



# Nazarene Theological Seminary

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## BIB550 — Biblical Hermeneutics Module Fall 2011

### ***Essential Information***

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

### ***Instructor Information***

Professor: David Ackerman, Ph.D.

Email: david@acky4.com

Office:

Office Hours: By appointment

### ***Catalog Description***

A study of the history, methods, and principles of the interpretation of the Scripture.

### ***Course Narrative & Rationale***

Biblical Hermeneutics is a junior level introduction to the methods of Biblical interpretation. It is a required course in the MDiv (Nazarene Ordination) Course of Study track, in the MAICS, and in the MA(TS) General Academic Track. It is a required proficiency for the MA(TS) Research Track for a Concentration in Biblical Studies. Biblical Hermeneutics is recommended prior coursework for all Old and New Testament Literature Courses and all Biblical Theology courses at NTS. It may serve as a Bible domain elective or a free elective in any Masters program at NTS.

### ***Course Vision***

Our goal as disciples of Jesus Christ is to guide people into transforming relationships with God. One of the significant challenges we face today is taking the message of this relationship as described in the Bible and making it relevant and understandable to contemporary cultures and contexts far removed from the cultures of the Bible. Our task as “stewards of the mysteries of God” (1 Cor. 4:1) is to find the transformative message of Scripture and to articulate it to our own contexts, being

faithful to both text and context while preserving the intended message of the Scripture. Hermeneutics is one essential if not primary step in the theological task. Our theology (and the outflow of this through ministry) is determined to some degree by our hermeneutic, and our hermeneutic is guided by our theological presuppositions. With the new challenges and opportunities facing the church, we must formulate our convictions through careful interpretation of the sacred text. The instructor desires that each student learn skills of listening to the Author of the Bible through the development of biblical wisdom and functional skills of interpretation. Through wrestling with the written word in humility and openness, the interpreter may encounter the living Word who through the Holy Spirit brings truth, conviction, and power for life and ministry.

### ***Course Caution***

Because this course takes a strongly methodological approach to the interpretation of Scripture, you may discover some of your meaningful and fondly held understandings of the Bible challenged. It is not the purpose of the course to undermine, much less attack, personal faith. It is the conviction of the instructor and the experience of most alumni of the course that faith is strengthened by a stronger understanding of and capacity to interpret Scripture with methodological self-awareness. However, such fruits require both the disciplined work expected in this class and the maintenance of an expectant spirit toward the Bible.

### ***Degree Objectives***

The course will contribute to the following Degree Program Objectives found in the [NTS Catalog](#):

M.Div. # 2: The articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments.

MACE # 1: Appropriate and enhance the student's ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and His Church and to inform a passionate, vital, and redemptive ministry.

MAICS #2: Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation.

MA(TS) GENERAL ACADEMIC TRACK # 1: Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.

MA(TS) RESEARCH TRACK # 2: Students will develop skill in academic research and writing as a basis for further graduate studies.

### ***Course Outcomes***

At the conclusion of this course the student should be able to:

- (1) distinguish formational and informational reading of Scripture and to engage in both,
- (2) identify the primary characteristics and shapers of the major periods in the history of the interpretation of the Bible,
- (3) recognize, describe, and practice the major methodologies employed in twenty-first century biblical interpretation,
- (4) describe the way in which the Bible functions authoritatively in a community of faith,
- (5) describe the way the Bible developed – from beginning to contemporary versions,
- (6) determine the significance of textual differences for interpreting a biblical passage,
- (7) explain the strengths and weaknesses of the various contemporary English versions,
- (8) use computer resources to gain access to the biblical languages,

- (9) describe and practice a method of interpretation that incorporates the historical context, the literary structure and context, and theological content of a passage to arrive at the textual meaning,
- (10) demonstrate the appropriate steps of exegesis for a specific passage of Scripture,
- (11) articulate the reason for and importance of a method of interpretation,
- (12) understand the terminology used in technical discussions of Scripture and interpretation,
- (13) understand the usefulness of and use appropriately a variety of resources,
- (14) describe the major theological themes of Old and New Testaments as a framework in which to interpret particular passages,
- (15) apply the principles of interpretation to be able to hear the message of the text in the light of the historical, literary, and theological contexts, and articulate and apply a strategy for arriving at an appropriate application of a text to contemporary life.

