

NEWTS–Module A & B – Introductory Exegetical Study of Hebrews
Caleb Institute—Course Syllabus

Module Hebrews A February 4–March 7; Module Hebrews B March 10–April 11

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WELCOME:

Welcome to the exciting opportunity to study the only extant full length first-century sermon in the New Testament, called Hebrews. We are not the original listeners, yet by listening, there is much we can learn to bring us to maturity in our message of Jesus the Son of God in the gospel. The author even concludes that by our understanding of the solid food of his message about Christ, we can discern both good and evil teaching (cf. Heb 5:14).

CLASS COMMUNICATION:

As part of the author of Hebrews's model (Heb 10:25), it is important to build a relationship of encouragement in discipleship together. This class is designed for more than information, it offers an opportunity to listen to a first-century sermon about the living God speaking and listeners responding by hearing and drawing near. Thus, this is an opportunity to grow together in greater maturity in the Kingdom work of Christ in the goal of becoming better fellow servants of God through Christ in the assembly of his churches on earth.

Therefore, I will contact you in several possible ways: 1) A few minutes weekly just to see how you are doing and any specific needs (life-sharing, prayer requests, information, questions, textual interpretation, etc. Please respond by WhatsApp in the Questionnaire about yourself for best times. 2) Through an announcement to the class on WhatsApp. 3) Through an answer to a question for the professor on WhatsApp (see below). 4) Via email. *It is your responsibility to make sure you check for any messages often.* Our communication works both ways so do not be bashful in areas that will help you successfully get the most out of this course for growth in the walk with Christ.

Contacting the professor: Feel free to call or email me directly for emergencies, private matters, or just to check on how I am doing. You are +11.5 hours ahead of me, so be patient with texts during the day after 10:00 AM. I will answer as soon as possible when I rise in my morning. I very much want to be in communication with you, but beyond our private WhatsApp chats together, I would like others to benefit from conversational discussions if at all possible.

First, for discussion generally in a classroom, take time to read any questions from other students in Chat posts since the last class, since your question may have already been asked and answered. (If you ask me privately on WhatsApp or Zoom scheduled appointment, I after answering you, I will ask you to post the question and my answer so that others can benefit from our discussion.) If your question is not private, post your questions and discussion for me in the **WhatsApp Chat**. You can ask privately if the question is personal or embarrassing. I will

normally try to answer your question within 24 hours (weekends excluded) since you are +11.5 hours ahead.

Second, my text-phone-WhatsApp and email are: 1-870-834-4461 US and wmwhenryjr@gmail.com. Please put this information in your contacts information. This is by far the best way to contact me directly. Since I am a bi-vocational instructor/physician, please be a good steward of the Lord's provided time. Anything that might normally be brought up as a question in a Zoom classroom can be asked on WhatsApp.

Contacting other students: Feel free to make comments or ask questions in the **WhatsApp**. Always use courtesy and discretion. Keep in mind that written statements may appear stronger than spoken statements.

Prayer Requests: Please post prayer requests in the Chat of WhatsApp so that the professor and other students can lift up these up to God with you. Identified or anonymous prayer requests are welcome.

COURSE DESCRIPTION:

A critical exegetical analysis of the Hebrews homily based on the Greek Text through the lens of the living God speaking. This will include developing skills in methods of evaluation in a detailed grammatico-historical exegesis which is four-fold: 1) basic syntactical and critical analysis, 2) a semantic and linguistic analysis, 3) structural discourse, literary stylistic, and rhetorical analysis, 4) followed by a thought structure analysis. Once analysis is completed and assimilated, then determine the hermeneutical implications of the sermon. This analytic evidence and hermeneutic for the original author and hearers from the Greek Text should then be placed its Judeo-Hellenistic synagogue contextual setting in exposition.

COURSE PREREQUISITES: The student should have completed basic and advanced Greek.

