic. Topic approval must be secured by the beginning of the sixth week of the Blackboard class. All paper topics are assumed within the context of the Sermon on the Mount. For example, “Discipleship” would be “as defined by the Sermon on the Mount” or “according to the Sermon on the Mount.” Use the following list for choosing a term paper topic.

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|---------------------------------|----------------------------------|
| 1. Discipleship | 10. Lukan Emphases |
| 2. Jesus and the Old Test. | 11. Forgiving Others |
| 3. Mission and Ministry | 12. Dangers for Religious People |
| 4. Genuine Spirituality | 13. Prayer and Communion |
| 5. Genuine Worship | 14. Valid Religious Leadership |
| 6. Relating Spiritual, Material | 15. Concepts of Persecution |
| 7. The Impact of Worldview | 16. Disciples and Anxiety |
| 8. Understanding of Sin | 17. Discerning and Judging |
| 9. Righteousness and Justice | 18. Genuine Confession |

- **Notebook (10%):** Each student will compile a Sermon on the Mount resource notebook for use in teaching and preaching. The notebook should include all materials related to a study of the Sermon on the Mount, including materials downloaded from the Blackboard class, as well as the student’s own notes and other useful materials collected during the course. The notebook must be neatly organized in a three-ring binder with unit tabs identifying each major section. The notebook will be a virtual submission through email to the instructor composed of the following five elements.
 - *Digital Images:* First, the student will submit to the instructor by email three attached digital pictures of: (1) the notebook front cover, (2) the notebook tab organization, and (3) a sample inside page.
 - *Content Statement:* Second, the student will submit in the same email a statement of: (4) the notebook’s outline of contents, and (5) how many total pages the notebook contains.

Clearly, this notebook assignment is the most dependent upon the student’s own personal honesty and integrity. Below are example pictures:



- **Participation (10%):** In an online class, online presence is the equivalent of class attendance. The instructor will establish various forums with threaded discussions throughout the course. “Participation” is defined as online presence in these forums and threaded discussions *at the minimum rate of four substantial posts per week.*

“Substantial” post is defined as a post that is a legitimate contribution to the discussion by adding a reflective thought demonstrating synthesis of ideas, or making a good point or counterpoint in the discussion, or asking a question that generates more discussion, or providing an illustration that helps clarify discussion, and so on. Insipid two and three word messages, such as “I agree,” do not count as a substantive post for attendance, because they do not advance the discussion in any way. Anything less than four substantive posts per week will count as an absence. You are allowed no more than four absences in the online semester. The instructor will adjudicate any extenuating circumstances that are out of the student’s control (emergency medical requiring hospital stays, family emergencies such as death or divorce, unexpected ministry or work-related major changes in schedules, etc.).

- **Final Average:** The final average is sum of the component parts by percentage.

VIII. ONLINE ETIQUETTE:

- **Course Nature:** *Please take care to note that this online course is not a blog in which you may say anything you wish, no matter how mean-spirited, biased, or offensive.* Posting in this class is not talk-show bashing based on mindless ideology or shock-jock flaunting of social norms and decency. Every student will be held to the highest standard of courtesy and manners in all online activities, but most especially in posts in threaded discussions. You will show the highest respect for your fellow students and for the course instructor. You also will not disparage others, including public or political figures. The instructor especially will not tolerate grandstanding for any particular political party or ideology.
- **Communication Issues:** In addition, students should be aware of the following important issues related to online communication.
 - *Communication Limitations.* At the practical level, recognize that the online learning environment has only very limited communication ability. Online communication shows no body language, no inflection, no emotional level, etc. The limitations of online communication render clear communication hazardous. That limitation is why electronic emoticons were invented, but use these only sparingly. Just because you put a smile after a mean or offensive comment does not make that comment suddenly nice. In addition, at the beginning of the semester be slow to attempt to make a joke or type something that is meant only in jest. More often than not, these type of comments are easily misunderstood until everyone gets to know everyone else better later in the semester.
 - *Cardinal Rules.* Most importantly, always remember the following two cardinal rules of seminary posting:
 - (1) *Never question a poster’s motives.*
 - (2) *Never question a poster’s Christian commitment.*

Finally, the instructor reserves the right to involve the seminary’s Dean of Students for any perceived violations of decent online etiquette.

IX. POSTING ASSIGNMENTS:

- **Digital Dropbox:** All student-submitted materials for the course that do not come through email will be posted in the Digital Dropbox of the Blackboard class. The dropbox time-stamps each submission, and this time stamp is used to arbitrate late assignments.

- **Format:** *Only three formats are allowed for any course submission.* These three formats are: (1) Microsoft Word, (2) Microsoft PowerPoint, or (3) Adobe pdf. A “how to” guide for converting WordPerfect documents to pdf documents is available in the Course Documents section of the Blackboard class.
- **Late Assignments:** Late assignments are penalized a letter grade, unless the student has made prior agreed-upon arrangements with the course instructor. Late is defined as after 11:59 pm Central Standard Time (Chicago/New Orleans) on the date due.