### ***Church of the Nazarene COSAC Competencies***

This course seeks to fulfill the following competencies for clergy preparation in the Church of the Nazarene found in the [Handbook for Christian Ministries](#):

- CN 2 Ability to identify the books of the Old Testament by genre
- CN 7 Ability to describe the major theological concepts of the Old Testament
- CN 14 Ability to identify and describe the major theological concepts of the New Testament
- CN 15 Ability to describe how the Bible came into being up to contemporary translations
- CN 16 Ability to identify the steps of historical, literary, and theological analysis used in exegesis
- CN 17 Ability to exegete a passage of Scripture using the steps listed above

### ***Required Texts & Course Materials***

- The Bible: If you do not work in the Hebrew and Greek text, please use a more literal modern translation such as the NRSV, ESV, or NASB (others are possible) should be used.
- Bray, Gerald. *Biblical Interpretation: Past & Present*. Downers Grove, IL: InterVarsity Press, 1996. ISBN 978-0830815654
- Callen, Barry L. and Thompson, Richard P. eds. *Reading the Bible in Wesleyan Ways: Some Constructive Proposals*. Kansas City: Beacon Hill Press, 2004. ISBN 978-0834120488
- Klein, William W.; Blomberg, Craig L.; and Hubbard, Robert L., Jr. *Introduction to Biblical Interpretation*. Revised and Updated Edition. Nashville: Thomas Nelson Publishers, 2004. ISBN 978-0785252252
- Tate, W. Randolph. *Interpreting the Bible: A Handbook of Terms and Methods*. Peabody, MA: Hendrickson Publishers, 2006. ISBN 978-0801047848

### ***Recommended Texts & Course Materials***

- Bright, John. *The Authority of the Old Testament*. Grand Rapids: Baker Publishing House, 1976. ISBN 978-0687030323
- Brown, Jeannine K. *Scripture As Communication: Introducing Biblical Hermeneutics*. Grand Rapids: Baker Academic, 2007. ISBN 978-0801027888
- Traina, Robert, and Bauer, David R. *Inductive Bible Study: A Comprehensive Guide to the Practice of Hermeneutics*, Baker Academic, 2011. ISBN 978-0801027673

Other resources will be linked or made available in Moodle.

## ***Course Outline***

- I. Foundational Issues
  - A. Inspiration and Authority
  - B. Canon and the Philosophy and History of Translations
- II. History of Exegesis
  - A. Biblical, Jewish, and Patristic Exegesis
  - B. Medieval, Reformation, and the Move to 19th Century Exegesis
  - C. 20th Century Interpretation and Contemporary Issues
- III. Historical and Cultural Exegesis Behind the Text
  - A. Traditional Historical Critical Exegesis
  - B. Cultural and Sociological Exegesis
- IV. Literary Exegesis – Working In the Text
  - A. Book Context and Genre and form Analysis
  - B. Source, Redaction, and Composition/Narrative Criticism
  - C. Syntactical, Grammatical, and Word Analyses
- V. Interpretation From the Text
  - A. Theological Exegesis
  - B. Contextualization/Application
  - C. Formational Reading

## ***Course Assignments & Requirements***

The syllabus is the instructor's covenant with students for the requirements to complete this course. No more assignments will be added than what is contained in the following. Please consult the instructor by email or phone if you have any questions about the assignments.

### ***Pre-Module***

1. **Textbook Reading:** The textbooks by Klein, et.al. and Bray are to be read according to the schedule given in the Course Calendar below. As much of the reading of these textbooks as can be done during the pre-module will benefit discussion. Accountability for that reading will be given through your responses to Discussion Questions, Worksheets, and class discussion (objectives 2, 5, 6, 7, 14, CN 2, 15).
2. **Reading Report on Callen and Thompson:** After carefully reading the Callen/Thompson text, write a review and evaluation of the book of *at least* 800 words (3 pages double-spaced 12 point Times New Roman). The review should give evidence that the whole book has been read. You should conclude your essay with some observations on whether or not a Wesleyan hermeneutic is possible and if so, what might characterize it. The report is due by **Saturday, August 13**. To submit this report, please use the link provided in the learning unit for Week 5 (objectives 2, 5, 6, 7, 14).
3. **Discussion Questions & Participation:** Each week during the pre-module, there will be one discussion question to engage students in the course content. For each discussion, you should post your initial thoughts by Wednesday (11:55 pm) and give at least two responses to others by Saturday (11:55 pm) (objectives 1, 3, 4, 6, 8, 11).
4. **Exegetical Paper Passage Selection:** In consultation with the professor, choose one passage from the Bible of no more than 15 verses which you would like to study in depth for the

