

BLST 723 Sermon on the Mount
Spring 2025

Professor: Carl Hinderager, PhD
Email: chinderager@briercrest.ca
Course Dates: April 21-25, 2025
In-Person Modular Course

3 Credit Hours

COURSE DESCRIPTION

An exposition of Jesus' Sermon on the Mount in Matthew 5-7. The emphasis is upon the distinctive character that is expected of the Christian. This is designed to be a penetrating study for "would-be" disciples of Jesus.



The Sermon on the Mount
by Carl Heinrich Bloch

COURSE TEXTS

D.A. Carson, *Jesus' Sermon on The Mount And His Confrontation With The World: An Exposition of Matthew 5-10*, Baker Books, Grand Rapids, 2018.

Stott, John R.W. *The Message of the Sermon on the Mount*. Downers Grove, IL: InterVarsity, 2020.

NLT Bible (hard copy, c. 2007 or later) should be brought to every class.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

COURSE OUTCOMES

In the progression of this study it is my prayer that we will:

1. Come to know and appreciate the Gospel of Matthew as we see how this sermon fits within the message of this Gospel.
2. Clarify how Jesus both finished the old covenant and brought in the new.
3. Understand how the rest of the New Testament fits with the teachings of this sermon.
4. Dispel the notion that these ethical injunctions somehow apply to someone else.
5. Be humbled by the holiness of God's character and requirements.
6. Demonstrate a commitment to be a disciple of Jesus by pursuing God's righteousness as it is presented in this sermon.
7. Live in a way that provides a visible contrast to those who do not follow Jesus.

COURSE OUTLINE AND CONTENT**April 21**

Course syllabus and expectations		
Introduction to the Book of Matthew		
Introduction to the Sermon on the Mount		
Matthew	5:1-4	The Constitution of the kingdom
Matthew	5:5-8	The Happiness of Humility
Matthew	5:9-12	The Joys of being mistreated

April 22

Matthew	5:13-16	Salt and Light evangelism
Matthew	5:17-20	Christ came to complete the Old Covenant
Matthew	5:21-26	Dealing with anger and reconciliation
Matthew	5:27-30	"Burn" with lust
Matthew	5:31-37	Keeping your word
Matthew	5:38-42	Overcome evil with good

April 23

Matthew	5:45-48	Doing good things for bad people
Matthew	6:1-4	Giving with the right motives
Matthew	6:5-8	Praying with the right motives
Matthew	6:9-13	The best prayer
Matthew	6:14-18	Forgiving and fasting
Matthew	6:19-24	Loyalty to kingdom values

April 24

Matthew	6:25-29	Anxiety vs. trusting God (M. Bird)
Matthew	6:30-34	Pursuing the provider
Matthew	7:1-5	How to help each other do the right things
Matthew	7:6-11	Good gifts for the asking
Matthew	7:12-14	Tight immigration policies in the kingdom
Matthew	7:15-20	Good root = Good fruit

April 25

Matthew	7:21-23	What good fruit is not
Matthew	7:24-27	Preparing for the coming storm
Matthew	7:28-29	Jesus' teaching supersedes all others
Reflection		
Every sermon ends, so now what?		

A LEARNING COMMUNITY

I have put considerable thought and preparation into this course, but I still need you to challenge my perspective and conclusions. I view the classroom as a sports team. I will be the player-coach, and each athlete will bring their strengths and effort to the team for maximum performance and

success. The quality of the mutual learning experience will be dependent on your passion to know the truth evidenced by preparing beforehand, genuinely contributing during class and by submitting to truth when it is discovered.

GENERAL ASSIGNMENT INSTRUCTIONS AND INFORMATION:

1. Assignments must be typed hard copies, printed on one side, and stapled at the top left corner. Assignments other than the research paper do not need a separate title page.
2. For general questions about assignments, it is best if you use my email address that is on first page of the syllabus (instead of Canvas). Please read the instructions twice first.
3. I typically do not mark a student's written assignments until they are **all** finished (except for the textbooks); this includes the major project.
4. The assignments have **various finish dates starting April 1**, but most hard copies are not presented until the course begins. Please include the date and time you finished each assignment.
5. I will not accept assignments after noon on Friday. Learning not to procrastinate and doing the best job you can with the amount of time you have are important life skills.

