



Course Syllabus

Section 1: Course Information

Format

Eight weeks.

Course ID

BINT 3213

Course Title

Jesus and the Gospels

College

College of Unrestricted Education

Prerequisites

BIBL 2623

Credit Hours

3

Instructor

See the online course in MyFire for instructor contact information and availability.

Course Description

This course studies the life and teachings of Jesus as recorded in the gospels in light of the historical-cultural-geographical setting of the first century. The course emphasizes



the major events of the life of Jesus and his central teachings. The professor may overview all of the Gospels or emphasize one or more of them in this course.

Course Overview

Jesus and the Gospels investigates the four portraits of Jesus as put forth in the four gospel narratives. Each narrative will be given attention and read on its own terms identifying the ways that Jesus is presented in the four gospels. Mark is the roaring lion. Matthew is the wise sage and teacher. Luke is the ox, a sacrificial beast of burden. John is the soaring eagle. Attention will also be given to the historical context and narrative context of the gospels, the synoptic problem, and the historical Jesus.

Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is 10 hours per week.



SEU Mission and Vision Statements

Mission Statement

Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.

Vision Statement

Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern's global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning and service. Each student's divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.

In addition to our mission and vision statement, we hold fundamental truths about the Christian faith that include the following:

- The Scriptures are inspired by God and declare His design and plan for mankind.
- There is only one true God who is revealed in three persons: Father, Son and Holy Spirit (commonly known as the Trinity).
- Jesus Christ, as God's son, was both fully human and divine.

We are proud of our affiliation with the Assemblies of God and our Pentecostal tradition. We are also proud to be a welcoming community for students from all Christian backgrounds and denominations. Our campus includes many Baptists, Presbyterians, Methodists, etc., as well as nondenominational students. Everyone shares a strong



commitment to knowing Christ and making Him known, and we celebrate our theological similarities while appreciating our differences.

Refer to [Human Sexuality](#) for additional details related to What We Believe.

Title IX Statement

Southeastern University is committed to creating an environment for every student to thrive academically spiritually and socially. An aspect of creating this culture is providing avenues for students to discuss and report any activity that may compromise this commitment.

Under a federal law known as Title IX, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).

While students should feel comfortable approaching faculty with issues they may be struggling with or concerns they may be having, students should know that all faculty and staff are required to report certain information about Sexual Misconduct and certain crimes to University administration, in order to help keep the University community safe, and to connect students to all of the resources and reporting options that are available. For example, if you inform faculty or staff (in private or during class discussions) of an incident of Sexual Misconduct, that individual will keep the information as private as possible, but is required to bring it to the attention of the institution's Title IX Office. If a student would like to talk to the Title IX office directly, they can do so by e-mail at smpowell@seu.edu, by phone at 863-667-5236, or in person at Pansler U225. For more information about Title IX reporting options at Southeastern, please go to:

<http://www.seu.edu/titleix>.

If you are struggling with an issue that is traumatic, unusually stressful, or results in disruptive behavior, faculty and staff will likely inform the Care Team. If students would like to reach out directly to the Care Team for assistance, they can do so at the [Campus](#)



[Counseling Center](#) located in Esperanza 303, by phone at 863-667-5205, or by e-mail at care@seu.edu.

Course Materials

- Richard Burridge, *Four Gospels, One Jesus?: A Symbolic Reading* (Eerdmans, 3rd ed, 2014)
- John T. Carroll, *Jesus and the Gospels: An Introduction* (Westminster John Knox Press, 2016)

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Course Topics

The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

- Module 1: Introduction and Jesus in the Gospel of Mark
- Module 2: Jesus in the Gospel of Matthew
- Module 3: Jesus in the Gospel of Luke
- Module 4: Jesus and the Gospel of John

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

1. Articulate the historical, cultural and social background of the Gospels.
2. Identify the differences between the Synoptic Gospels and the Gospel of John.
3. Demonstrate a general knowledge of the distinct themes, teachings and Christology of this literature.
4. Discuss the spirituality the Gospels as embodied in their presentation of Jesus Christ.
5. Demonstrate a knowledge of the ethical teaching of Jesus in this literature.
6. Apply the message of the Gospels to the contemporary church and Christian life.

Key Performance Indicators

Students who successfully complete this course will demonstrate their learning through performance-based activities and assessments. Successful students will:

1. Explain the synoptic problem and the historical Jesus.
2. Discuss the portrait of Jesus as the roaring lion of Mark.



3. Discuss the portrait of Jesus as the wise teacher of Matthew.
4. Act out the teaching of Jesus, specifically the Sermon on the Mount
5. Discuss the portrait of Jesus as the beast of burden of Luke.
6. Discuss the portrait of Jesus as the soaring eagle of John.
7. Write an exegetical paper on a passage out of a gospel.
8. Deliver a sermon from a passage out of a gospel.
9. Act out a spirituality that conforms with the life and teachings of Jesus.