Exegetical Paper and Ministry Project described below. This may not be a passage for which you have done other exegetical work at NTS. This passage should be chosen by **Saturday, July 23** (see #12 below for objectives).

5. **Worksheets and Self-study:** Beginning in Week 4 of the Pre-Module, there will be a worksheet for you to complete each week. The worksheets will focus on skill and understanding of the interpretive process. The worksheets will provide an opportunity to practice and reflect on exegetical skills covered in the readings and lectures. The worksheets during the pre-module may require some further reading in exegetical resources such as commentaries and Bible Dictionaries. Each Worksheet in the Pre-module will be due by Saturday 11:55 pm. There will be a total of eight worksheets assigned, three in the pre-module and five in the post-module (objectives 3, 4, 7, 8, 13; CN 2, 7 & 14).
6. **Preliminary Exegetical Work:** As part of the exegetical paper, you are to complete a step-by-step exegesis of your selected passage. You should bring this work with you to the module and show the professor on Tuesday of the second week of the module, after these steps are discussed in class (in case you still have questions about what to do). You can also prepare these notes ahead of time before the module. This preliminary work is to be your own inductive study of the passage and will not require significant outside research. Specific directions for this will be provided in Moodle (see #12 below for objectives).
7. **Canon, Translations, and Textual Criticism Quiz:** By **Saturday, August 20**, please complete the quiz covering Study Guide 1 on canon, translations, and textual criticism. You may need to consult Tate's *Interpreting the Bible: A Handbook of Terms and Methods*. The link to take this quiz on line will appear in the learning unit for Week 6 (objectives 6, 7).

### **Module**

8. The class will meet on the NTS campus from 5:30 - 9:45 pm, Monday - Friday, August 22 - 26, and then Monday - Thursday, August 29 - September 1. The focus of the class time will be lectures, discussions, group activities and hands on interpretive exercises. Please bring your Bible to each class session.
9. **Group Assignment:** Each student will be assigned the first day of the module to a group of no less than three and no more than four students. Each group will choose one contemporary method of interpretation and offer a creative presentation on a passage of scripture to the class. One hour of class time during the first week will be devoted to a small group meeting for planning the presentation. The groups may consult the professor for assistance during that hour (although he will be available outside of class as well). You may need to meet outside of class to finish any planning. This project may involve some individual research but members should collaborate with others in the final presentation. The objective of the presentation is to demonstrate to the class a creative approach to a passage of scripture using contemporary methodologies as the window to the text. The presentation should be about 20-25 minutes and involve every member of the group. The presentation will be evaluated by peers (50%) and professor (50%). A rubric will be provided for this evaluation. The professor will give some example approaches to spur on your creativity (objectives 3, 9, 11, 15).