ASSIGNMENTS

1. Read the book of Matthew (NLT) in one sitting. (Include a signed statement that includes specific information about the completion and time involved in this assignment). As you read, note passages that identify the **cost of following Jesus** and the **cost of not following Jesus**. Then present a two-page, point form or outline paper that organizes your observations. Do not use any source except your Bible (if your Bible has an introduction to Matthew, read it, but don't use study notes, etc.).

GOAL: To help understand how chapters 5-7 are part of a larger context.
 LENGTH: Maximum 2 pages (single spaced is OK).
 VALUE: 10%
 Due: *Finished April 1, presented on April 21.*

2. Read Matthew 5-7 three times (use two other translations and then NLT) and then read the book of James (NLT). Record the times when you read and what translations you used ...and how you were affected by this reading.

GOAL: To become more familiar with Matthew 5-7 and notice the same concepts in James.
 LENGTH: Maximum 1 page (single spaced is OK)
 VALUE: 10%
 Due: *Finished April 1, presented on April 21.*

3. Produce a chart of Old Testament quotes and allusions that identify the concepts taught in the Sermon on the Mount that have their roots in the Hebrew Bible. Move through the sermon systematically. Use a format that includes the phrase from Matthew as well as the Old Testament phrases (and references) but be as concise as feasible. You may use Bible cross-references, commentaries, or any other source (except another student's work) that helps you compile this. You must personally read all of the verses included in your chart.

Try to balance your work so that you touch on the entire sermon. Please identify your secondary sources (including A.I. help, etc.) at the end of your paper.

GOAL: To help you grasp how Jesus was saturated with and submitted to Scripture.
 LENGTH: Maximum 4 pages (single spaced is OK)
 VALUE: 10%
 Due: *Finished by April 14, presented on April 21*

4. Read your own copies of Stott's and Carson's (section on Matt. 5-7 only) books. Personalize them by including your study notes right in the text of the book (write horizontally). Identify key points or concepts that you want to remember for later reference. Comment, mark, and raise questions as you read. The use of creativity, variety, **neatness** and especially the insightful comments included will be the criteria for grading. I want your book to "welcome you" when you open it even years later. **Avoid using pencil, or including loose papers or tabs, please.** Paste a typewritten critique (point form is OK, make certain it is square with the page) on one of the blank pages in the front of your book. If you have a preferred method to verify your thoughtful reading, that is acceptable but remember that I will need something to base my evaluation on.

GOAL: 1. To be exposed to helpful information that will supplement class discussions.
 2. To have quality personalized books in your library on this important part of Scripture.
 VALUE: 35%
 Due: *Finished by April 14, presented on April 19, before 10 am at my office. (I want to mark the books before class starts). If you drive/fly in, bring your books Monday morning.*

5. Do **ONLY ONE** of the following three options (A, B, or C):

A. Research Project: * Email your rough outline by April 1.**

Choose a topic from the following list and prepare a research paper on it. It will include a **detailed outline**, and reference list. You may use any form you are comfortable with providing you are consistent and use parenthetical documentation (author date, page). Quote from at least ten different sources (and identify any use of A.I. etc.). Special attention must be given to your **outline** (17.5% of your course grade). It must "stand on its own" as a separate document (Please place your name at the top). It is to be one page (single-spaced) in length but still must include all your main points and scripture references. It should also include important documentation by bracketing author and page number at the end of the statement given. It must be completely **understandable without reading your research paper**. It will provide a condensed synopsis of your study and will be useful later as a teaching outline, lesson plan, sermon, etc. I have high expectations for logically tight outlines with a short one sentence thesis and parallel sub-points so note the formal outline instructions and outline examples at the end of this syllabus. A rough outline with a one sentence thesis and 3-5 parallel supporting subpoints should be emailed to me by **April 1**.

Topics:

- The proper use of the Lord's Prayer in the Church

- Reward is a proper motive for serving Jesus: A study from Matthew 5-7
- In what way did Jesus fulfill the O.T. law? A study of Matthew 5
- The identification of the phrase "these commands" (NIV) in Matthew 5:19
- Lifestyle is a trustworthy evidence in determining eternal destiny: Matthew 5-7
- Being conscious of heaven and hell are basic to ethical living: Matthew 5-7
- How does Matthew 7:29 inform appropriate academic practices today?
- Developing a worry-free life of faith: a study from Matthew 6 and 7
- Taking radical action against pornography: a study from Matthew 5:27-30
- How to apply Jesus' command to love one's enemies: a study of Matthew 5.
- Any other topic...or Bible study/sermon series...with the professor's **prior** approval

GOAL: To provide an opportunity to enjoy a detailed study on a specific portion of scripture while developing your research and writing skills.