Section 2: Course Policies

Grading Scale

The university's general grading scale is provided in the Academic Policies and Procedures section of the [Southeastern University Catalog](#). All online courses use the following scale:

| Grade Letter | Grade Percentage |
|--------------|------------------|
| A | 94 – 100% |
| A- (minus) | 90% to 93% |
| B+ (plus) | 87% to 89% |
| B | 84% to 86% |
| B- (minus) | 80% to 83% |
| C+ (plus) | 77% to 79% |
| C | 74% to 76% |
| C- (minus) | 70% to 73% |
| D+ (plus) | 67% to 69% |
| D | 64% to 66% |
| D- (minus) | 60% to 63% |
| F | 0% to 59% |

Late Work

None accepted.

Extra Credit

None accepted.



Class Participation

Students are required to login regularly to the online course. The instructor will monitor student activity and participation through MyFire. Students are also required to participate in all class activities such as discussion board posts and responses, chat, or conference sessions and group projects.

Official Email

You are expected to check your SEU webmail account **daily** during the course term. All written correspondence between instructor and student must be handled through the SEU email system.

MyFire Use

Please, make it a habit to always check your MyFire account as messages; assignments, grades, and other important related materials may be posted. It is the student's responsibility to check grades and notify your instructor if you have questions.



Technical Difficulties

Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 Support Center via the links provided in the below Technical Support section.

Be sure your computer system complies with all [SEU Technical Requirements](#). These requirements are listed within MyFire and a [Browser Checker](#) is provided to ensure the browser you are using is compatible with MyFire.

Technical Support

If you have questions or need assistance, you can reach out to our 24/7 Support Center at [1-888-889-6599](tel:1-888-889-6599) or [click here](#) to submit a support ticket via email. *Note: Email response is within 24 hours. If immediate assistance is required, please contact support via phone/chat.* To chat LIVE! with a Support Representative, [click here](#).

Disability Statement

Southeastern University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled. Students with medical diagnoses that qualify them for accommodations must contact ADA services at (863) 667-5283, or e-mail ADAservices@seu.edu. Once medical documentation is provided and a confidential consultation is completed, the student will then be responsible to provide the director of academic and auxiliary services with a list of his or her current professors and their e-mails.



Contact with the Office of Academic and Auxiliary Services is mandatory for each new semester. For more information, visit the SEU [students with disabilities](#) page on our website.

Academic Honesty

Plagiarism is considered a serious academic offense at Southeastern. It undermines the educational process and, when done intentionally, violates the integrity of the community.

Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source.

Plagiarism includes unattributed use of any source, in any medium, published or unpublished.

Examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source
- Copying segments from the work of others without giving proper credit
- Submitting as original work written entirely by someone else

Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words. Ideas and observations original to the writer also do not require citation.

Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

For more information, visit the SEU [Plagiarism page](#) on our website.

Course Evaluation

In order to help us to assess the effectiveness of our courses and instructors, please complete the course evaluation. **If you receive a course evaluation for this course, you are required to complete it.**



Official Withdrawal

To officially withdrawal from this course you must consult the Registrar's Office for details.

Netiquette

General Rules of Netiquette

- Make your messages easier to read by making your paragraphs short and to the point.
- DO NOT SHOUT BY TYPING IN ALL CAPS.
- Utilize humor in appropriate forms. Avoid hostile, abusive, libelous, or rude comments. No vulgar, sexist, racist, biased, or other objectionable language will be tolerated.
- Reinforce others in the course (e.g., "Good presentation!" or "Thanks for the feedback."). Valid criticism is acceptably expressed in the form of thoughtful alternatives. Do not insult or "flame" others.
- Think twice and send once. The old carpenter adage to measure twice and cut once holds great value here. Once you send something not well-thought out you will find it difficult and time-consuming to recover. Think about what you want the group and the professor to think about you.
- Use spell-check and grammar-check. The little errors commonly accepted in email or text-messaging with friends and family are distracting and inappropriate in a college discussion forum.
- In an online discussion forum, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.



- If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.

Section 3: Course Schedule

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by week and include the due dates and point values.

Note: Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

Withdraw: The last day to withdraw from this course is the last day of Week 5.

Module 1 (Weeks 1-2): XX/XX/XX- XX/XX/XX

Aim

Be sure you read the learning outcomes that your instructor has set for this week and then do your best to accomplish them.

