

Hebrews-Revelation/ NT5350

Spring, 2026

I. Details

- A. Time: Tuesdays, February 3-March 31 **6-9pm**, April 7-May 12 **6-9:30pm**
- B. Professor: Michael J. Kruger
 - 1. Email: mkruger@rts.edu
 - 2. Office: E Building, First floor
 - 3. Office hours: Feel free to stop by, or make appointment.
 - 4. TA: Faith Key: fkey@rts.edu

II. Purpose

- A. To gain familiarity with the contents of the General Epistles and Revelation
- B. To gain acquaintance with the main theories of authorship, origin, and compositional structure of these books.
- C. To understand and interact with significant critical approaches so as to glean common grace insights from them as well as critique their major problems.
- D. To understand the major Biblical-Theological (BT) categories in these books, as well as their contributions to Systematic Theology (ST).
- E. To grow in personal responsiveness to the message of these books: faith, repentance, humility, obedience, joy, etc.

III. Course Requirements

- A. Faithful class attendance
 - Attendance is vital: to miss one day of class is to miss three lectures
 - Expect class participation when applicable
 - Feel free to ask questions during lecture
- B. Read Hebrews-Revelation through twice in English. To signify that you have completed this reading you must submit your own outline of each book on the last day of class, **by 11:59pm (May 12)**. *Each* outline must be approx. 2-3 pages (**double spaced**) in length for the larger books (Hebrews and Rev.) and approx. 1 page for the shorter books. Outlines need to use standard format, Roman numerals (I, II, etc.) with indentations (A, B, etc.), and not be copied from any other source. *They must be reflective of your own efforts to summarize* and order the contents of each book.
Submit your outlines online through Canvas. Please submit **1 document in PDF format** containing all 9 outlines.
- C. Research Paper
 - Serious research paper approximately 15 typed pages (**1.5 Spaced**) in length (20 pages max) due on (or by) **May 14 by 11:59pm on canvas**.
 - Standard *SBL* format, as outlined in, *The SBL Handbook of Style*, 2nd ed. (SBL Press, 2014). (Book is available in the library, but you should own your own copy). The paper should have single-spaced footnotes (not endnotes) and resemble the articles found in the standard journals; e.g., *JBL*, *JTS*, *JETS*, *NTS*, etc.

- Paper must include a properly formatted bibliography at the end and title page at the beginning.
- Research paper must contain citations of at least two journal articles.
- Paper options:
 - 1) Exegesis of a text, highlighting its distinctive contribution to the book's message, taking into account both its immediate and larger historical context.
 - 2) A biblical-theological study of any major or minor theme within any of the books in Hebrews-Revelation.
 - 3) A historical study of an aspect of the origins of one of these books; e.g., the relationship between Jude and 2 Peter; canonicity of Revelation, etc.

Additional Note: RTS Charlotte wants to promote the writing of good research papers among the students and wants to encourage students when they write good papers. One paper from this class could be chosen as the best paper of the class. The professor will notify the student that his/her paper has been chosen. The student will then submit that paper to the dean (janderson@rts.edu), preferably in the pdf format. The paper will then be posted on the RTS Charlotte website at *Pen and Parchment: An Archive of the Best Student Papers at RTS Charlotte*.

- D. Complete the required reading in preparation for class sessions and examinations.
- E. Midterm Exam is to be taken out of class anytime between March 11 and March 24, covering lectures through March 10, and a Final Exam covering the remaining lectures to be taken during the final exam period, May 14 to May 19.

Extensions Policy for Assignments: In extenuating circumstances, a deadline extension of **up to one week** may be granted at the discretion of the professor. Requests for extensions of **more than one week** must be submitted to the Registrar for consideration by the Academic Dean in consultation with the professor. Extensions are granted only for significant emergencies or unforeseen circumstances, and a grade penalty may be applied. *All extension requests must be made prior to the assignment deadline.* No retrospective extensions will be granted.

For detailed instructions on the midterm exam procedure, see Appendix 2.

IV. Grading

- A. Heb-Rev readings and outlines—10%
- B. Research Paper—30%
- C. 2 Exams—60% (30% each)

V. Textbooks/Readings

- A. Michael J. Kruger, ed., *A Biblical-Theological Introduction to the New Testament: The Gospel Realized* (Wheaton: Crossway, 2016).