## Post-Module

10. **Terminology Quiz:** Study the terms listed in the Study Guide 2 attached to this syllabus. The terms are defined in Tate's *Interpreting the Bible: A Handbook of Terms and Methods*. The quiz will be due by **Saturday, September 17** and can be found in the learning unit for Week 10 (objective 12).
11. **Worksheets, Peer Feedback and Discussion Participation:** By **Wednesday 11:55 pm**, each student will upload his or her completed worksheets for other students to see. By **Saturday 11:55 pm**, each student will then provide feedback, encouragement, questions, clarification, or suggestions to other students by way of a discussion forum. There will be one worksheet due each week during the post-module (objectives 3, 4, 7, 8, 13; CN 2, 7 & 14).
12. **Exegetical Paper:** A major project for the class will be a full exegesis paper of 3000 to 4000 words (about 10-12 pages double-spaced 12 point Times New Roman). The exegesis paper should contain full historical, cultural, literary, and theological exegesis of the passage. The paper should also include a section on the interpretation of the passage by significant interpreters in Christian history such as Origen, Chrysostom, Augustine, Luther, Calvin, Wesley, etc. Students should continue the steps of exegesis begun in the pre-module, though these latter steps will not need to be submitted with the final paper. Evidence that you have done these steps of exegesis should lead to a quality paper. Extensive footnotes and bibliography are expected. The professor will use a grading sheet which will be available in Moodle. The paper will be due by **Saturday, October 7**. To submit this paper, please use the link in the learning unit for Week 13 (objectives 3, 9, 10, 13, 15, 16; CN 16 & 17).
13. **Ministry Project & Presentation:** Each student will give a presentation between 15-30 minutes in a ministry setting of his or her own choosing (local church, nursing home, mission, youth group, etc.). The presentation will be based on the same passage as the exegesis paper and should come as the final step of the exegetical process. As part of this assignment, you must design your presentation for the specific audience, which should be clearly identified at the beginning of the report. For example, if you plan to teach a children's Sunday School class, your presentation must fit that level of understanding. Your presentation will be graded in part on how well you bring the message of the text to this specific audience. Presentation in this ministry context should be arranged far enough ahead of time to avoid scheduling conflicts with other activities in the ministry (please check with the pastor or other ministry leader to avoid problems and to plan for your presentation). Your options are as follows:
  - a) A sermon
  - b) A Sunday School class lesson (any age but must be specified)
  - c) A small group Bible study
  - d) If you would like to try a different option, please discuss it with the professor *ahead of time*.

An evaluation form will be provided in Moodle that you will need several people who hear you to complete. One of those must be a person with ministry training or some professional experience (seminary graduate, person with some higher education, a lay leader in the ministry). This evaluation will provide helpful feedback to you and the professor about how well you helped the people understand the message of the passage.

The goal of this assignment is to help you build a bridge from the biblical text to a real life context. Remember that this is not an exegetical paper but a practical message that is relevant to your particular audience. You will need to submit to the professor 1) a copy of your presentation, 2) copies of the completed evaluation forms (can be scanned or photographed as a graphic like .jpg or .pdf), and 3) a one page reflection on how you think your presentation went and how you feel you communicated the message of the passage. The project will be evaluated this way: 50% written presentation, 25% personal reflections, and 25% evaluations. The criteria will be 1) faithfulness to the message of the passage with clear connection to the exegetical work done earlier (measured in written work), 2) effectiveness in presenting this message in the ministry context (measured by the evaluations), and 3) organization and overall presentation (all three components). This presentation needs to be completed and with all paper work to professor no later **Saturday, October 15** (objectives 10, 15; CN 16 & 17).

**Course Evaluation:** Near the end of the semester a course evaluation will be sent to each student. Please complete it and return it following the directions that are attached to it. It will be used to improve the course. The professor's peer accountability partners may view the results of your evaluation. The professor will never see your individual evaluation. It will be delivered to him through a third party to provide you with complete anonymity. Your serious participation is expected and appreciated.

### ***Distribution of Student Learning Hours***

	pre-module hours	module hours	post-module hours
Face-to-face Class Sessions		38	
Online Participation in forums, groups, etc.	5		5
Reading	48	0	4
Writing	12	1	26
Other Assignments and Learning Activities	0	3	1
Exams & Quizzes	3	0	3
TOTAL	68	42	39

### ***Method for Submitting Assignments***

Each assignment is to be submitted through its corresponding link in Moodle. Assignments are NOT to be submitted as hard copy, via fax, or via e-mail unless directed. Students should keep electronic copies of all work done for the course per chance they (or the professor) accidentally delete an assignment from the Gradebook.

### ***Form and Style Expectations***

All written work should be clear, organized, and carefully proof read before submission, watching for common grammatical and punctuation errors. All submitted work should follow the latest version of Turabian. For help in writing assignments, see *Guidelines for Writing Papers* posted in Moodle.

