

NTEN5322 SERMON ON THE MOUNT
New Orleans Baptist Theological Seminary
Fall 2018
Dr. Jimmy Dukes

CONTACTS

You may reach the professor by email, which he checks several times daily. The email address is jdukes@nobts.edu.

SEMINARY MISSION STATEMENT

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

**COURSE PURPOSE, CORE VALUE FOCUS, AND
CURRICULUM COMPETENCIES ADDRESSED**

The purpose of this course is to give students the opportunity to examine and understand the English text of the Sermon on the Mount and to motivate them to learn and practice analysis of the text and the presentation of the text in a sermon or teaching context. Students will learn to use the available tools for this process.

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 "characteristic excellence" especially highlighted in this course. **The highlighted core value for the 2017-2018 academic year is Servant Leadership.**

NOBTS also has seven basic competencies that guide our Masters degree programs: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course seeks to increase the student's competency in "biblical exposition."

Course Description

These offerings consist of a thorough study of selected New Testament books or passages 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 a text and applying it in teaching and preaching. Students may repeat this course if the individual biblical books or passages being studied are not duplicated. Prerequisites: BSHM5310 Introduction to Biblical Hermeneutics and NTEN5300 Exploring the New Testament.

Student Learning Outcomes

By the end of the course you will be able to:

- A. Knowledge
 - a. Know the background material for the Gospel of Matthew
 - b. Know the major approaches to the interpretation of the Sermon on the Mount
 - c. Understand the message of the Sermon on the Mount as it applied in the first century and as it applies in the present day
- B. Attitudes
 - a. Accept the teachings of Christ in the Sermon on the Mount as principles for living
 - b. Grow in spiritual understanding of the message of Christ
 - c. Desire to learn better the other biblical material
- C. Skills
 - a. Interpret the message of the Sermon on the Mount through sound exegetical principles
 - b. Develop biblical sermons and/or Bible lessons from the text of the Sermon on the Mount

TEXTS

- A. The primary texts for the course will be the English text of the Sermon on the Mount in two modern translations of the New Testament.
- B. John Stott, *The Message of the Sermon on the Mount*
- C. Charles H. Talbert, *Reading the Sermon on the Mount: Character Formation and Decision Making in Matthew 5–7* (Nashville: Broadman Press, 1992)
- D. D.A. Carson, *Jesus' Sermon on the Mount: And His Confrontation with the World*
- E. Dietrich Bonhoeffer, *The Cost of Discipleship* (New York: Touchstone, 1995)
 - **If you have already bought** Robert Guelich, *The Sermon on the Mount: Foundation for Understanding* (Nashville: W Publishing Group, reprint, 1991), you may use it instead of the Carson book for one of your book reviews.
- F. Other tools will be introduced during the course and you will have the opportunity to purchase them as desired.

STUDENT RESPONSIBILITIES

Make sure you have access to Blackboard before the class begins.

To access Dr. Dukes' notes on Blackboard. . .

Once you have logged onto Blackboard, click on the link for Course Documents. You should see the links for the documents. To simply access and print the notes, click on the link for the document you want to access (it may take a few moments for it to

appear) and click on the print icon on your toolbar. You also may download and save the notes.

Blackboard instructions: **Coming Later**

Instructions for working in the context of the Blackboard format will be provided in the second week of class when the professor has had a chance to review changes with the ITC staff.

To upload your assignments in a file to share with other students. . .

To read the assignments of other students. . .

To upload assignments for the professor and teaching assistant only. . .

If you have any questions along the way, please don't hesitate to be in touch with the professor or ITC on campus.

Student Responsibilities

- **Personal Introduction:** Each student will compose a concise 500 word (2–3 average paragraphs) personal introduction for distribution among class members before the end of the first week of class, which is Aug. 25. 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.)
- *Spiritual:* conversion experience and current church setting

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.

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 Students' 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.

Assignments

1. **Students will read and review** D.A. Carson, *Jesus' Sermon on the Mount: And His Confrontation with the World* **and** *The Cost of Discipleship* (SCM Classics) by Dietrich Bonhoeffer. The reviews must be Turabian style and are due **by the end of Fall Break.**
2. **Students will watch the posted video in Blackboard before each weekly assignment.**
3. **Students will then read** the assigned text of the Sermon on the Mount in two translations of the New Testament and **the corresponding material** in the professor's notes, John Stott, *The Message of the Sermon on the Mount* and Talbert, *Reading the Sermon on the Mount: Character Formation and Decision Making in Matthew 5–7* before each class meeting.
4. Each student **will write a discussion of the assigned passage for each week. The discussions will be posted on the discussion board.** Students are expected to make brief responses to the contributions of at least **four students each week (preferably in a rotation of the class roll).**
5. Each student will write a ten-page exegetical paper (Turabian style, double spaced in an 11 or 12 point type) on a selected text from the Sermon on the Mount.
 - a. **Students may choose the passage for their papers by sending an email to jdukes@nobts.edu** and submitting three choices. Choices will be on a first come, first serve, basis as much as possible, **but the professor reserves the right to reassign passages according to the number of students in the class so that all passages will be covered equitably.**
 - b. *Student requests for the passage assignments must be sent in no later than Monday, August 28, 2017. After that date passages will be assigned by the professor.*
 - c. The paper must be posted on Blackboard. This posting will make the papers available to all students in the class.
 - d. The papers must be posted no later than **the end of Thanksgiving week. Penalties will be assigned for late postings.**

