

Professional Studies A.A.



LIFE OF CHRIST

ADVANCE Program
Ohio Valley College

Student Guide
Four-Week Module

Module Description

Life of Christ (2)

Course Description

The Life of Christ module focuses upon the biblical record of the life of the individual known as Jesus of Nazareth. The first four books of the Bible, often referred to as *gospel* accounts of the life of Christ (or the gospels), are said to contain the good news (gospel) of Jesus who is the Christ (Messiah).

The books, Matthew, Mark, Luke, and John, are not exhaustive biographies. The events are presented and arranged with multiple purposes. A primary concern is that they serve as an explanation of the unique claims of Christianity: *...it seemed good also to me to write an orderly account for you, most excellent Theophilus, so that you may know the certainty of the things you have been taught* (Luke 1:3-4).

These accounts of the events from the life of Christ were also presented to serve as a means of giving birth to, or renewing, faith within the readers:

Jesus did many other miraculous signs in the presence of his disciples, which are not recorded in this book. But these are written that you may believe that Jesus is the Christ, the Son of God, and that by believing you may have life in his name (John 20:30-31).

The four authors, through the events they have recorded, seek to present proof of the claim that Jesus was more than a good man but was the very Son of God, deity in bodily form who chose to dwell among us. Though some modern scholars question their authenticity, there is abundant internal and external evidence of Jesus' claims being the basis of the claims made by the authors. Only after having spent much time following, listening and observing him do they begin to comprehend the enormity of the claim and echo it in their teaching and preaching.

The anti-supernatural bias of liberal theologians has led to a call to study the teaching of Jesus devoid of the "miracles, signs and wonders" he is recorded to have made. However, a study of the structure of the books reveals the author's understanding of these events as being integral to an understanding of Jesus and his claims. To denude the gospels of these elements is to alter the message intended by the authors.

This class, Life of Christ, is not a study in apologetics (or Christian Evidences). It is a study of the life of Jesus who claimed to be the Christ, the Son of God, the Promised Messiah. It is hoped the class will provide each student with an opportunity to explore, examine and more fully appreciate the claims made by Christians about their founder.

To familiarize the students with the events of the Life of Christ selected passages from each of the four gospel accounts will be assigned for outside reading and in-class discussion. The Gospel of Mark will serve as the primary source with supplemental readings from the other two Synoptics (Matthew and Luke) and from John.

Learning Outcomes

1. To acquaint students with the authors, backgrounds and possible initial audiences of the four gospel accounts of the Life of Christ.
2. To allow students to discover some of the basic teachings of Jesus as recorded in these gospel accounts of his life.
3. To explore some of the societal, political and religious influences and realities of the first century world.
4. To provide the student with a framework of the recorded life events of Jesus.

External Resources

Required Books

NIV Study Bible (or comparable)

Recommended Outside Resources (optional)

Halley's Bible Handbook, Henry H. Haley, Zondervan, 1981

Evaluation

While the faculty member/facilitator must finally determine the basis of evaluation, the following is recommended for consideration:

Class Participation (4 weeks x 4)	16
Question of the Week (4 weeks)	4
What I Think About Jesus	15
Miracles or Teachings Paper	20
Gospels Worksheets (4 x 5)	20
Microsummary of selected reading	5
One in-class presentation	<u>20</u>
Total Points Possible	100

While the faculty facilitator must take time to ascertain that students understand the specific requirements for each of the above categories and that any changes in the grading system are clearly and carefully set forth, it is ultimately the responsibility of the student to make certain he or she understands the assignments and the grading system.

Attendance, Tardies and Participation

Class participation (including attendance) is a significant portion of the student's grade. This is so because in cohort-based education, much learning takes place in the interaction and discussion within the classroom. Generally, no substitute exists for the student interaction found in the classroom, especially in cohort-based learning experiences. Students who habitually miss class or are always late for class not only deprive themselves of this experience and learning, but also diminish the experience of others.

The following is an explanation of how the student's grade depends upon attendance and participation and is adversely influenced by tardies and absences.

1 st time you are late up to 15 minutes	- 0 (from your total grade)
2 nd time you are late up to 15 minutes	- 0.25
Tardy (0 – 30 minutes)	- 0.5
Tardy (30 min – 1 hour)	- 1
Tardy (1 – 2 hours)	- 2
Tardy (2 - 3 hours)	- 3
1 st Absence (excused* or unexcused)	- 5
2 nd Absence (excused)*	- 10
2 nd Absence (unexcused)	Re-take the course
3 rd Absence (excused or unexcused)	Re-take the course

Unexcused absences cannot be made-up in part or in whole. You may, with permission, attend the same class session with another cohort if it is being offered.

Excused absences will include those related to family (illness, death, etc.), personal health ("tired" doesn't count) or work (elective overtime is not an excused absence).

*- If a student has an excused absence they may recoup up to 75% of the points lost for the first and 50% for the second if they submit a 750 – 1000 word report within two weeks of the absence. The topic(s) of the report(s) are to be assigned by the instructor prior to the report being written (unassigned reports will not be graded).

*- Generally, unexcused absences cannot be made up.