## ***Inclusive Language***

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

## ***Policy Regarding Late Work & Missed Exams***

All work is due by **11:55** Central Time on the date listed in the course syllabus and schedule. I will still accept any work as on time as long as it is time stamped before midnight. Moodle will give each submission a time stamp. To avoid having the wrong due time and date in Moodle, please check your personal profile to make sure your time zone matches that of NTS (set Timezone to “Server’s local time”). Late posting of discussion questions and responses will result in a 50% deduction in credit for the first week late and 75% reduction thereafter. Late papers will result in a 10% reduction in credit per week late up to 50%. All assignments must be in no later than the last day of the course (10/15). Even if your work is late, it is better to turn it in and get partial credit for it. If you know of some outside responsibility that will delay your work or participation, arrangements must be made *ahead of time* with the professor who will take each situation into consideration on a case-by-case basis. Request for an Incomplete should be filed with the Registrar far enough ahead of time to avoid failing the course. Late penalty for incomplete assignments will be put on hold once official notice for an incomplete has been made and accepted through the Registrar’s office.

## ***Additional Costs***

Beyond the textbooks and expenses associated with attending the module, there are no additional costs for this course.

## ***Course Grading***

### ***Course Grading***

Course Grading will be based on a percentage system corresponding to the following percentages:

A = 90% B = 80% C = 70 % D = 60 %

(For what these letters mean, please see the NTS catalog.)

<b>Assignment</b>	<b>Percent</b>
2 Quizzes @ 5% each	10
8 Worksheets @ 2.5% each	20
Callen/Thompson Report	7.5
Group Presentation	12.5
Exegetical Project	
Preliminary Work	5
Finished Paper	20
Ministry Presentation	20
Discussion Participation 10 @ .5% each	5

## Discussion Participation Grading Rubric

Participation for each Discussion Question will be assessed by the following method:

Points	Criteria
9-10	Initial post by designated time; response by designated time; and high quality of insight into topic of discussion that shows an understanding of lecture material, study topic, and reading; more than minimum number of words
7-8	Either initial post or response late by one day; and/or good insights into the topic of discussion; and/or some evidence of reading comprehension evident; minimum length
5-6	Either initial post or response late two to three days; and/or insights into topic were average with little to no evidence of outside reading; and/or post lacks details; and/or few to no responses to others
0-4	Postings substantially late or non-existent; and/or insights significantly inadequate for graduate level work; and/or few to no responses to others

A good rule of thumb: write more than you think you need. I would rather you explain your ideas than leave something to assumption. Most initial posts should be several well-organized paragraphs, with a minimum of 150 words. Each response should be a minimum of one well-organized paragraph of a minimum of 75 words. I will grade not on the quantity but the quality, but quantity is a factor. If you wish to receive a high grade for participation, give well-organized and supported responses. Participation that reaches the minimum above should expect a grade of 7-8.

A grade sheet will be provided in Moodle for the Exegetical Paper, Group Presentation, and Ministry Presentation. Other written work will be evaluated based on insight, thoroughness, detail, clarity, and writing (organization, grammar, form, etc.).

The professor will usually give feedback on assignments and discussions no later than seven days after the assignment is due or the close of the week in which the assignment is due. Larger assignments such as major papers may take longer. The professor will offer suggestions when possible for potential improvement on future assignments.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

## ***Class Attendance***

Participation in discussions during the pre- and post-modules and attendance during the module are important for achieving the learning objectives for this course. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, or 2 ½ days of the module, the professor may automatically fail the student. Daily attendance records will be reported for those obtaining V.A.

