



The REACH Program of Trinity International University

BI 312R: Life of Christ (online)

Version 3.0

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www.tiu.edu/reach

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I. Trinity's Course Management System: Moodle

Note Well: The course site will be available on the web at least *two weeks* before the course begins. However, please order your course materials at least *three weeks* before the course begins.

To access this course, please follow these steps:

1. Visit: <http://www.moodle.tiu.edu>
2. In the upper right corner, click on the "login" button.
3. Enter your GroupWise username and password to login.
4. On the right of the page, select "Online – Adult Undergraduate".
5. Select this course from the list of courses – BI 312 (your section #).
6. Enter the enrolment key – which is a one-time password that you will receive via email about three weeks before the course begins. Contact your advisor if you do not receive the enrolment key by that time.
7. Click on "Enrol me in this course."
8. Read the instructions on the main course page and proceed as indicated.

II. Course Description

BI312R A study of the life of Jesus Christ, with emphasis on crisis events. Attention is given to the uniqueness of each of the four gospels, to the development in Jesus' ministry, and to the topics of Messiahship, Kingdom of God, discipleship, and controversy. Prerequisite BI120R or special permission. Three hours.

III. Course Overview

In this course, we will not focus on places or events, or attempting to "harmonize" the differences in the four canonical gospels. Instead, we have divided the course into six topics.

Unit One: Historicity of Jesus of Nazareth, whom his followers believe to be "the Christ," the Messiah of Israel

Unit Two: Life and Ministry of Jesus the Messiah

Unit Three: Principal Message of Jesus the Messiah: The Kingdom of God has come

Unit Four: Identity of Jesus the Christ: What kind of person was he? Did he fit expected norms for the Messiah?

Unit Five: Trial and Death of Jesus the Christ

Unit Six: Resurrection of Jesus the Christ: present reign and future hope

You have four course text books, plus the four canonical Gospels. Each unit of two weeks length you are assigned certain parts of each of those books to read, and later to interact with them in the assignments. The work you are assigned to do for each of the six units follows approximately the same rhythm and pattern each two week unit:

The *Assignment Worksheets* will give you 10 questions to answer, based on your reading of Stein and of Bright. Two *Forum* questions (one per week), based loosely on your readings from Strobel and/or Piper, will give you the opportunity to interact with your fellow students and their take on the materials in question. You will also post a *Reading Journal*, based on Gospel texts for that unit.

Each of the four course text books differs from the others in significant ways.

Stein is the closest to a traditional “life of Christ” study, generally following the synoptic gospels’ chronological and geographical sequence of treating the events and issues in Jesus’ life.

Bright begins ‘way back in Old Testament times to study how the idea of the Kingdom of God developed, and thus understand what Jesus’ contemporaries were expecting and would have thought he meant when he announced that “The Kingdom of God has drawn near.” Bright goes on to suggest what we now understand about the Kingdom.

Strobel interviews over a dozen experts in various fields to ascertain the material evidence for crucial claims that are made about Christ, particularly claims that are frequently denied by unbelievers.

Piper assembles a list of 50 commands, nay, *demands*, that Jesus makes on the world, and comments on them in short, three or four page, analyses.

We will read approximately one of the Gospels each week, and your instructor will suggest a reading strategy for that particular Gospel.

Does this look like an insurmountable pile of work? Okay, think about this: there are no quizzes. Wow. There is no final exam. Wow, indeed. There is no ALP, or cumulative “term paper.” The fear of the unknown (quizzes, tests) and the fear of composing the giant research paper are both eliminated. All you have to do is follow the week by week rhythm of the assignments here. Yes, they are lengthy sometimes, and the questions require you to mull over what you’ve been reading, not just look for the ten word “correct answer” in the text. This will be a demanding hike, requiring strenuous and disciplined perseverance; but there is no sudden vertical ascent looming at the end to dread. So pull up your socks, tighten your shoelaces, and let’s go.

Give yourself an hour to an hour and a half a day to work on this course. You can catch up what’s still missing on Saturday, but do not wait until the weekend thinking you can do the whole kit ‘n caboodle of assignments at once. You may find you actually have time left over on the weekend for your family and fun.

IV. Course Objectives

At the end of this course, the students will be able to

1. defend the historicity of Jesus' life, ministry, death, and resurrection as presented in the canonical Gospels
2. explain major characteristics of each of the four canonical Gospels, recognizing their differences and similarities
3. describe Jesus' earthly ministry: what he did, what he said, and how the two together demonstrate who Jesus thought he was, and what he was here to do
4. explain why Jewish and Roman authorities agreed to put Jesus to death
5. trace the development of the idea of "the Kingdom of God" from Old Testament times through Jesus to New Testament times
6. correlate Jesus' demands as stated in the Gospels with a definitive understanding or definition of "the Kingdom of God"

V. Course Materials

- a. Stein, Robert. (1996). *Jesus the Messiah: A Survey of the Life of Christ*. Downers Grove: InterVarsity. ISBN 978-0-8308-1884-6
- b. Bright, John. (1953). *The Kingdom of God*. Nashville: Abingdon. ISBN 0-687-20908-0
- c. Strobel, Lee. (1998). *The Case for Christ*. Grand Rapids: Zondervan. ISBN 10: 0-310-20930-7
- d. Piper, John. (2006). *What Jesus Demands from the World*. Wheaton: Crossway. ISBN 13: 978-1-58134-845-3
- e. Zondervan NIV Study Bible (2002). Grand Rapids, MI: Zondervan. ISBN: 978-0310929550

VI. Course Policies

1. Online Etiquette

Please familiarize yourself with the basic rules for online etiquette at the following URL: <http://www.albion.com/netiquette/corerules.html>. They are taken from Virginia Shea's book *Netiquette*.

2. APA Documentation

All written work (e.g. reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style. This includes:

- APA Title Page (with a running header and page number)
- In-text Citations (with author(s), date, and page number (if applicable))
Note: Even your discussion board postings must use in-text citations when you cite another person's work or ideas.
- References Page (it is not called a "bibliography")
- One Inch Margins
- 12 Point Font
- Double Spaced

Failure to use and cite others' work or ideas properly may lead to charges of academic dishonesty. See below for more information.

3. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another's work or ideas without proper documentation, which requires citing the author or authors' name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another's student's work
- Submitting Previous Work: submitting your work that was previously turned in for credit without the prior approval of the instructor
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, and failing to confront and, if necessary, report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. The student may receive an "F" for the course for a violation. In such a case, the student may not drop the course. The faculty member will document all cases of academic dishonesty explaining the incident and the action taken. The Associate Dean of Nontraditional Education will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations could lead to a student's dismissal from the program.

4. Late Work

All assignments must be turned in on or before the date they are due. Any assignment turned in late will be deducted as follows:

- a. 10% off for up to one day late
- b. 20% off for up to two days late
- c. assignments more than two days late will receive a zero

An extension on the time needed to submit final course requirements (such as the ALP) will be granted only in unusual circumstances and if the instructor and the Associate Dean grant the request.

5. Basic Writing and Speaking Proficiency

The REACH Program expects you to maintain basic standards of writing and speaking proficiency. If you believe you need support in one or both areas, please contact your academic advisor.

VII. Course Requirements

See course site on Moodle.

VIII. Grading Scale

Your final course grade will be based on the total number of points that you earn throughout the course:

Percentage	Grade
92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
0-59	F