



B360 Hebrews

3 credits. Prerequisites: B115 Introduction to the New Testament and B119 Bible Study Methods.

 Saskatoon Campus  Livestream  Video on Demand

May 5–9, 2025

Module F; Summer 2025

Monday – Friday, 9:00am – 4:00pm SK
(11:00am – 6:00pm ET)

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Please note: This course includes reading before the module (Due: May 4).

1. Scripture: Hebrews
2. *Bible Speaks Today Study Bible* on Hebrews
3. Hebrews 11 in the NIVAC

Course Goals

Course Description

This course will provide an opportunity for careful exegetical and theological study of the letter to the Hebrews. While the study includes a consideration of date and authorship, historical context, and genre, students will also be invited to grapple with the relevance of the letter for the contemporary church.

Relationship to MCS-Horizon's Mission

This course contributes to Horizon's mission through exploration, engagement, and application of Hebrews, focusing on the enduring faith and resilient character needed for church leadership today.

Core Competencies and Learning Outcomes



To demonstrate competency in *Biblical and Theological Literacy*, students will

1. Interpret Hebrews in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
 - *Assessment:* Reading Assignment; Biblical Theology Paper
2. Describe the key interpretive issues that are critical for understanding Hebrews.
 - *Assessment:* Reading Assignment
3. Identify and explain key emphases and their significance within Hebrews.
 - *Assessment:* Reading Assignment; Hall of Faith Character Presentation

4. Explain how the theological witness of Hebrews speaks to the way we think, live, and minister today.
 - *Assessment:* Reading Assignment; Hall of Faith Character Presentation; Biblical Theology Paper
5. Demonstrate exegetical and biblical theology skills in exploring a passage in Hebrews.
 - *Assessment:* Hall of Faith Character Presentation; Biblical Theology Paper

Course Work

Required Readings

Grindheim, Sigurd. *The Letter to the Hebrews*. Pillar New Testament Commentary. Grand Rapids, MI: W. B. Eerdmans, 2023. ISBN: 978-0802875716.

DTL: <https://thedtl.on.worldcat.org/oclc/1395181729>.

Guthrie, George. *Hebrews*. The NIV Application Commentary. Grand Rapids, MI: Zondervan Publishing House, 1998, pp. 371-394. Available on Populi.

NIV BST Bible Speaks Today: NIV BST Study Bible. Downers Grove, IL: IVP, 2020. ISBN: 978-1783596133.

Course Pack. An electronic copy of notes will be available on the first day of class.

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

1. *Reading Assignment – 25%*

Students are to read the Scriptures and all sections in the *Bible Speaks Today Study Bible* for Hebrews (one introduction + 30 panels = ~33 pages; a panel is a condensed commentary on that portion of Scripture. E.g., Hebrews 1 has 2 panels: 1:1-3 The Majestic Christ; 1:4-14 Superior to the Angels). The purpose of this assignment is twofold: for students to understand the key interpretive issues and emphases and how they are relevant for us today and to lay the groundwork for a Bible study on the book of Hebrews. They must include the following:

- a. A statement with the percentage of material read for both the Bible and study notes (e.g., “I have read 100% of Hebrews and 90% of the study Bible”).
 - **Under this assignment in Populi comments, post the percentage of prework reading you have done by May 4.** If you have not, the assignment will be considered late and you will receive a grade of 0 until you finish the reading.

- b. For the introduction to Hebrews in the Study Bible:
 - List the most important details concerning background and setting.
 - Regarding theme and relevance, what are you most excited about exploring further?
- c. For each panel:
 - Outline 2-3 of the main points of the passage.
 - Include at least one comment or Bible study question of your own that helps explore the passage further (e.g., In Hebrews 1:4, what does it mean that Jesus inherits a more excellent name?).
- d. Choose any 6 of the Hebrews panels in the study Bible and write a one-page response to the questions for each (questions are found at the bottom of each panel; one page per panel). In your paper, include the full question you are answering.