LENGTH: 3,000 words MAXIMUM!

VALUE: 35% (17.5% one-page outline, 17.5% paper)

DUE: *Finished April 19, Presented April 23*

B. Class Presentation:

Pick a section of the Sermon on the Mount as divided up by the course schedule and prepare a 18-20 minute class presentation on it. The student will also present a one-page single spaced outline for each student in the class. Take note of the **outline** instructions under the research paper section. This abstract must be presented to the professor for approval and adjustment at least 48 hours before the presentation. The due date will coincide with the course schedule. There will be only one student working on each passage, on a first come first serve basis. Please email me by April 1 if you intend to choose this option.

GOAL: To provide an opportunity to enjoy a detailed study of a specific passage of scripture while also developing your outlining and communication skills.

VALUE: 35% (Class presentation 17.5%, Outline Abstract 17.5%)

C. Memorize the Sermon and choose a responsible person to monitor you as you recite or write/type the Sermon. Please note the appropriate form with instructions in the appendix. I will assign the grade accordingly. Some students will have the opportunity to "preach" the Sermon to the class. Once you are finished, let me know if you would consider doing this. Students memorizing the Sermon should email me by April 1 to indicate that they have Matthew 5 or more complete.

VALUE: **55%** This project replaces Assignments, 2,3, and 5.

DUE: *Finished April 19, Presented April 21*

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Modular Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI

features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

SELECT BIBLIOGRAPHY

Books on the Sermon on the Mount:

- Allison, Dale C. *The Sermon on the Mount: Inspiring the Moral Imagination*. New York: Crossroad, 1999.
- Betz, Hans Dieter. *Essays on the Sermon on the Mount*. Philadelphia: Fortress Press, 1985.
- Bonhoeffer, Dietrich. *The Cost of Discipleship*. New York: Macmillan Company, 1959.
- Briscoe, D. Stuart. *Tough Truths for Today's Living*. Waco, Texas: Word Books, 1984.
(178 pages, paperback, devotional)
- Buttrick, David. *Speaking Jesus: Homiletic Theology and the Sermon on the Mount*. Louisville, KY: Westminster John Knox Press, 2002.
- Carson, D.A. *Jesus' Sermon on the Mount*. Grand Rapids: Baker, 2004.
- Chambers, Oswald. *Studies in the Sermon on the Mount: God's Character and the Believer's Conduct*. Discovery House, 1995.
- Fox, Emmet. *The Sermon on the Mount: the Key to Success in Life; and, the Lord's Prayer, an interpretation*. San Francisco: Harper and Row, 1989.
- Friel, Billie. *Citizens of the Kingdom: Interpreting the Sermon on the Mount for Daily Living*. Nashville: Broadman Press, 1992. (222 pages, paperback, devotional)
- Green, Joel B., Scot McKnight, I. Howard Marshall, eds. "Sermon on the Mount/Plain." *Dictionary of Jesus and the Gospels*. Downers Grove, IL: InterVarsity Press, 1992.
- Green, H. Benedict. *Matthew, Poet of the Beatitudes*. Sheffield, England: Sheffield Academic Press, 2001.
- Greenman, J., et al, eds. *The Sermon on the Mount through the Centuries*. Grand Rapids, MI: Brazos Press, 2007.

- Guelich, Robert A. *Sermon on the Mount: A Foundation for Understanding*. Waco, TX: Word Books, 1991.
- Robinson, Haddon W. *The Christian Salt and Light Company: A Contemporary Study of the Sermon on the Mount*. Grand Rapids, MI: Discovery House Publishers, 1988.
- Kissinger, Warren S. *The Sermon on the Mount: A History of Interpretation and Bibliography*. Scarecrow Press, reprinted 1998.
- Lloyd-Jones, D. Martyn. *Studies in the Sermon on the Mount*. Grand Rapids: Eerdmans 1960. (600 + pages, two volume, comprehensive exposition)
- MacAthur, John. *The Only Way to Happiness*. Chicago: Moody Press, 1998.
- Matera, Frank J. (2013) *The sermon on the mount: the perfect measure of the Christian life*. 226.906 (ebook)
- Patte, Daniel. *Discipleship According to the Sermon on the Mount: Four Legitimate Readings, Four Plausible Views of Discipleship and their Relative Values*. Valley Forge, PA: Trinity Press International, 1996.
- Rohr, Richard. *Jesus' Alternative Plan: The Sermon on the Mount*: Franciscan Media, Cincinnati, 2022.
- Stott, John R.W. *The Message of the Sermon on the Mount*. Downers Grove: InterVarsity Press, 2020. (232 pages, paperback, scholarly / devotional)
- 13 lesson study guide is available
- Talbert, Charles H. *Reading the Sermon on the Mount*. Grand Rapids: Baker Academic, 2006
- Tehan, Thomas M. & David Abernathy. *An Exegetical summary of The Sermon on The Mount*. Dallas, TX: SIL International, 2008.