COURSE OBJECTIVES: The student who completes this course should demonstrate the ability:

1. Understand the importance of interpretation of the book of Hebrews from a sound exegetical base.
2. Identify and distinguish different grammatico-historical methods of analysis on a beginning level and apply these to a small discourse of text.
3. Identify the genre and hermeneutic used by the author in his sermon.
4. Determine the likely background for the sermon in the Judeo-Christian synagogue and the sermons place in the congregation when delivered.
5. Become familiar with common scholarly issues and literature available to investigate these issues.
6. Read Hebrews regularly so that the sermon is fresh in the mind during reading of other opinions concerning various aspects.

COURSE TEXTS:

Henry, William W. Jr., *Atonement & Logic of Resurrection in Hebrews 9:27–28: Jesus's Ministry to Lead Believers for Salvation into Heaven a Very Little While after Individual Death & Judgment*. Wipf & Stock, 2024. A PDF copy is supplied. Please do not share this since it is copyrighted by law.

Greek Exegetical Commentary of Student Choice. Please submit your choice(s) to enhance your study. If needed, the instructor can recommend several good choices or feel free to review the commentaries section of the Select Bibliography below.

Occasional optional PDF papers will be provided for the student experience. These will provide insights into textual issues for consideration.

COURSE REQUIREMENTS:

Textbook reading Requirement: The student will read the provided textbook assignments from Henry, *Atonement & Logic of Resurrection in Hebrews 9:27–28* + a corresponding section in at least one or more Greek Exegetical Commentary on Hebrews of choice.

1. Class participation. 10% of grade for active, thoughtful, and consistent participation in class showing evidence of completion of reading. Follow the timing on the class schedule below.

In Session 1 please introduce yourself to the class. We want to get to know you! A questionnaire will be posted on WhatsApp, which you say what you have learned from the class. Your honest evaluation will be used for future class improvement.

Comprehensive Class Involvement: Each part of the course is important for the proper learning experience of exegetical study of a New Testament work. Therefore, at the professor's discretion, a student who fails to adequately attempt one or more parts of the coursework may fail the course, even when he or she has an overall passing grade otherwise. So do not plan to skip any part of the coursework, imagining that you will make it up in some other area.

2. Textbook & Hebrews reading Requirement: 10% of grade. The student will read through the entire Letter to the Hebrews each week (4 times for each for both Module A & B [total 8 times]) and the assigned textbook by the Final due date. For each week you should have read completely through Hebrews fully in a textually accurate translation (NRSV, NASB, ESV, etc.). Also, read at least one chapter in the Greek Text. Answer the question by WhatsApp at your Final Module A and B submissions and indicate that you have read Hebrews through 4 times [for each module] and the required text reading by answering the simple question pool on WhatsApp. These may be read early.

3. Attend Class: 10% of grade. (Zoom/Zoom Recording): The Zoom classed will be recorded for each class meeting if you have to miss a class due to illness or other obligations. Feel free to ask the instructor for access to the recording to maintain attendance.

4. Hebrews Translation: 10% of grade. For each class, you should have translated the assigned text. You may use any tools available. This includes Bible Software of choice with note taking capability to preserve your work for your future use. You can develop your own system of note taking. This does not have to be pretty or a certain format. You need to be able to retrieve what you have learned/researched later and correct/amend findings as you grow in Greek exegesis.

5. Hebrews Translation Notes: 10% of grade. This includes Bible Software of choice with note taking capability to preserve your work for your future use. You can develop your own system of note taking. This does not have to be pretty or a certain format. You need to be able to retrieve what you have learned/researched later and correct/amend findings as you grow in Greek exegesis.

6. Literary Discourse Links and Dynamic Conclusions: 10% of grade. The links from discourse unit to unit that indicate unit shifts should be worked out in your notes. Also, your notes should contain your own hearing of God's speech to the point of message. These can be used for your final in Module B, so you need to keep up less this affects your final grade.