- Related learning outcome(s): #1, 2, 3, 4
- **Assignment length:** 10-12 pages
- **Reading due date:** May 4
- **Paper due date:** May 26

2. *Hall of Faith Character Presentation and Paper* – 35% (15% Presentation; 20% Paper)

Students will choose a character from Hebrews 11 in order to present their findings to the class. Class time will be provided to work on the presentation, but students must do the pre-course reading to be adequately prepared (full instructions for presentation will be given in class).

- a. In preparation for this assignment, read the section on Hebrews 11 in the *Hebrews*, NIVAC, pp. 371-394 (available on Populi)
 - **Under this assignment in Populi comments, post the percentage you have read of this section in the commentary by May 4.** If you have not, the assignment will be considered late, and you will receive a grade of 0 until you finish the reading.
- b. On Friday, May 9, each student will conduct a 5–7-minute class presentation. An online sign-up for a character from Hebrews will be made available on Populi starting on May 5 at the end of class (4pm). Each character can only be signed up for by one student; first come, first served.
 - VOD students must complete the assignment as given; however, instead of an in-class presentation, they will record themselves and upload their video to Padlet by May 21. **VOD Students must not watch the Day 5 videos until they have uploaded their own presentations to Padlet so that they are not given an unfair advantage.**
- c. Time will be given each day during the modular week to work on it, with guidance provided by the professor.
- d. Main areas to consider for the presentation:
 - Introduction/Conclusion (engagement and connection)
 - Hebrews Context
 - Biblical Theology
 - Application
 - Organization
 - Timing

- e. Additionally, each student is to write a 4–5-page character study. Follow the MCS-Horizon Format Guide, paying particular attention to:
- Introduction, thesis, conclusion, and bibliography.
 - i. Headings should be used to summarize your work in each section.
 - ii. Thesis: the part of the introduction that explains the purpose of this paper and how you will accomplish it.
 - Explain the character’s place in the chapter and its contribution to Hebrews (1 page).
 - Explain the OT background that Hebrews is drawing on, relating how knowing the biblical story helps (2 pages).
 - Explain how the author might expect his audience to respond, as well as how the story might be applied today. Include two or three questions that support pondering our place in the story (1 page).
 - Evidence of research is expected. Minimum 5 sources, including the assigned reading (NIVAC), the BST Study Bible, PNTC on Hebrews, and at least one OT commentary on your character.
- Related learning outcome(s): #3, 4, 5.
 - **Assignment length:** 5–7-minute presentation; 4-5 pages.
 - **Reading due:** May 4
 - **Presentation Due date:** May 9
 - **Paper Due date:** June 2

3. *Biblical Theology Paper* – 40%

Students are to write a paper on a theme in the book of Hebrews, which includes an exegetical study in a passage, tracing that theme, first through the book of Hebrews, and then through both the Old and New Testaments. The student must also explain significance of the theme for the church today.

- a. Choose a theme (a person, place, event, characteristic) in the book of Hebrews. Some possibilities are Christ’s priesthood, tabernacle, angels, worship, covenant, God’s wrath, promises, the Son’s exaltation, inheritance, and sacrifices.
- b. Conduct an exegetical study of a passage in Hebrews where the theme is central. Include a word study in context, directly related to the theme. Students are to trace the theme through the book of Hebrews, explaining its development. (4 pages)
- c. Students are to explore the theme through the biblical story, noting significant developments, especially the place that Christ has in regard to the theme. Explore 2-3 passages in both the Old and New Testaments where this theme is found, describing its development, being particularly aware of the place that Christ takes. (3 pages)
- d. Students are to explain the significance of the theme for the church today. While this may have a personal, reflective component (how it affects them), it also should contain research from devotional and academic works. (1 page)
- e. Follow the MCS-Horizon Format Guide, paying particular attention to:
 - Introduction, thesis, conclusion, and bibliography.
 - Titles should be used to summarize your work in each section.
 - Thesis: the part of the introduction that explains the purpose of this paper and how you will accomplish it.