Matthew Commentaries:

- Blomberg, Craig L. *Matthew. The New American Commentary*. Volume 22. Nashville: Broadman Press, 1992. (464 pages, hard cover scholarly, smooth and concise)
- Bruner, Frederick Dale. *The ChristBook. Matthew 1-12*. Dallas: Word, 1987.
- _____. *The ChurchBook. Matthew 13-28*. Dallas: Word, 1990.
- Carson, D.A. *Matthew Expositor's Bible Commentary*. Grand Rapids: Zondervan, 1984.
- France R.T. *Matthew*. Tyndale New Testament Commentaries. Grand Rapids: Eerdmans 1985. (416 pages, paperback, superb, insightful exposition)
- _____. *Matthew*. NICNT. Grand Rapids: Eerdmans, 2007.
- Garland, David E. *Reading Matthew: A Literary and Theological Commentary on the First Gospel*. New York: Crossroad, 1993.
- Hagner, Donald A. *Matthew 1-13*. Word Biblical Commentary. Dallas: Word, 1993.
- _____. *Matthew 14-28*. Word Biblical Commentary. Dallas: Word, 1993.
- Hendrikson, Wm. *Exposition of the Gospel According to Matthew New Testament Commentary*. Grand Rapids: Baker, 1973. (1015 pages, hard cover, detailed, cites supporting scripture extensively)
- Hill, David. *The Gospel of Matthew*. The New Century Bible Commentary. Grand Rapids: Eerdmans, 1972.
- Lenski, R.C.H. *The Interpretation of St. Matthew's Gospel*. Minneapolis: Augsburg, 1961. (1171 pages, hardcover, detailed, original thinking, some Greek)
- Morris, Leon. *The Gospel According to Matthew*. Grand Rapids: Eerdmans, 1992.
- Nolland, John. *The Gospel of Matthew: A Commentary on the Greek Text*. NIGTC. Grand Rapids: Eerdmans, 2005.
- Stanton, Graham N. *A Gospel for a New People: Studies in Matthew*. Edinburgh, Scotland: T&T Clark, 1992.
- Vaught, Carl G. *The Sermon on the Mount*. Waco, TX: Baylor, 2001.

Wilkins, Michael J. *Matthew*. NIV Application Commentary. Grand Rapids: Zondervan, 2004.

How to Write a Formal Outline

When should the formal outline be written?

- Step 1: Do research
 Step 2: Determine thesis
 Step 3: Organize outline

What is a formal outline?

⇒ It is a short and **logically organized** blueprint of your essay.

Don't think of the outline as a cumbersome but necessary part of your essay. Use it to your own advantage!

1. **Before** writing your essay, think of your outline as your **planning strategy** (to prove your thesis).
2. **While** writing your essay, use your outline as a **visual guide** (to keep your arguments organized).
3. **After** writing your essay, use it as a **checklist** (to make sure that you have not forgotten anything!).

Purpose of formal outlining

The **format** of your outline is just as important as the content of your outline – for two reasons:

1. It makes the **relationships between the different parts of your outline** clear.
2. It presents the **content** of your essay in an **orderly fashion**.

Tips for writing a formal outline

- The purpose of writing a formal outline is not to generate new ideas, but to organize the material you have researched and articulate your arguments, so don't try to write a formal outline before you have determined what your thesis statement is.
- Keep in mind that outlines can **clearly reveal flaws** such as **missing** information, undesirable **repetitions** and **digressions** from the thesis (i.e., getting off-topic). This is why you need to make sure that you follow the guidelines given below.