and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

## Course Calendar

Date	Week	Topic	Assignment
7/11	1 Pre-Module Begins	Introduction to the course and to each other	<b>Read:</b> Klein, Blomberg, Hubbard (KBH) ch. 1; Bray, ch. 1
			<b>Discussion:</b> Post Autobiography by Wed. 7/13 and respond to two others by Sat. 7/16
7/18	2		<b>Read:</b> KBH ch. 4, Bray chs. 2-5
			<b>Discussion:</b> Question #1: <i>The Authority of the Bible</i> , post by Wed. respond by Sat.
			<b>Project:</b> Exegetical Passage Selection by Sat. 7/25
7/25	3		<b>Read:</b> KBH chs. 5-6, Bray ch. 6
			<b>Discussion:</b> Question #2: <i>The Interpreter's Story</i> , post by Wed. respond by Sat.
8/1	4		<b>Read:</b> KBH chs. 2-3, Bray chs. 7-8
			<b>Discussion:</b> Question #3: <i>Allegorical Interpretation</i> , post by Wed. respond by Sat.
			<b>Project:</b> Worksheet 1 upload by Sat.
			<b>Exegesis:</b> Step 1: Reading
8/8	5		<b>Read:</b> KBH chs. 7-8, Bray chs. 9-10
			<b>Discussion:</b> Question #4: <i>Wesleyan Hermeneutics</i> , post by Wed. respond by Sat.
			<b>Project:</b> Worksheet 2 upload by Sat.
			<b>Exegesis:</b> Step 2: Historical/Cultural Context
			<b>Report:</b> Callen/Thompson Reading Review due by 11:55 pm 8/13
8/15	6		<b>Read:</b> KBH chs. 9-10, Bray chs. 11-13
			<b>Discussion:</b> Question #5: <i>Biblical Theology</i> , post by Wed. respond by Sat.
			<b>Project:</b> Worksheet 3 upload by Sat.
			<b>Exegesis:</b> Exegetical Step 3: Literary Context
8/22	7 Module Face to Face Begins	Introduction to the Course Inspiration and Authority	Groups assigned
8/23		History of Exegesis	
8/24		A Wesleyan Approach to Interpretation	Group Presentation Planning Time
8/25		Contemporary Methodologies Library Tour and Electronic Resources	
8/26		Steps of Exegesis Part 1	Terminology Quiz
8/29	8	Steps of Exegesis Part 2	Bring Preliminary Exegetical work to class
8/30		Steps of Exegesis Part 3	
8/31			Group Presentations
9/1		From Text to Application Course Wrap Up	Worksheet 4 Due

9/5	9 Post-Module Begins	Reading & Research Week	Reflect on our time together and make plans for working on your exegesis project and completing the course.
9/12	10		<b>Read:</b> KBH chs. 11-12
			<b>Discussion:</b> Worksheet 5 post by Thurs. respond by Sat.
			<b>Project:</b> Worksheet 5
9/19	11		<b>Discussion:</b> Worksheet 6 post by Thurs. respond by Sat.
			<b>Project:</b> Worksheet 6
9/26	12		<b>Discussion:</b> Worksheet 7 post by Thurs. respond by Sat.
			<b>Project:</b> Worksheet 7
10/3	13		<b>Discussion:</b> Worksheet 8 post by Thurs. respond by Sat.
			<b>Project:</b> Worksheet 8
			<b>Exegesis:</b> Completed Paper due by 10/7 11:55 pm
10/10	14		<b>Report</b> of the Ministry Project Due by 10/15 11:55 pm

## Bibliography

### *Old Testament Interpretation*

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- Holmgren, Fredrick C. *The Old Testament & the Significance of Jesus: Embracing Change—Maintaining Christian Identity*. Grand Rapids: William B. Eerdmans Publishing Company, 1999.
- Longman, Tremper, III. *Making Sense of the Old Testament: Three Crucial Questions*. Grand Rapids: Baker Book House, 1999.
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### **General Texts in Hermeneutics and Exegetical Method**

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- Corley, Bruce; Lemke, Steve; and Lovejoy, Grant. *Biblical Hermeneutics: A Comprehensive Introduction to Interpreting Scripture*. Nashville: Broadman & Holman Publishers, 1996.
- Dockery, David S., Mathews, Kenneth A., and Sloan, Robert B., eds. *Foundations for Biblical Interpretation: A Complete Library of Tools and Resources*. Nashville: Broadman & Holman Publishers, 1994.
- Donfried, Karl Paul. *Who Owns the Bible?: Toward the Recovery of a Christian Hermeneutic*. Companions to the New Testament. New York: Crossroads Publishing Company, 2006.
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### **Resources**

You should become familiar with the basic format and content of each of the following resources in such a way that you can select the resource that provides the kind of information you need.

