

Reformed Theological Seminary  
The Use of the Old Testament in the New Testament  
ON501 (2 Credit Hours)  
Tuesday 8:00am-10:00am  
BS1  
Spring 2014

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### I. Course Objectives

- Develop a method for interpreting the use of the OT in NT.
- Become familiar with the different views of interpretation.
- Grasp the Bible's storyline through both Testaments.
- Understand the connection between the Testaments.

### II. Course Description

- A study of the how the New Testament uses the Old Testament. This course will provide an overview of the history of interpretation, a methodology, and the ability to determine how the New Testament writers make use of the Old.

### III. Texts

- A modern translation of the Bible (e.g., NIV, ESV, NASB)
- Greek New Testament – preferably Nestle Aland (27<sup>th</sup> ed.)
- G. K. Beale, *The Right Doctrine from the Wrong Texts?* (Grand Rapids: Baker, 1994)
- G. K. Beale, *Handbook on the Use of the Old Testament in the New Testament* (Grand Rapids: Baker, 2012).
- Graeme Goldsworthy, *According to Plan: The Unfolding Revelation of God in the Bible* (Downers Grove: InterVarsity, 2002).

### IV. Procedures and Methods

- This class will be a combination of lecture, reading, and discussions. Each class students should be prepared to discuss what they have learned from their reading assignments and take exceptional class notes.
- Though this class is tailored for MDiv students who have a working knowledge of Greek, it is possible for those who do not know Greek to take the class. “Non-Greek” students are required to do all the assignments except translations. Additional reading will be assigned to non-Greek students, however. When doing discourse analyses, non-Greek students must take

their translation from NASB (1995).

## V. Course Requirements

- **Exams-** One exam will be given at the end of the semester. Questions will mainly cover the lectures and assigned reading.
- **Papers-** One paper will be given to provide the student with hands-on experience in interpreting the Use of the Old Testament in the New. Late papers will result in a loss of one letter grade per class.
- **Reading-** Each week reading will be assigned. Reading the assigned passages is required for an accurate understanding of the lectures and discussions. In addition to the weekly reading, students must read through the entire Gospels before exam and Graeme Goldsworthy, *According to Plan* (pgs. 81-234).
- **Weekly Assignments-** Nearly every week, students will be assigned a particular aspect of interpreting the use of the Old in the New (translation, discourse analysis, etc.). Late assignments will result in a loss of one letter grade per class.
- **In-Class Electronics Use-** In light of recent studies and my own classroom experience, students are prohibited from using computers, phones, and tablets during class. Prohibiting electronic use forces the students to focus on the lecture and take better notes. Exceptions are permitted for those with disabilities.
- **Attendance-** Each student is expected to attend all lectures, which comprises 10% of the total grade. *Students who have more than one unexcused absences will be penalized 10 points off the total grade.* Two additional unexcused absences will result in 10 more points, and so on. If you are sick, you must email the professor.

0-1 Unexcused Absences	No Penalty
2-5 Unexcused Absences	-10 Points
6-8 Unexcused Absences	-20 Points
9-11 Unexcused Absences	-30 Points

- **Grading:**
  1. Papers 20%
  2. Rough Draft 5%
  3. Weekly Assignments 25%
  4. Exam 15%
  5. Reading 25%
  6. Classroom Participation/Attendance 10%
- **Grading Scale:** The grading scale for this course is the seminary's grading scale. You may find it listed at the *RTS Catalog*, p.44.
- **Plagiarism:** Any cheating (quiz, paper, exam, etc.) will result in a failure of the course.

## VI. Paper Requirements

- The paper must include your name, date, and word count (footnotes included).
- 14-18 Pages, double-spaced.
- The word count must be between 4500 and 5000.
- It must be in Turabian/Chicago or SBL style.
- The bibliography must be integrated into the footnotes and then appended to the end of the paper in alphabetical order.

## VII. Assigned Reading/Lecture Topic

January 28- Introduction to the Course/Differing Views

**Reading:** Walter C. Kaiser Jr., “The Single Intent of Scripture,” in *Right Doctrine from the Wrong Text?*, 55-69.

February 4- Differing Views Continued

**Reading:** Richard N. Longenecker, *Biblical Exegesis in the Apostolic Period* (2d ed.; Grand Rapids: Eerdmans, 1999), 63-87; Christopher D. Stanley, *Arguing with Scripture* (T&T Clark, 2004), 9-21; G. K. Beale, “Positive Answer to the Question,” in *Right Doctrine from the Wrong Text?*, 387-404.

February 11- Presuppositions of the NT Authors

**Reading:** Beale, *Handbook*, 95-102

February 18- Presuppositions of the NT Authors Continued

**Reading:** Beale, *Handbook*, xvii-54

February 25- Toward a Methodology

**Reading:** Beale, *Handbook*, 55-148 (except 95-102)

March 4- Discourse Analysis

March 11-**SPRING BREAK**

March 18- The Use of the OT in the Gospels

**Weekly Assignment:** Hosea 11:1 in Matt 2:15 (translate Matt 2:13-15)

March 25- The Use of the OT in the Gospels Continued

**Weekly Assignment:** Isa 6:9-10 in Mark 4:12 (translate Mark 4:10-12)

April 1- The Use of the OT in the Pauline Corpus

**Weekly Assignment:** Isa 64:4 in 1 Cor 2:9 (translate 1 Cor 2:6-9)

April 8- The Use of the OT in the Pauline Corpus Continued

**Weekly Assignment:** Gen 2:24 in Eph 5:31 (translate Eph 5:29-32)

April 15- The Use of the OT in Hebrews

**Weekly Assignment:** Ps 8:4-6 in Heb 2:6-8 (2:5-8)

April 22- The Use of the OT in the Petrine Literature

**Weekly Assignment:** Exod 19:6 and Hosea 1:9, 10 in 1 Peter 2:9 (translate 1 Pet 2:9-10 [translation only])

April 29- The Use of the OT in Revelation

**Weekly Assignment:** Dan 7:13 and Zech 12:10 in Rev 1:7 (translate Rev 1:7-8 [translation only])

May 6-8 **FINAL EXAMS**

**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: The Use of the OT in NT (NT501)  
 Professor: Ben Gladd  
 Campus: Jackson  
 Date: Spring 2014

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i>		➤ Strong ➤ Moderate ➤ Minimal ➤ None	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	The course promotes a thorough knowledge of the intersection of the OT and NT in areas such as early Judaism, literary theories, and redemptive history.
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Students are required to pay close attention to details within Scripture, particularly how Scripture interprets itself. A working knowledge of Greek and Hebrew is required.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Of great value to this course is the self-attesting nature of Scripture.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	As students are exposed to the various facets of biblical theology, their hearts will naturally be warmed and draw closer to Christ.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Moderate	Students will see first hand the biblical worldview of Scripture and will learn to forge theirs accordingly.
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	Many evangelicals and non-evangelicals disagree on how the two Testaments relate, but we can learn from both groups.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	This course lends itself to preaching in that students will gain an appreciation for how Scripture interprets itself, so they in turn can interpret it for their congregations.
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	Students will have a better understanding of redemptive history, giving them a fresh view of Christ.
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings;		For students to become good pastors,

	and encouraging a concern for non-Christians, both in America and worldwide.	Moderate	they must have a robust understanding of Scripture's storyline and the centrality of Christ.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Grasping how Scripture interprets itself gives students the foundation to form convictions and engage the church as a whole.