Rules for writing a formal outline

Be sure to follow these rules, and your outline should turn out right!

1. **Numbers, letters and indentations** serve a purpose: They signal how the different entries of your outline are **grouped**. They also show their **level of importance**. Each succeeding level of subdivision shows more specific detail than the preceding one, e.g.:

- 1) Reason or example
 - a) First supporting detail for (1)
 - b) Second supporting detail for (1)

** Note how (a) and (b) naturally fit under (1). In fact, they are subordinate (i.e., secondary) to (1) because they serve to explain, support or expand on (1). Note that (a) and (b) are of equal importance.

2. **Each level must have more than one entry** (i.e., there should not be any “orphan point”).
 E.g.: There cannot be a (1) without a (2), or an (a) without a (b).

**If you end up with only one sub-point for a given level, then you need to:

- eliminate it,
- generalize it so it fits into the level above it, or
- expand your material to have at least one other entry at that level.

N.B.: It is acceptable to have only one **main point (i.e., a lone I, II, or III) but it is not acceptable to have only one sub-point (i.e., at the next level of division).

3. All subdivisions must be at the **same level of generality**.

Again, notice that in the example given above (under the first heading), (a) and (b) are of equal importance. **Example** of headings that are not at the same level of generality:

- 1) Short-term effects of WWII
 - 2) Number of children orphaned during WWII
- ⇒ The “number of children orphaned during WWII” has a clearly narrower focus than the “short-term effects of WWII.”

Correction:

- 1) Short-term effects of WWII
- 2) Long-term effects of WWII
- 3)

Or:

- 1) Number of orphaned children during WWII
- 2) Fate of orphaned children during WWII

4. **Headings should not overlap**.

E.g.: If one of your headings is ‘Faithfulness’, then you should not have another heading on ‘Loyalty’, because faithfulness and loyalty will inevitably overlap, and you could not help but become redundant (i.e., repeat yourself).

5. **All entries (of all levels) must be grammatically parallel**. You may choose to write a topic outline (where **each item** is a word or a phrase), or a sentence outline (where **each entry** is a full sentence).

Just make sure that you never mix the two. **Example:

- 1) Short-term effects of WWII {phrase}
- 2) The long-term effects of WWII are not easily appraised. {full sentence}

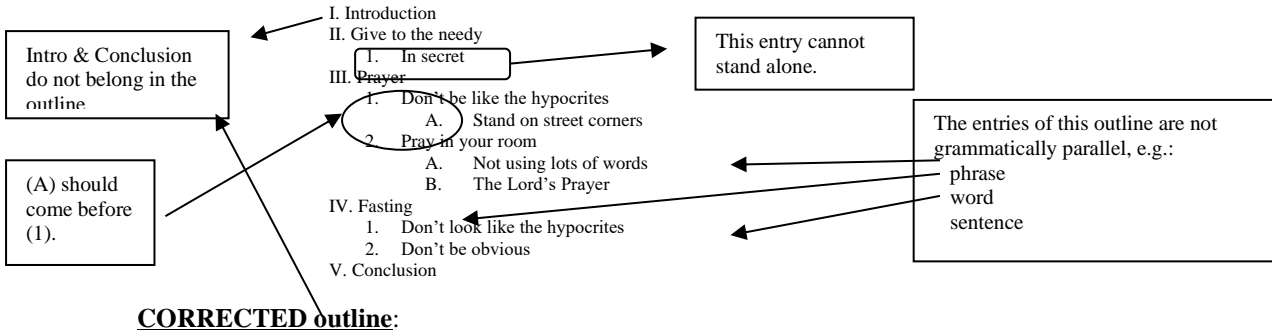
Correction: 1) Short-term effects of WWII {phrase}
 2) Long-term effects of WWII {phrase}

6. **Only capitalize** the first word of each entry (and proper nouns, of course).
7. **Do not use periods** to end your entries unless you are writing a sentence outline.
8. **Organize your material logically**, i.e.:

- in order of importance (least important to most important, general to specific, etc.),
- in chronological order (first to last, past to present etc.).

Thesis: In Matthew 6:1-18 it becomes evident that the motivation behind spiritual discipline is very important to God.