7. Module Final: The final allows you to complete a unit translation and evaluation on your own. You may use any resource available (people, software, books, family, friends, etc.), as long as the source is in your translation notes. E.g., Shingnaisui consultation might be coded as Shing = xyz or Allen, *Hebrews*, 301, the The exercise is designed for you to listen to God's speech on your own. Your grade is not based on my opinion about listening accuracy as much as listening with good Greek exegetical skills for the author's meaning of the text in context, rather than proof text for one's favorite theologically distantly related issue. As long as your notes support proper possible form, this is what matters. I don't have to agree, but only see that you have made good sound effort in your search using Greek tools to hear what God is saying.

COURSE GRADING:

Class Participation	-	10%
Hebrews & Textbook Reading	-	10%
Class Attendance (Zoom/Zoom Recording)	-	10%
Hebrews Translation Submitted	-	10%
Translation Notes Submitted	-	10%
Literary Discourse Links & Dynamic Conclusions	-	10%
Final	-	40%

GRADES:

Grades will be determined by the following scale: 100-98 (A+); 97-93 = A; 92-90 (A-); 89-88 (B+); 87-83 (B); 82-80 (B-); 79-78 (C+); 77-73 (C); 72-70 (C-); 69-68 (D+); 67-63 (D); 62-60 (D-); Below 60 = F.

ACADEMIC INTEGRITY:

Plagiarism is the misrepresentation of another's work as one's own. When the professor concludes that a student has plagiarized or otherwise cheated on an assignment, the student will receive the grade of zero for the assignment, and the office of the Academic Dean will be notified about the incident.

SPECIAL NEEDS:

Individuals with documented impairments who may need special circumstances for exams, classroom participation, or assignments should contact the instructor at the beginning of the semester in order for special arrangements to be considered.

CLASS APPLICATION:

All of the class material will be available on WhatsApp.

COMPUTER REQUIREMENTS AND HELP:

Computer and operating system requirements: You will need access to a computer capable of accessing the Internet with a modern operating system, WhatsApp, and Zoom installed. You will need a reliable connection to the Internet. Other software requirements: WhatsApp software with number for professor contact for joining the Caleb Institute Hebrews Course.

Virus Protection software: You must have virus protection software that has been updated with the latest anti-virus files. Students using Windows computers are not the only ones that get virus attacks. Students on Mac computers also need to have anti-virus protection. For those who are technically minded, or interested in Bible software, you will find that Tyndale Tech is an excellent blog, which gives advice on using Bible programs, and Biblical research using computers.

Bible Software: Completion of this course will require one of the languages packages from the recommended Bible Software at Caleb Institute.

CLASS SCHEDULE MODULE A AND B: All Classes 8:30–9:50 AM MWF

- **Jan 31, 2025, Friday:** Get Acquainted and Course Syllabus. Zoom 8:30–9:50 AM.
Zoom: Meeting ID: 824 8361 2927 Passcode: 771422 Instructor Time: 9:00–10:20 PM

Introduction & Section 1—Hebrews 1:1–4:16—Listen Carefully to God's Speech to be a Proper Example of the Son's Ministry, since You will Be Judged in Accordance with Your Conversation about the Word

- **Feb 3, 2025:** Get Ready...Get Set...Go! Introduction to the Words to Places in Heb 9:27–28
 - Read Henry, *Atonement*, pages 1–89 for class discussion.
 - Start on translation of Hebrews. Get ahead. Keep notes of sources in some form.