- Identify the synoptic problem.
- Recognize the historical Jesus.
- Discuss the historical, cultural, and sociological context of the Gospels.
- Analyze the particular characterization of Jesus in the Gospel of Mark.

Learn

This section lists all your reading assignments and may include additional resources that your instructor is providing to help you complete the activities and assessments for the week.

- Read: Burrige, pp. 1–65
- Read: Carroll, pp. 1–88
- View: Introduction Video

- View: Gospel of Mark Video

Apply

Now you're ready to demonstrate your learning for the week. The items below are those on which you'll be graded this week and may include discussions, activities, assignments, quizzes, exams, and projects.

- Discussion for Module 1
 - ILOs:
 - 1. Articulate the historical, cultural, and social background of the Gospels.
 - 2. Identify the differences between the Synoptic Gospels and the Gospel of John.
 - 3. Demonstrate a general knowledge of the distinct themes, teachings, and Christology of this literature.
 - 4. Discuss the spirituality the Gospels as embodied in their presentation of Jesus Christ.
 - Initial post due: Tuesday of Week 1
 - Peer responses due: Tuesday of Week 2
 - Points: 4
- Reception History Project: Jesus in Popular Culture
 - ILO:
 - Apply the message of the Gospels to the contemporary Church and Christian life.
 - Due: Tuesday of Week 2
 - Points: 4



Module 2 (Weeks 3-4): XX/XX/XX- XX/XX/XX

Aim

- Identify Jesus's ethical teachings, particularly the Sermon on the Mount.
- Discuss the particular characterization of Jesus in the Gospel of Matthew.
- Create a sermon that demonstrates the larger context of the Gospel in which their passage is located.

Learn

- Read: Burridge, pp. 66-99
- Read: Carroll, pp. 89–138
- View: Video on the Gospel of Matthew

Apply

- Discussion for Module 2
 - ILOs:
 - 3. Demonstrate a general knowledge of the distinct themes, teachings, and Christology of this literature.
 - 4. Discuss the spirituality the Gospels as embodied in their presentation of Jesus Christ.
 - 5. Demonstrate a knowledge of the ethical teaching of Jesus in this literature.
 - Initial post due: Tuesday of Week 3
 - Peer responses due: Tuesday of Week 4
 - Points: 4
- Sermon
 - ILOs:

- 4. Discuss the spirituality the Gospels as embodied in their presentation of Jesus Christ.
 - 5. Demonstrate a knowledge of the ethical teaching of Jesus in this literature.
 - Apply the message of the Gospels to the contemporary Church and Christian life.
- Due: Saturday of Week 3
 - Peer responses due: Tuesday of Week 4
 - Points: 4



Module 3 (Weeks 5-6): XX/XX/XX- XX/XX/XX

Aim

- Recognize the particular characterization of Jesus in the Gospel of Luke.
- Discuss Jesus's teachings and spirituality.
- Write an exegetical research paper on a passage from a Gospel account.

Learn

- Read: Burridge, pp. 100-131
- Read: Carroll, pp. 139-184

Apply

- Discussion for Module 3
 - ILOs:
 - 3. Demonstrate a general knowledge of the distinct themes, teachings, and Christology of this literature.
 - 4. Discuss the spirituality the Gospels as embodied in their presentation of Jesus Christ.
 - 5. Demonstrate a knowledge of the ethical teaching of Jesus in this literature.
 - Initial post due: Tuesday of Week 5
 - Peer responses due: Tuesday of Week 6
 - Points: 4
- Exegetical Paper
 - ILOs:
 - 1. Articulate the historical, cultural, and social background of the Gospels.

- 2. Identify the differences between the Synoptic Gospels and the Gospel of John.
 - 3. Demonstrate a general knowledge of the distinct themes, teachings, and Christology of this literature.
 - 4. Discuss the spirituality the Gospels as embodied in their presentation of Jesus Christ.
 - 5. Demonstrate a knowledge of the ethical teaching of Jesus in this literature.
 - 6. Apply the message of the Gospels to the contemporary Church and Christian life.
- Due: Tuesday of Week 6
 - Points: 4



Module 4 (Weeks 7-8): XX/XX/XX- XX/XX/XX

Aim

- Recognize the particular characterization of Jesus in the Gospel of John.
- Discuss Jesus's teachings and spirituality.
- Determine the distinction between the Synoptics and the Gospel of John.