- B. George Eldon Ladd, *A Theology of the New Testament*, revised ed. (Grand Rapids: Eerdmans, 1993).
- C. William Hendriksen, *More than Conquerors*, (Grand Rapids: Baker, 1994).
- D. Richard Bauckham, *The Theology of the Book of Revelation* (Cambridge: Cambridge University Press, 1995).
- E. Geerhardus Vos, *The Teaching of the Epistle to the Hebrews* (Phillipsburg: P&R, 1956).
- F. Michael J. Kruger, "The Authenticity of 2 Peter," *JETS* 42 (1999) 645-671. [provided on Self Service]
- G. Michael J. Kruger, *Canon Revisited: Establishing the Origins and Authority of the New Testament Books* (Crossway, 2012).

VI. Schedule and Required Reading Assignments

<u>Week 1—Feb 3</u> <i>Hebrews</i> Kruger (<i>BT Intro</i>), 411-435 Vos, 49-88 <u>Week 2—Feb 10</u> <i>Hebrews</i> Vos, 91-124 Ladd, 617-633 <u>Week 3—Feb 17</u> <i>James</i> Kruger (<i>BT Intro</i>), 437-451 Ladd, 634-639 <u>Week 4—Feb 24</u> <i>1 Peter</i> Kruger (<i>BT Intro</i>), 453-469 Ladd, 640-648 <u>Week 5—March 3</u> <i>1 Peter, 2 Peter</i> Kruger (<i>BT Intro</i>), 471-481 Ladd, 649-656 <u>Week 6—March 10</u> <i>2 Peter</i> Kruger (2 Peter Article), 645-671 <u>Week 7—March 17</u> Spring Break NO CLASS	<u>Week 8—March 24</u> NO CLASS <u>Week 9—March 31</u> <i>1 John</i> Kruger (<i>BT Intro</i>), 483-508 Ladd, 657-665 <u>Week 10—April 7</u> <i>The NT Canon</i> Kruger (<i>Canon Revisited</i>), All <u>Week 11—April 14</u> <i>Revelation</i> Kruger (<i>BT Intro</i>), 517-554 Ladd, 669-683 <u>Week 12—April 21</u> NO CLASS <u>Week 13—April 28</u> <i>Revelation</i> Bauckham, (all) <u>Week 14—May 5</u> <i>Revelation</i> Hendriksen (all) <u>Week 15—May 12</u> *Outlines Due
--	---

APPENDIX 1

RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

APPENDIX 2

RTS Charlotte Student Instructions for Finals using LockDown Browser

1. Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link:

<https://download.respondus.com/lockdown/download.php?id=998253613>

- a. This link is ONLY for RTS students and covers Mac and Windows applications.
- b. Be sure that you are able to log in to your Canvas account from the LockDown Browser before the day of the exam.
- c. If you use internet filtering software (for example, Covenant Eyes) you may need to disable it before beginning an exam with LockDown Browser. Some types of filtering software can block your computer's connection to Canvas. Also, please be sure to add an exception for our Canvas URL: <https://rts.instructure.com>

2. The exam proctor should not be a current RTS student (current = taken a class within the past year but not yet graduated) or a member of the library staff.

3. The proctor must observe the student taking the exam and ensure that there are no devices or resources available other than the computer being used for the exam.

4. Access the exam during the date window specified for that exam.

- a. Sign in with the proctor.
- b. Start the LockDown Browser application using a wired or known reliable Wi-Fi connection. We do not recommend using restaurant or coffee shop Wi-Fi to take exams.
- c. Have your student ID number and proctor details available to input into the exam.
- d. Log in to your Canvas account.
- e. Navigate to the exam. You will not be able to access the exam with a standard web browser. For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF).
- f. The time clock will begin once you open the exam.
- g. The exam must be completed in one sitting. You may not exit and return to the exam later.
- h. The exam will contain questions regarding an honor pledge, and certification that your proctor was present during the entire exam period.
- i. Sign out with the proctor.

5. Proctors may be contacted to verify information regarding exam administration.

6. In the rare case of a technical issue (for example, if power goes out during exam) the proctor will document the date and time when the issue was reported. Once you open the exam using the LockDown Browser, you will not be able to access other programs on your computer.

APPENDIX 3

RTS Artificial Intelligence Policy

Artificial Intelligence Policies for Use in Coursework

RTS has instituted the following policy pertaining to the use of AI-enabled tools (including, but not limited to, generative chatbots like ChatGPT and Claude, writing assistants like Grammarly, and other AI-enabled assistants like Google Gemini, Microsoft Copilot, and Apple Intelligence).