- **Feb 5, 2025:** Steady Stride on the Right Course... Consistent Conversation about Christ
 - Read Henry, *Atonement*, pages 90–185 for class discussion.
 - Start on translation of Hebrews. Get ahead. Keep notes of sources in some form.
- **Feb 7, 2025:** Consistent Split Times...Discourse Introduction Topics & Subtopics: Heb 1:1–4
 - Read pages Henry, *Atonement*, 186–204.
 - Read Henry, *Atonement*, 204–215 for class discussion.
 - Translate Hebrews 1:1–4 (Should include Greek Text with translation support notes. Preferably, notes on text in computer software that *you* can access later. Copy and paste in PDF for me. Don't double the work. Not pretty for me. Just show a personal system to track *your* thoughts as you listen to God's speech. Improve your system of translation notes over time.).
 - Identify chiastic topic/subtopic discourse links with discourse introduction.
 - Submit *your* corrected translation for your records on *WhatsApp* before next class.
 - Keep *your* translation in some form for future reflection and Module A & B Finals.
- **Feb 10, 2025:** Discourse Unit A: Heb 1:5–14—The Son's Ministry in Heaven is Better than God's Ministry by Angels
 - Read Henry, *Atonement*, pages 215–23 for class discussion.
 - Translate Heb 1:5–14. Be prepared to read and translate a functional grouping of text in class. See Henry, *Atonement*, 450.
 - Identify groupings of text and function as introduction, support points, or unit conclusion.
 - As an audience, write a dynamic conclusion for the God's speech in his words to this point. What do you hear? (Hint: Henry, *Atonement*, 222–23).
 - Submit corrected translation, FGT, and dynamic conclusion with notes in PDF by next class (Remember to keep your work in software for *your* future use).
- **Feb 12, 2025:** Discourse Unit B: Heb 2:1–18—The Son is Able in Ministry to Bring Salvation to People at Their Time of Need Before God in Testing
 - Read Henry, *Atonement*, pages 223–34.
 - Translate Heb 2:1–18 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 223n85).
 - As an audience, write a dynamic conclusion for the God's speech in his words to this point. What do you hear? (Hint: Henry, *Atonement*, 233–34).
 - Submit corrected translation and notes in PDF by next class.
- **Feb 14, 2025:** Discourse Unit C Topic 1: Heb 3:1–19—Jesus Faithfully Ministers as a Capable High Priest at Judgment and Provides Rest in Heaven to His Brethren, Who are to Properly Confess and Testify about Him in Faith, before Entering into Rest from their Works even as God Did from His
 - Read Henry, *Atonement*, 234–43.
 - Translate Heb 3:1–19 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 234–35n99).
 - As an audience, write a dynamic conclusion for the God's speech in his words to this point. What do you hear? (Hint: Henry, *Atonement*, 251–52).
 - Submit corrected translation and notes in PDF by next class.

- **Feb 19, 2025:** Unit C Topic 2: Heb 4:1–13 & Section Transition 1: Heb 4:14–16—Fear Being an Example, in Confession about Jesus’s Ministry, That Falls Away in Unbelief, Rather Than Enters by Faith into God’s Place of Rest
 - Read Henry, *Atonement*, 243–55.
 - Translate Heb 4:1–16 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 243n111).
 - As an audience, write a dynamic conclusion for the God’s speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 251–52; 255).
 - Submit corrected translation and notes in PDF by next class.

Section 2—Hebrews 5:1–10:18—Take Care to Teach about the Son’s High Priestly Ministry as God has Spoken

- **Feb 21, 2025:** Section Transition 1: 4:14–16; Discourse Unit D1: Heb 5:1–10—Jesus Ministers as God and High Priest after the Order of Melchizedek, Which is Greater Than the Levitical Priesthood Ministry; Discourse Unit D2: Heb 7:1–28—same as D1
 - Read Henry, *Atonement*, 255–69.
 - Translate Heb 5:1–10; 7:1–28 (Should include Greek Text with support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 256n138).
 - As an audience, write a dynamic conclusion for the God’s speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 267–69).
 - Submit corrected translation and notes in PDF by next class.
- **Feb 24, 2025:** Discourse Unit E: Heb 5:11–6:20—The Audience Must Have True Teaching about God’s Speech Concerning Christ’s Offering and Priesthood to Receive Reward at Judgment
 - Read Henry, *Atonement*, 269–85.
 - Translate Heb 5:11–6:20 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 269n160).
 - As an audience, write a dynamic conclusion for the God’s speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 284–85).
 - Submit corrected translation and notes in PDF by next class.
- **Feb 26, 2025:** Discourse Unit F—Heb 8:1–10:18—The Son Fulfilled the High Priest Offering of the Christ by his Death at His Judgment and Now Promptly Intercedes in Heaven at Death and Judgment on Behalf of Approaching Believers to Provide a New Covenant Ministry/Relationship into God’s Presence in Heaven; Discourse Unit F Topic A: Heb 8:1–13—The Son’s High Priest Ministry in the Holy-Places of the Heavens, after His Onetime Offering, Is Typified by the Outline and Shadow of the Tabernacle Service
 - Read Henry, *Atonement*, 285–303.
 - Translate Heb 8:1–13 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 286n186).
 - As an audience, write a dynamic conclusion for the God’s speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 346–47).
 - Submit corrected translation and notes in PDF by next class.