X. ACADEMIC INTEGRITY:

- **Conduct:** All students are expected to maintain the highest code of conduct in honesty and integrity for this online class. The student should submit only material that represents their own personal work in the course. The student must cite all words and ideas that are not original but are derived from other sources, including but not exclusive to, verbal, visual, print, electronic, and Internet resources. While one would think such matters are understood, typical instructor experience cautions against assuming students are clear that:
 - No other person, such as a tutor, friend, or family member should complete any portion of any assignment.
 - No assignment should be submitted in which a reviewer or proofreader has made extensive revisions to the wording, grammar, or style.
 - No assignment should be copied in part or in whole from another student and passed off as one’s own.
 - No Internet resource for posting class materials to be downloaded and turned in as one’s own should be used for any part of this online course.
- **Violations:** Violations of academic honesty and integrity will be turned over to the Dean of Student’s office for processing. Failure to report known violations of this code of conduct will be held as culpable as the violation itself and turned over to the Dean of Student’s office for processing.
- **Confidentiality:** The online environment potentially can be brutally devastating. The student should be careful to preserve confidentiality in personal, ministerial, and professional experiences. The student should make no post or comment in which the details of the post would allow someone without much effort to determine to whom or to what one might be referring if the original context was confidential. The student also should be careful not to disclose personal information shared between students in private email, text messages, phone conversations, and other means that would be injurious to self esteem or would compromise a student in an on-going personal, ministerial, or professional relationship.

Netiquette: Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.

XII. Sample Bibliography:

- Allison, Dale. *The Sermon on the Mount*, 1999)
- Arnold, Eberhard, *Salt and Light*, 1967
- Augustinus, *The Preaching of Augustine; "Our Lord's Sermon on the Mount,"* 1973
- Barclay, William, *The Old Law & the New Law*, 1972
- Bauman, Clarence, *The Sermon on the Mount: the Modern Quest for Its Meaning*, 1985
- Betz, Hans Dieter. *The Sermon on the Mount: A Commentary on the Sermon on the Mount, Including the Sermon on the Plain (Hermeneia)*, 1995
- Bonhoeffer, Dietrich, *The Cost of Discipleship*, 1960
- Brooks, Oscar Stephen, *The Sermon on the Mount: Authentic Human Values*, 1985
- Carson, D. A., *Jesus' Sermon on the Mount and His Confrontation with the World*, 2004
- Carter, Warren. *What are they Saying About Matthew's Sermon on the Mount?*, 1994
- Chrysostom, *The Preaching of Chrysostom: Homilies on the Sermon on the Mt*, 1967
- Davenport, Gene, *Into the Darkness: Discipleship in the Sermon on the Mount*, 1988
- Davies, William David, *The Sermon on the Mount*, 1966
- Davies William David, *The Setting of the Sermon on the Mount*, 1964
- Dibelius, Martin, *The Sermon on the Mount*, 1940
- Driver, John, *Kingdom Citizens*, 1980
- Friedlander, G., *The Jewish Sources of The Sermon on the Mount*, 1969
- Guelich, Robert A., *The Sermon on the Mount: A Foundation for Understanding*, 1982
- Hughes, Kent. *The Sermon on the Mount: The Message of the Kingdom*, 2001
- Hunter, Archibald, *A Pattern For Life*, 1965
- Jeremias, Joachim, *The Sermon on the Mount*, 1963
- Jordan, Clarence, *Sermon on the Mount*, 1970
- Kissinger, Warren, *The Sermon on the Mount; A History of Interpretation*, 1975
- Lambrecht, Jan, *The Sermon on the Mount: Proclamation and Exhortation*, 1985
- Lamsa, George Mamishisho, *The Kingdom of Earth*, 1966
- Luther, Martin, *The Place of Trust*, 1983
- Massey, I. A., *Interpreting the Sermon on the Mount, In the Light of Jewish Tradition as Evidenced In The Palestinian Targums of the Pentateuch*, 1991
- Miller, John, *The Christian Way: A Guide to the Christian Life Based on the SM*, 1969
- Palmer, Earl, *The Enormous Exception: Meeting Christ in the Sermon on the Mt*, 1986
- Parker, Hankins, *Earth's Greatest Sermon: A Practical Application of the SM*, 1973
- Phillips, John, *The Sermon on the Mount*, 1965
- Pinson, Ernest, *Some Revolutionary Teachings of Jesus In the Sermon on the Mount*
- Scaer, David. *The Sermon on the Mt: The Church's First Statement of the Gospel*, 2000
- Stasson, Glen, & David Gushee, *Kingdom Ethics: Following Jesus in Contemporary Context*, 2003
- Stott, J.R., *The Message of the Sermon on the Mount (Christian Counter-Culture)*, 1985
- Strecker, George, *The Sermon on the Mount: An Exegetical Commentary*, 1988
- Talbert, Charles H. *Reading The Sermon on the Mount: Character Formation and Decision Making in Matthew 5-7*, 2004
- Thielicke, Helmut, *Life Can Begin Again: Sermons on the Sermon on the Mount*, 1963
- Vaught, Carl, *The Sermon on the Mount: A Theological Interpretation*, 1986
- Weakley, Clare, *Happiness Unlimited: John Wesley's Commentary on the SM*, 1979
- Weakley, Clare, *The Nature of the Kingdom: Wesley's Messages on the SM*, 1986

Wierzbicka, Anna. *What Did Jesus Mean?: Explaining the Sermon on the Mount and the Parables in Simple and Universal Human Concepts*