- Students are expected to use Scripture, commentaries (minimum three NT commentaries including textbook and one OT commentary), biblical theology monograph (minimum one; e.g., NSBT), articles (minimum one), class notes and discussion.
- See Exegetical Paper Instructions, which includes a suggested outline for biblical theology papers, located on Populi.
- Related learning outcome(s): #1, 4, 5.
- **Assignment length:** 8-9 pages
- **Due date:** June 13

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have mostly the same assignment due dates as in-class students. Adjustments include:
 - Hall of Faith Character Presentation: due May 21. Paper is due June 2 (same as other students).
- Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due May 12 at 11:59PM
 - Day 2 Lectures and Report due May 12 at 11:59PM
 - Day 3 Lectures and Report due May 19 at 11:59PM
 - Day 4 Lectures and Report due May 19 at 11:59PM
 - Day 5 Lectures and Report due May 23 at 11:59PM
- For each module day, according to the schedule indicated above, VOD students will submit a report on Padlet (2-3 minutes) that 1) affirms you have watched the required recording for the last six hours of class time, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD daily submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

			Weighting
Readings (distributed in assignments 1&2)	6hrs	May 4	Pass/fail
Classroom time	30hrs	May 5-9	
1. Reading Assignment (Paper)	12hrs	May 26	25%
2. Hall of Faith Character Presentation and Paper	16hrs	May 9; June 2	35%
3. Biblical Theology Paper	30hrs	June 13	40%
Total =		~94 hrs	

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Class & Reading Schedule

Date/Time	Content/Discussion	Assignment/Reading
May 4		<i>Reading Statement in Populi:</i> 1. Scripture and <i>NIV Bible Speaks Today</i> . 2. Hebrews 11 in the NIVAC
May 5	Syllabus In-class time to organize calendar Hebrews Overview Background Issues Hebrews 1:1-4 Discussion: What's the value of the OT for the Christian? Hebrews 1:5-14 Discussion: What role do angels play in God's plan of salvation? Hall of Faith Presentation Work Time	
May 6	Hebrews 2:1-4 Discussion: Warning Passages – Clue to the sermon's purpose Hebrews 2:5-18 Discussion: Clue to the Sermon's Content Hebrews 3:1-6 Discussion: The Son is greater than Moses Hebrews 3:7-19 Discussion: Warning from the Wilderness Generation Hebrews 4:1-13 Discussion: Will we enter God's Rest? Hebrews 4:14-16 Discussion: Our High Priest Grants us Access Hall of Faith Presentation Work Time	
May 7	Hebrews 5:1-10 Jesus' Prayer Ministry Hebrews 5:11-6:20 Discussion: What do we need to Complete the Race? Mature Endurance	

	Hebrews 7 Discussion: Jesus' Melchizedekian Priesthood Hall of Faith Presentation Work Time	
May 8	Hebrews 8 Discussion: What Covenant Does Jesus' Effect? Hebrews 9 Discussion: The Place and Position of Jesus' High Priesthood Hebrews 10:1-18 Discussion: Jesus the High Priest Offers His Own Body as the Perfect Sacrifice Hebrews 10:19-39 Discussion: What is our Responsibility, considering what God has done in Christ? Hall of Faith Presentation Work Time	
May 9	Final preparation for the Presentations Hebrews 11 – Filling in the gaps Hebrews 12 Discussion: How can we endure? Discipline, holiness, and hope Hebrews 13 Discussion: Called to love, suffer with Christ, and serve as priests submitted to authority	Hall of Faith Presentations
May 26		<i>Reading Assignment Paper</i>
June 2		<i>Hall of Faith Character Paper</i>
June 13		<i>Biblical Theology Paper</i>

- First submissions of assignments will not be accepted after June 20.
- Revisions will be requested throughout the course. Please watch Populi for more information.
- No resubmission of assignments will be accepted after July 4.

Academic Policies

General Assignment Guidelines

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@horizon.edu).

Class Attendance (On Campus or Livestreaming)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they

will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

MCS-Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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