- **Feb 28, 2025:** Discourse Unit F Topic B: Heb 9:1–14—The Earthly Tabernacle Ministry, with the Regulations of Service and the Earthly Holy Place as the First Covenant Relationship, Is Not by Parts to Now Speak
 - Read 303–23.
 - Translate Heb 9:1–14 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 286n186).
 - As an audience, write a dynamic conclusion for the God’s speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 346–47).
 - Submit corrected translation and notes in PDF by next class.
- **Module A Hebrews Final Due March 7, 2025:** Discourse Unit F Topic C: Heb 9:15–26—The Son is Mediator of a New Covenant Relationship by Redemption through the Necessary Blood Offering of His Death, So Those Called at Judgment Should Receive the Promise of Eternal/Perpetual-Place Inheritance

Discourse Unit F Macro Conclusion: Heb 9:27–28, Summary Points: Heb 10:1–18, & Section Transition 2: Heb 10:19–25—Christ, after Offering Himself Once to Bear the Sin of Many People, Will Appear from a Second Place without Sin for Salvation to Those Waiting after Death at Judgment

- No class March 3–7, 2025. Use any resource, including me, for translation final.
- Read Henry, *Atonement*, 324–52.
- Translate Heb 9:15–10:18. (Should include Greek Text with translation support notes).
- Identify chiastic topic/subtopic connections with introduction subtopics.
- Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 286n186).
- As an audience, write a dynamic conclusion for the God’s speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 346–47).
- Submit translation and notes in PDF by March 7th for Final (40% of grade).

Section 3—Hebrews 10:26–13:21 & Conclusion 13:22–25 & Excursus—Live by Faith, Hope, and Love during and until Approach of the Son’s Ministry That God has Spoken

- **Mar 10, 2025:** Review of Final Module A. Share what *you* heard about God’s speech.
- **Mar 12, 2025:** Section Transition 2: Heb 10:19–25 & Discourse Unit E': Heb 10:26–39—Approach God with an Expectation for the Reality of Judgment after Death
 - Read Henry, *Atonement*, 352–58.
 - Translate Heb 10:19–39 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 353n291).
 - As an audience, write a dynamic conclusion for the God’s speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 357–58).
 - Submit corrected translation and notes in PDF by next class.

- **Mar 14, 2025:** Discourse Unit D1': Heb 11:1–16—Approach in Faith to the Heavenly City of the Fathers That God Promised
 - Read Henry, *Atonement*, 358–66.
 - Translate Heb 11:1–16 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 358n301).
 - As an audience, write a dynamic conclusion for the God's speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 366).
 - Submit corrected translation and notes in PDF by next class.
- **Mar 17, 2025:** Discourse Unit D2': Heb 11:17–40—Live by Faith by Imitating Others Who Had Faith in the Son to Bring Believers into the Substance-Reality of Things Not Seen
 - Read Henry, *Atonement*, 366–76.
 - Translate Heb 11:17–40 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 367n312).
 - As an audience, write a dynamic conclusion for the God's speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 375–76).
 - Submit corrected translation and notes in PDF by next class.
- **Mar 19, 2025:** Discourse Unit C': Heb 12:1–13—Lay Aside Sin During Approach Looking to Jesus and Enduring God's Difficult Training
 - Read Henry, *Atonement*, 376–81.
 - Translate Heb 12:1–13 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 376n320).
 - As an audience, write a dynamic conclusion for the God's speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 381).
 - Submit corrected translation and notes in PDF by next class.
- **Mar 21, 2025:** Discourse Unit B': Heb 12:14–29—Approach Expecting to See Jesus as Mediator and the Blessing of the City of the Living God
 - Read Henry, *Atonement*, 376–86.
 - Translate Heb 12:14–29 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 381n328).
 - As an audience, write a dynamic conclusion for the God's speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 386).
 - Submit corrected translation and notes in PDF by next class.
- **Mar 24, 2025:** Discourse Unit A': Heb 13:1–21—Approach by Living that Love of the Brethren as God Loves
 - Read Henry, *Atonement*, 387–95.
 - Translate Heb 13:1–21 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: Henry, *Atonement*, 387n338).
 - As an audience, write a dynamic conclusion for the God's speech in *his* words to this point. What do *you* hear? (Hint: Henry, *Atonement*, 394).