Anchor Bible

Anchor Bible Dictionary

Calvin's Commentaries on the Bible

The Bible Speaks Today

The Daily Study Bible

Explanatory Notes on the New Testament (by John Wesley)

Explanatory Notes on the Old Testament (by John Wesley)

Harper's Bible Dictionary

Hermeneia

International Critical Commentary

International Standard Bible Encyclopedia

International Theological Commentary

Interpretation: A Bible Commentary for Teaching and Preaching

The Interpreter's Bible Dictionary

The New Bible Dictionary

The New Century Bible

New International Biblical Commentary

The New International Commentary on the New Testament

The New International Commentary on the Old Testament  
New International Dictionary of New Testament Theology  
New International Dictionary of Old Testament Theology and Exegesis  
The New Interpreter's Bible  
The Old Testament Library  
Theological Dictionary of the New Testament  
Theological Dictionary of the Old Testament  
Theological Wordbook of the Old Testament  
Tyndale New Testament Commentaries  
Tyndale Old Testament Commentaries  
Word Biblical Commentary

***Selected Internet Sites***

(There are many resources available on the internet. The following is a small representation.)

Biblical Studies on the Web. <http://www.bsw.org/>  
Bible Gateway. <http://www.biblegateway.com/>  
Bible Study Tools. <http://www.biblestudytools.com/>  
Blue Letter Bible. <http://www.blueletterbible.org/>  
Bratcher, Dennis. Christian Resource Institute. <http://www.cresourcei.org/biblical.html>  
Brewer, David Instone. Tyndale House—The Doorway to Bible Scholarship.  
<http://www.tyndale.cam.ac.uk>  
Goodacre, Mark. New Testament Gateway. <http://www.ntgateway.com/>  
The Internet Public Library. <http://www.ipl.org/div/subject/browse/hum80.00.00/>  
Religious Studies Web Guide - Electronic Journals.  
<http://www.acs.ucalgary.ca/~lipton/journals.html>  
Resource Pages for Biblical Studies. <http://www.torreys.org/bible/>  
Tyndale House. <http://www.tyndalehouse.com/>  
Wabash Center Internet Guide to Religion.  
[http://www.wabashcenter.wabash.edu/resources/guide\\_headings.aspx](http://www.wabashcenter.wabash.edu/resources/guide_headings.aspx)  
Wesley Center for Applied Theology. <http://wesley.nnu.edu/BiblicalStudies.htm>

## Study Guide 1 (for Quiz on Canon, Translations and Textual Criticism)

Agrapha  
Alexandrian Text  
American Standard Version  
Anchor Bible  
Annotated Bible  
Antilegomena  
Apocalypse  
Apocalyptic  
Apocrypha  
Apocrypha,  
Aramaic  
Assimilation  
Autograph  
Bible, English Translations of  
Bishop's Bible  
Byzantine Text  
Caesarean Text  
Canon  
Canonization Process  
Catholic Canon  
Codex  
Conflate Reading  
Contemporary English Version  
Coverdale Bible  
Critical Apparatus  
Daughter Translation  
Deuterocanonical  
Didache  
Dittography  
Douay Bible  
Dynamic Equivalence Translation  
English Revised Version  
Family of Texts  
Geneva Bible  
Good News Bible  
Great Bible  
Greek, Koine  
Gutenberg Bible  
Hapax Legomenon  
Haplography  
Hebrew  
Hexapla  
Jerusalem Bible  
Ketubim  
King James Version  
Living Bible, The  
Masoretic Text/MT  
Matthew's Bible  
Megillah  
Message, The  
Minuscules  
Muratorian Canon  
New American Bible  
New American Standard Bible  
New Testament New English Bible  
New International Version of the Bible  
New Jerusalem Bible  
New King James Version  
New Revised Standard Version  
New World Translation of the Bible  
Palimpsest  
Papyrus Manuscripts  
Paraphrase  
Parchment/Vellum  
Peshitta  
Pseudepigrapha/Pseudepigraphy  
Received Text/Textus Receptus  
Revised English Bible  
Revised Standard Version  
Revised Version of the Bible/RV  
Samaritan Pentateuch  
Septuagint  
Targum  
Textual Criticism  
Textus Receptus  
Today's English Version  
Torah  
Translation  
Transliteration  
Tyndale's New Testament  
Uncial  
Variant Reading  
Verbal Equivalence/Translation  
Version  
Vulgate  
Western Text  
Wycliffe Bible