- e. Instructions for uploading and downloading papers on blackboard will be provided. Students who need help in posting the papers also may email blackboardhelpdesk@nobts.edu.
6. Students will have access to the papers of all other students through Blackboard. Download and read the papers before the week of November 11, then we will begin a discussion of the papers in a series of interactive meetings. Detail for the paper reviews will be given before Thanksgiving.
7. **The papers will serve as the final exam for the course.**
8. The paper should include the following:
 - a. An introduction setting the passage in the context of Matthew.
 - b. A main body of exegesis and application. The student should wrestle with the text and write the paper from his or her own perspective with the support of sources discovered.
 - c. A sermon brief or a Bible study outline on the passage.
 - d. **Ten sources should be used, balanced between commentaries, dictionaries, study Bibles, articles from journals, and Internet sources. Do not use more than one devotional commentary and do not use notes from more than one study Bible.** *Sources should be cited with the use of Turabian style footnotes.*
 - e. In a separate section, the student's own summary and conclusions about the meaning and application of the passage, with a sermon brief or Bible study outline.
 - f. A bibliography of sources used in the paper, presented in Turabian style.

Course Grading

- The two book reviews will each count as 20% of the student's final grade.
- Class participation will count as 10% of the student's final grade.
- The weekly discussions on the discussion board will count as 40%
- The paper will count as 30% of the student's final grade.

Please remember that a grade of "A" means that a student has done exceptional work. If a student does good work, but not excellent, the grade will be a "B." Average work earns a grade of "C."

ASSIGNMENTS

Updated 9/1/17/

<i>Week</i>	<i>Instructions</i>	<i>Biblical Texts, professor's notes, Talbert, and Stott</i>
<i>Week 1: Aug 21-26</i>	<i>Introduction to course and students</i>	<i>Read the Intro material in the professor's notes, Talbert, and Stott plus the text of Mt 4:12-5:2</i>
<i>Week 2: Aug 28-Sep 2</i>	<i>Discussion board assignment (5:3-12) +response to others (See #4 under Assignments above)</i>	<i>Read the material relating to MT 5:3-12 Dukes, Stott, Talbert</i>
<i>Week 3: Sep 5-9</i>	<i>Discussion board assignment +response to others (See #4 under Assignments above)</i>	<i>Read the material relating to MT 5:13-26</i>
<i>Week 4: Sep 11-16</i>	<i>Discussion board assignment +response to others (See #4 under Assignments above)</i>	<i>Read the material relating to MT 5:27-37 Dukes, Stott, Talbert</i>
<i>Week 5: Sep 18-23</i>	<i>Discussion board assignment +response to others (See #4 under Assignments above)</i>	<i>Read the material relating to MT 5:38-48 Dukes, Stott, Talbert</i>
<i>Week 6: Sep 25-30</i>	<i>Discussion board assignment +response to others (See #4 under Assignments above)</i>	<i>Read the material relating to MT 6:1-15 Dukes, Stott, Talbert</i>
<i>Week 7: Oct 2-7</i>	<i>Discussion board assignment +response to others (See #4 under Assignments above)</i>	<i>Read the material relating to Mt 6:16-24 Dukes, Stott, Talbert</i>
<i>Week 8: Oct 9-14</i>	<i>Discussion board assignment +response to others (See #4 under Assignments above)</i>	<i>Read the material relating to Mt 6:25-34 Dukes, Stott, Talbert</i>
<i>Week 9: Oct 16-21</i>	FALL BREAK NO CLASS	Book Reviews due Oct 21
<i>Week 10: Oct 23-28</i>	<i>Discussion board assignment +response to others (See #4 under Assignments above)</i>	<i>Read the material relating to Mt 7:1-14</i>
<i>Week 11: Oct 30-Nov 4</i>	<i>Discussion board assignment +response to others (See #4 under Assignments above)</i>	<i>Read the material relating to Mt 6:15-39 Dukes, Stott, Talbert</i>
<i>Week 12: Nov 6-11</i>	<i>Discussion of Papers</i>	<i>Read papers to be assigned</i>
<i>Week 13: Nov 13-18</i>	<i>Discussion of papers</i>	<i>Read papers to be assigned</i>
<i>Week 14: Nov 20-25</i>	THANKSGIVING BREAK	NO CLASS
<i>Week 15: Nov 27-Dec 2</i>	<i>Discussion of papers</i>	<i>Read papers to be assigned</i>
<i>Week 16: Dec 4-7</i>	<i>Discussion of papers</i>	<i>Read papers to be assigned</i>

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