- Submit corrected translation and notes in PDF by next class.
- **Mar 26, 2025:** Discourse Conclusion: Heb 13:22–25.
 - Translate Heb 13:22–25 (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with introduction subtopics.
 - Identify literary signals for subtopic shift (Hint: None, I forgot to include them).
 - As an audience, write a dynamic conclusion for the God's speech in *his* words. What do *you* hear?
 - Submit corrected translation and notes in PDF by next class.
- **Mar 28, 2025:** Excursus A: Other Bible Authors, Introduction & 1 Corinthians 15:1
 - Read Henry, *Atonement*, 405–09.
 - Translate 1 Cor 15:1–8 (Should include Greek Text with translation support notes).
 - Identify topic/subtopic connections with Hebrews.
 - As an audience, write a dynamic conclusion for Hebrews and Paul in 1 Cor 15:1–8 for the cohesion and correspondence of God's speech in *his* words. What do *you* hear?
 - Submit corrected translation and notes in PDF by next class.
- **Mar 31, 2025:** Excursus A: Romans 11:1–6.
 - Read Henry, *Atonement*, 409–11.
 - Translate Rom 11:1–6. (Should include Greek Text with translation support notes).
 - Identify topic/subtopic connections with Hebrews.
 - As an audience, write a dynamic conclusion for Hebrews and Paul in 1 Corinthians for the cohesion and correspondence of God's speech in *his* words. What do *you* hear?
 - Submit corrected translation and notes in PDF by next class.
- **Apr 2, 2025:** Excursus A: 1 Timothy 3:16b & 1 Pet 3:18–22; 4:5–6.
 - Read Henry, *Atonement*, 412–18.
 - Read PDF Henry, ἐδικαιώθη ἐν πνεύματι - Was Vindicated in Spirit: An Anthropological-Christological Gospel Lens Interpretation of the Hymn of 1 Timothy 3:16.
 - Translate 1 Tim 3:16 & 1 Pet 3:18–22; 4:5–6. (Should include Greek Text with translation support notes).
 - Identify chiastic topic/subtopic connections with Hebrews.
 - As an audience, write a dynamic conclusion for Hebrews and Paul in 1 Timothy 3:16b & 1 Pet 3:18–22; 4:5–6 for the cohesion and correspondence of God's speech in *his* words. What do *you* hear?
 - Submit corrected translation and notes in PDF by next class.
- **Apr 4, 2025:** Excursus B: Martin Luther
 - Read Henry, *Atonement*, 419–40.
 - Prepare to discuss general translation issues in class.
- **Module B Hebrews Final Due April 11.**
 - Write a thoughtful summary of the ministry of Christ, as both sacrifice for purification of sins and present continual high priest intercessor (Module A), showing how his ministry applies to the life of God's brothers and sisters in Discourse Section 3. Take information from your collective notes to support *your* hearing of the Greek Text of Hebrews. Form a thesis sentence and cite your support assertions and sources in Turabian format.
- **Apr 11, 2025:** Review Model B. Share what you heard about God's speech.

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Lindars, Barnabas. *The Theology of the Letter to the Hebrews*. Cambridge: Cambridge University Press, 1991.

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