Evaluation of Papers and Time-lines

Students are required to read in assigned sources and submit their papers in APA format. The Miracles or Teachings papers are to be presented in New Courier 10 pt font or (New) Times Roman 10 – 12 pt font. They must be submitted on 8.5 x 11 paper and have margins that do not exceed 1” on the right and left, 1½” at the top and 1” at the bottom.

The criteria for evaluating these papers will be:

- (1) Content accuracy,
- (2) Balance and comprehensiveness,
- (3) Comprehension of the materials,
- (4) Correct grammatical construction and
- (5) Clear sentence structure.

Gospels Worksheets are to be completed and returned by the last class session. They may be returned with answer simply written into the spaces provided and using the back of the sheets, when necessary. The Worksheets will be given out in class or may be accessed via the internet.

Microsummary is a brief summary of an assigned reading that emphasizes the ability of the student to succinctly articulate the materials they have read. Copies of the assigned readings will be available in class or they may also be accessed via the internet. Papers are to be presented in New Courier 10 pt font or (New) Times Roman 10 – 12 pt font. They must be submitted on 8.5 x 11 paper and have margins that do not exceed 1” on the right and left, 1½” at the top and 1” at the bottom.

Your microsummary will be graded according to the following criteria.

- (1) No less than one page in length,
- (2) No more than two pages in length,
- (3) Content accuracy,
- (4) Comprehension of the material and
- (5) Grammatically correct.

Notes on Other Student Assignments

To encourage reading and reflection, students are to submit a *question of the week* based on the reading assignments for each week or that arise from related readings. The questions can reflect the students’ areas of confusion or lack of understanding, or may be about other issues raised by the readings. The question should not be a general “curiosity” question, but should have in some way been raised in the student’s mind by the reading and reflections used in preparing for that week’s class session. The student should note that this part of the weekly assignment is included in the grading system.

The *in-class presentation* is an opportunity for each student to share with the class their discoveries about a subject of interest to them related to the materials presented in the Introduction to the Bible module. The following should be included in each presentation:

- (1) Presentations to be 5 – 10 minutes in length
- (2) A one page outline is to be presented to the instructor prior to the presentation
- (3) Students may, but are not required, to incorporate visuals (PowerPoint, etc)
- (4) Presentations should demonstrate the student's basic comprehension of the subject presented
- (5) A bibliography including at least three sources other than the Bible (no more than one from the internet) should be included with the outline presented to the instructor (see #2 above)
- (6) The presenter will be prepared to answer questions from the class and instructor

Student Assignments Summary

[Note: students are to have assignments completed when they arrive at class. Assignments marked "week one" should be completed before the first class period, etc. All work must be completed on time to receive credit.]

Week One

1. Read and compare Matthew 1-2 and Luke 1-2 (Jesus' birth and early years)
2. Read and compare Matthew 3, Mark 1:1-11, Luke 3:1-22 and John 1:1-34 (Jesus pre-existence, Ministry of John the Baptist, Jesus' baptism)
3. Read and compare Matthew 4:1-11, Mark 1:12-13; Luke 4:1-13 (Temptation of Jesus)
4. Read and compare Matthew 4:18-22, Mark 1:14-20, Luke 5:1-11 and John 1:35-51 (Calling of the 12)
5. Familiarize yourself with a map of the lands in which Jesus lived and ministered
6. The question of authorship (Authorship of Matthew)
7. Complete worksheet(s) in class
8. Question of the week

Week Two

1. Read John 2:1-4:42 (John's record of Jesus' early ministry)
2. Read Mark & John's accounts and choose between Matthew's and Luke's (Galilean ministry)
 - a. Matthew 4:23-25, 8:1-12:50
 - b. Mark 1:21-3:35
 - c. Luke 4:14-44, 5:12-6:16, 7:1-8:3
 - d. John 4:43-5:47
3. Read and compare (Sermon on the Mount/Plain—on relating to God and others)
 - a. Matthew 5:1-7:29
 - b. Luke 6:20-49
4. Understanding the Bible
5. Assign miracle or teaching papers (see charts in your Study Bible)
6. Complete worksheet(s) in class
7. Question of the week

Week Three

1. Read Luke and John's accounts and choose between Matthew's and Mark's (Learning about the Kingdom)
 - a. Matthew 13:1-16:12
 - b. Mark 4:1-8:26
 - c. Luke 8:4-9:17
 - d. John 6:1-7:1
2. Read at least one of these (Confession of Jesus and the predictions that followed)
 - a. Matthew 16:13-18:35
 - b. Mark 8:27-9:50
 - c. Luke 9:18-50
3. Read the passages listed from Luke or John (Traveling towards Jerusalem)
 - a. Luke 9:51-62; 10:25-37; 11:37-54; 12:16-59; 15:1-32; 18:9-14
 - b. John 7:2-36; 8:3-11; 9:1-10:6; 10:7:18; 11:6-53
4. The two feedings in Mark
5. Prayer in the book of Luke
6. Question of the week.

Week Four

1. Read the passages listed from any one of these gospel accounts (The Passion Week)
 - a. Matthew 21:1-28:20
 - b. Mark 11:11-16:8
 - a. Luke 19:45-24:53
2. Read these passages from the gospel of John
 - a. John 14:1-17:26
 - b. John 21
3. Seven words of Jesus on the cross
4. Student's In-class Presentations
5. Question of the week