Example of a FAULTY outline based on the above thesis statement:



CORRECTED outline:

I. Giving to the needy

- A. Not drawing attention to the act
 - 1. Not imitating hypocrites in church
 - 2. Not imitating hypocrites in public
- B. Giving privately
 - 1. Not letting others see one's giving
 - 2. Leaving the reward in God's hand

FORMAT OF A FORMAL OUTLINE:

II. Praying to God

- A. Not seeking attention from people
 - 1. Not imitating hypocrites praying in church
 - 2. Not imitating hypocrites praying in public
 - 3. Not saying long and meaningless prayers
- B. Communing with God in private
 - 1. Going into one's room
 - 2. Closing the door
 - 3. Knowing that God will see and reward

- I.
 - A.
 - 1.
 - a)

III. Fasting for the Kingdom

- A. Not trying to gain the approval of men
 - 1. Not putting on an air of suffering
 - 2. Not announcing one's piety to others
- B. Acting to gain God's approval
 - 1. Taking care of one's appearance
 - 2. Having a cheerful attitude

Sources:

Troyka, Lynn Quitman. *Handbook for Writers*. 2nd Can. ed. Prentice Hall, 1999.
 Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. University of Chicago Press, 1999

Paul's Teachings Concerning the Believer's Life After Death

Nathan Barnes

Thesis: Paul understood the believer went immediately to be eternally with the Lord at the time of death, and would be clothed with a new spiritual body, like Christ's, at the time of his return.

I. The believer goes immediately to be with Christ at the time of death

- A. *Away from the body – at home with the Lord* (2 Corinthians 5:6-8)
- B. *Depart and be with Christ* (Philippians 1:23)
- C. *“This refutes the notion of the soul being dormant during its separation from the body.”* (Jamieson)
- D. *“...believers go immediately to a place and condition of blessedness.”* (Erickson)

II. The believer's time with the Lord is eternal

- A. *It is a theme of the whole New Testament* (Matthew 25:46; John 3:15; Acts 14:35; 1 John 1:2 NIV)
- B. *It is the final reward and glory into which the children of God enter* (Easton) (1 Timothy 4:8; Titus 1:2)
- C. *“...eagerly turned towards the future”* (Kennedy)
- D. *It is the result of the believer's faith* (1 Timothy 1:16)

III. The believer receives a new spiritual body at the second coming of Christ

- A. *The living Christians will not rise first rather those who have died in Christ will be raised first* (1 Thessalonians 4:15, 16)
- B. *Resurrection foretold by the prophets* (Isaiah 26:19; Daniel 12:12)
- C. *Give life to your mortal bodies* (Romans 8:11)
- D. *Christians who have died will be raised first with their transformed bodies* (1 Corinthians 15:22)

IV. The believer's new body will be like Christ's resurrected body

- A. *Exchange weak mortal bodies for glorious heavenly ones like Christ* (Philippians 3:21)
- B. *Christ is the “first born”* (Colossians 1:18)
- C. *Bodies like the man from heaven* (1 Corinthians 15:49)
- D. *Christ is the firstborn from the dead and is therefore an example of our resurrected bodies* (1 Corinthians 15:45)

V. The believer will at no time enter into soul sleep

- A. *Misunderstandings arising from 1 Corinthians 15 and other passages* (Shelton)
- B. *The use of the word “sleep” only a colloquialism* (Ridderbos)
- C. *“No allusion to ‘soul sleeping’ is involved. Paul had in mind the bodies of dead believers.”* (Pfeiffer)
- D. *“Talk of “soul sleep” is erroneous, for it is incompatible with the Scriptures”* (Mills)

PAUL'S HARDSHIPS: A STUDY OF II CORINTHIANS

Lindsay Wood, Pauline Epistles.

Thesis: The Apostle Paul is a true testament to the word 'apostle' as his sole purpose was to shine his light of the knowledge of the glory of God into the darkness—a darkness which caused Paul great suffering through criticism, physical torture, countless obstacles, verbal abuse and rejection. Amidst his persecution, Paul's passion for ministry never wavered as he was driven to be an ambassador for Christ and had the love of a Father who comforts in all trouble and delivers from death (2 Cor 5:20; 1:4; 1:10).