It is noted that the policy below does allow for a limited use of AI. This will be the default RTS policy. *A professor, however, has the right to modify this policy, including denying the use of AI altogether. Any modifications to these policies by a professor for a specific RTS course will be explicitly noted by the professor.*

Gathering research leads: AI-enabled tools may be employed in a manner similar to using Wikipedia, blogs, social media, or other online sources in generating basic raw material (e.g., “What verses in the Old Testament use the word ‘covenant’?”) or leads for further reading (e.g., “What recent books deal with the topic of divine simplicity?”). Such uses *do not generally have to be disclosed*, but the student is encouraged to consult with the professor of record if there are any questions or doubts. Note: even the best AI tool is not infallible and often generates junk data; the student is, therefore, fully responsible for vetting the accuracy or validity of any such information generated.

Generating or analyzing content: AI-enabled tools may be used to generate small portions of content that would be used in a manner equivalent to quoting a commentary or other written or digital sources. Any use of such information in an assignment, either through direct quotation or indirect summarization, must be fully disclosed in keeping with the guidance provided by the Chicago Manual of Style and APA. The following examples illustrate appropriate methods of citation.

Footnoting direct usage (e.g., quotation) of the result generated by an AI tool:

1. Text generated by ChatGPT, Open AI, March 7, 2024 (<https://chat.openai.com>).
2. Text generated by Claude, Anthropic, March 20, 2024 (<https://claude.ai>).

Footnoting indirect use of AI results that are further modified/summarized by student:

3. ChatGPT, response to “What are the differences between Calvinists and Arminians concerning regeneration?” OpenAI, March 12, 2024.
4. When given a prompt of “What is the traditional Reformed view of church discipline,” the Claude-generated text outlined three reasons: “Obedience to God’s word,” “protection of the

church,” and “restoration of the sinner” (<https://claude.ai>, April 2, 2024; see Appendix A for the full transcript).

Bibliographic entry

CMS/SBL: OpenAI, ChatGPT [large language model]. March 7, 2024.
<https://chat.openai.com>.

APA: OpenAI (2024). ChatGPT (March 7 version). [Large language model]. <https://chat.openai.com>.

Proofreading: AI writing assistants (e.g., Grammarly) *may* be used for standard help with basic spellchecking and grammatical proofreading; such uses *do not have to be disclosed*. However, AI may not be used to *fully rewrite* sentences or paragraphs.

Creative process and textual composition: All writing in every course assignment must be, for all intents and purposes, the original work of the student. Thus, AI *may not* be used to generate key components of a writing project that are aimed at cultivating certain competencies in the student, such as thesis/topic sentences, outlines, critical engagement with other views, and so forth. In addition, AI may not be used to write full sentences or paragraphs.

Other: AI-enabled tools *may not* be used in any way for online-discussion forum posts (e.g., TDQs), response papers, quizzes, and examinations.

Penalties

Illegitimate uses of AI are subject to penalties in line with the severity of the violation, ranging from letter-grade reductions, a grade of F for a course, or academic probation.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: NT5350 Hebrews-Revelation
 Professor: Dr. Michael J. Kruger
 Campus: Charlotte
 Date: Spring 2026

<u>MDiv* Student Learning Outcomes</u> <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> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<u>Rubric</u> • Strong • Moderate • Minimal • None	<u>Mini-Justification</u>
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	- Theology of Heb-Rev - Historical background of Heb-Rev - Significant paper on Heb-Rev
Scripture	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	- Focus on exegesis and understanding the text - Use of original languages - Application to modern circumstances
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	- Discuss aspects of Reformed theology in these books, such as eschatology, kingdom of God, and structure of the covenants.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	- Texts of Heb-Rev applied to the lives of the students
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	- Content of Heb-Rev applied to various aspects of life (e.g., church, work, society, etc.)
Winsomely Reformed	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	- Survey of critical scholarship and its relevance/application for evangelicals; students are taught good aspects and bad aspects of critical thinking. - Other theological approaches are surveyed and critiqued in a respectful manner.
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Moderate	- Students are encouraged to consider their shepherding role and the application of Heb-Rev to this calling. - Discussion of shepherding and protecting the flock in the midst of heresy