Learn

- Read: Burridge, pp. 132-210
- Read: Carroll, pp. 185-257
- View: Gospel of John
- View: Interview – John Cristopher Thomas

Apply

- Discussion for Module 4
 - ILOs:
 - 2. Identify the differences between the Synoptic Gospels and the Gospel of John.
 - 3. Demonstrate a general knowledge of the distinct themes, teachings, and Christology of this literature.
 - 4. Discuss the spirituality the Gospels as embodied in their presentation of Jesus Christ.
 - 5. Demonstrate a knowledge of the ethical teaching of Jesus in this literature.
 - Initial post due: Tuesday of Week 7
 - Peer responses due: Tuesday of Week 8
 - Points: 4
- Final Exam

- ILOs:
 - 2. Identify the differences between the Synoptic Gospels and the Gospel of John.
 - 3. Demonstrate a general knowledge of the distinct themes, teachings, and Christology of this literature.
 - 4. Discuss the spirituality the Gospels as embodied in their presentation of Jesus Christ.
 - 5. Demonstrate a knowledge of the ethical teaching of Jesus in this literature.
- Due: Tuesday of Week 8
- Points: 100

Section 4: Assessments

Discussion Forums

Description

Discussions will be required throughout the course.

- A student's initial post should be posted by Tuesday of the first week of the module at 11:59 p.m. EST. Video posts are required for each student's initial post.
- In addition to the initial post, students must respond substantially to a minimum of two of their peers' initial posts. These posts must add breadth and depth to the discussion, continue to build on the initial post, and add additional insights and questions. These posts should be made by Tuesday of the second week of the module at 11:59 p.m. EST.

Total Possible Points

16

Grade Weight

15%



Reception History Project

Description

Jesus is a figure who has been portrayed throughout history in a variety of ways. Often movies and art influence our memories and assumptions concerning Jesus even more than the Gospel accounts.

For this project, students will need to:

- (1) Search for a portrayal of Jesus in popular culture. Students have the freedom to seek out a depiction of Jesus in film, a play, a novel, or fine art.
- (2) **Section 1** of the paper will offer a brief overview of the artistic piece that the student has chosen. The majority of this section should offer a summary of the ways that Jesus is portrayed. This part should include the date of the piece and author/director if possible. Section 1 should be around 1 page or 500 words in length.
- (3) **Section 2** of the paper will examine which of the four gospels this artistic portrayal is most influenced by and why their artistic portrayal reminds them of a particular passage. Does the artistic portrayal remind the student of Matthew, Mark, Luke, or John? Jesus raises Lazarus from the dead only in John. Only Luke records the parable of the Good Samaritan. Section 2 should be around 1 page or 500 words in length.
- (4) **Section 3** of the paper will offer some critical reflections, asking the question, in which ways is this portrayal unfaithful to the Gospel account? What artistic licenses were employed by the artist that does not align with the Gospel account.
- (5) **Introduction and Conclusion.** The paper should include an Introduction and Conclusion that clearly ties the project together.



Total Possible Points

4

Grade Weight

15%



Sermon

Description

For this assignment, students will create a sermon that is no more than 5 minutes in length (a homily). The sermon should be recorded and uploaded to a discussion board located on the course site. Sermons can include art of the passage or a PowerPoint presentation, but it is not required. Students have the freedom to choose a passage from one Gospel to focus their homily. Jesus should be a central character in the passage chosen.

Students will be graded on the following:

1. The sound exegesis employed in the homily and the knowledge demonstrated of the larger context of the Gospel in which their passage is located
2. The facility of the student to focus the homily within one Gospel (For example, students who preach on Mark but allude to Matthew in any way will be deducted points.)
3. Visual presentation and the ability to communicate in the homily
4. Keeping the sermon to 5 minutes
5. Two replies that critically engage a student's sermon on the above criteria

Total Possible Points

4

Grade Weight

20%



Exegetical Paper

Description

Students will be required to write an exegetical research paper on a passage listed below from a Gospel account. This paper will be 12–15 pages in length (not counting the cover page). The paper will be exegetical and thereby follow a verse by verse reading format. The student will need to read a passage (see the Exegetical Research Paper Instructions document) from **one Gospel on its own terms** and not allow other Gospel voices to influence their exegesis. This is an academic research paper, which means that scholarly research **must** be referenced and integrated throughout the body of the paper in footnotes.

Total Possible Points

4

Grade Weight

25%



Final Exam

Description

Students should study for the final exam by offering critical reflections of Jesus' particular characterization in each Gospel account. It is suggested that students are especially familiar with Burrige's chapters 2–5. The exam will have 2 essay questions that will ask students to describe Jesus' characterization in each of the gospels. The length of the essays should be around 4 paragraphs in length. The exam will have a one hour time limit (30 minutes should be dedicated to each question). No helps, notes, or readings are allowed during the exam. However, students are permitted to use a bible.

Total Possible Points

100

Grade Weight

25%