- I. Paul was Criticized by Friends
 - A. 2 Cor 1: 23, 2 Cor 1-3, 2 Cor 12:14: For not visiting when promised
 - B. 2 Cor 10:10: Ridiculing his unimpressive personal style
 - C. 2 Cor 5:12: Scheming for power
 - D. 2 Cor 8:20, 2 Cor 11:7-9: Misusing of funds
- II. Paul Experienced Physical Suffering
 - A. 2 Cor 11:25, Acts 14:19: Stoned in Lystra by Jewish enemies
 - B. 2 Cor 6:5, 2 Cor 11:23, Acts 16:22-24: Severely flogged in Philippi
 - C. 2 Cor 6:5, Acts 16:24: Agony from the stocks in Philippi
 - D. 2 Cor 11:24, Acts 21:31-32, Deut 25:1-5: Lashed five times in Jerusalem
 - E. 2 Cor 11:25: Beaten with rods three times
- III. Paul was Surrounded by Obstacles
 - A. 2 Cor 12:7: Tormented by his thorn in the flesh
 - B. 2 Tim 4:10,11: Forsaken by brethren
 - C. 2 Cor 11:26: Danger of false apostles
 - D. 2 Cor 11:23, 2 Cor 6:5: Imprisonment
 1. Acts 16:22-24: Prison in Philippi
 2. Acts 21:27: Incarcerated in Jerusalem
 3. Acts 23:35: Incarcerated in Caesarea
 4. Acts 28:16: First and second Roman Imprisonment
 - E. Acts 9:23-29; Acts 13:50; Acts 14:5, Acts 17:5: Danger of death
 - F. 2 Cor 11:25: Shipwrecked three times
 - G. 2 Cor 11:32-33, Acts 9:22-25: Damascus guarded for his arrest
 - H. 2 Cor 6:5; 2 Cor 11:27-28: Lack of food, drink, clothing
- IV. Paul Faced Verbal Abuse and Rejection
 - A. Acts 26:28: Sneered At by authorities
 - B. Acts 22:22, Acts 13:50: Abusive talk from Jews
 - C. 2 Cor 11:1-6: Character assassinated by false apostles
- V. Paul Kept Going Despite Hardships because of:
 - A. 2 Cor 4:7 His knowledge of the glory of God (treasure in jars of clay)
 - B. 2 Cor 4:15, 2 Cor 1:5-6: His desire for others to see in his heart the light of the knowledge of the glory of God
 - C. 2 Cor 1:6 Knowing his distress was for others comfort and salvation
 - D. 2 Cor 5:9: His desire to do God's will on earth just as it is done in heaven
 - E. 2 Cor 1:4-10, 2 Cor 4:8, 2 Tim 3:11: God's deliverance and comfort
 1. 2 Cor 1:4: God's comfort in trouble
 2. 2 Cor 7:6: God's comfort through Titus
 3. 2 Cor 4:8, 2 Cor 1:10: God did not abandon him, delivered from death
 4. 2 Cor 4:8: God did not allow him to be destroyed or in despair
 - F. 2 Cor 7:4: Encouragement and joy from church at Corinth
 - G. 2 Cor 4:17-18: Eyes fixed on eternal glory which outweighs temporary troubles
 - H. 2 Cor 5:19b-20, 2 Cor 11:23, 2 Cor 12:10, Ps 44:22: He is an Ambassador and Servant of Christ.

Evaluation of Scripture Memory Work
For Carl Hinderager

Name _____ Box # _____ Due Date _____

Course _____ Book (passage) Memorized _____

Method of presentation: ___Oral recitation ___Handwriting ___Typing

Translation used _____

Day _____ Start time ____:____ Finish time ____:____

Day _____ Start time ____:____ Finish time ____:____

Instructions for monitors:

Thank you for helping me, and this student, with this significant assignment. Your responsibility is simply to identify what part of the memory work is/was incorrect. **I will assign the appropriate mark.** All mistakes should be identified on the hard copy that the student will present to you. If they are reciting the book, they will give you a hard copy to mark as they quote. I will not necessarily deduct for minor grammatical errors but as you identify even small mistakes it gives me confidence that you were checking carefully. The very best mark will be reserved for those who can quote the entire book in one sitting. Presenting the book in two parts is acceptable. Please indicate the different days if this is the case. Use a pen that is a different color than the script for your annotations. Please use the following symbols to identify:

- Prompt Write **“Prompt”**
- Wrong word order **use reversing arrows**
- Missed words **write in correct words (or verse references)**
- Added words **cross out extra words**
- Extended pause Write **“Pause”** (indicate only if more than one minute)

Comments:

Monitors Name _____ Position _____

Signature _____ Date _____