## Study Guide 2 (for Terminology Quiz)

Accommodation  
Allegory  
Analogy of Faith  
Analogy of Scripture  
Audience-Oriented Interpretation  
Author-Centered Interpretation  
Biblical Theology Movement  
Book of the Covenant, The  
Canonical Criticism  
Chronicler/Chronistic History  
Close Reading  
Contextualization  
Covenant Form  
Criteria of Authenticity  
Cynicism  
Dead Sea Scrolls  
Deconstruction  
Deuterocanonical  
Deuteronomistic History  
Diachronic  
Diaspora  
Discourse Analysis  
Documentary Hypothesis  
Dyad  
Ethnohermeneutics  
Exegesis  
Feminist Criticism  
Form Criticism  
Four Document Hypothesis  
Genre  
Genre Criticism  
Gnosticism  
Griesbach Hypothesis  
Haggadah  
Halakah  
Heilsgeschichte  
Hellenism  
Hermeneutical Circle/Spiral  
Hermeneutics of Consent  
Hermeneutics of Suspicion  
Higher Criticism  
Historical-Critical Method, The  
Honor-Shame Society  
Ideological Criticism  
Intentional Fallacy  
Intertextual Criticism  
Kerygma  
Kyrios  
Lectionary  
Lexicon  
Liberation Hermeneutics  
Linguistic Criticism  
Literary Criticism  
Marcionism/Marcionites  
Meaning  
Midrash  
Mystery Religions  
Nag Hammadi Library  
Narrative Criticism  
New Hermeneutic, The  
Paraenesis  
Peshet  
Postcolonialism/Postcolonial Criticism  
Rabbinic Hermeneutics  
Reader-Response Criticism  
Redaction Criticism  
Religionsgeschichtliche Schule  
Rhetorical Criticism  
Sachkritik  
Sensus Plenior  
Septuagint  
Sitz Im Leben  
Social-Scientific Criticism  
Socio-Rhetorical Criticism  
Source Criticism  
Structuralism  
Synchronic/Synchrony  
Textual Criticism  
Theological Exegesis  
Tradition Criticism  
Two-Source Hypothesis  
Typological Interpretation

## Literary Forms

Acrostic	Lament
Admiration Story	Legend
Aetiology/Etiology	Lists of Circumstances/Rules of Behavior
Annals	Logia
Annunciation Story	Mashal
Aphorism	Meditative Hymn
Apodictic Law	Midrash
Apophthegm	Myth
Aretalogy/Miracle Story	Nativity Hymns
Autobiography	Novella
Beatitude/Blessing	Ode
Benediction	Oracle
Call/Calling Story	Panegyric
Canticle	Parable
Casuistic Law	Paradigm
Catalog of Vices/Virtues	Paraenesis
Chria	Peace Wish
Christological Hymn	Penitential Psalms
Chronicle	Pronouncement Story/Sayings
Comedy	Prophetic Oracle
Commissioning Story	Proverb
Confessional Hymn/Statement	Provision Story
Conflict Story	Recognition Story
Coronation Psalm	Request Formula
Covenant Form/Suzerainty Treaty	Rescue Story
Covenant Lawsuit	Riddle
Creed	Royal Psalms
Curse	Sacramental Hymn
Diatribes	Saga
Disputation	Saying(s)
Doxology	Sign
Encomium	Similitude
Encounter	Story Speech
Enthronement Psalm	Tale
Epic	Thanksgiving
Epigram	Theophany
Epimicium	Travelogue
Example Story	Wisdom Sayings
Fable	Wisdom Sayings
Frame/Framework Story	Witness Story
Genealogy	
Household Codes	
Illustrative Story	
Joy Formula	

## Rhetorical or Literary Devices

Acrostic	Narratio
Alliteration	Probatio
Anacoluthon	Prolepsis
Anaphora	Propositio
Antiphrasis	Refutatio
Antithesis	Synecdoche
Antonomasia	Topos
Aporia	Travel Motif
Apostrophe	Trope
Argumentatio	Word Chains
Asyndeton	
Captatio Benevolentiae	
Caricature	
Chiasmus	
Climactic Parallelism	
Climax	
Complication	
Conclusio	
Contrast	
Defense Speeches	
Deliberative Rhetoric	
Dispositio	
Ellipsis	
Envelope Structure	
Epideictic Rhetoric	
Epiphora	
Euphemism	
Exordium	
Falling Action	
Fixed pairs	
Hendiadys	
Hyperbole	
Inclusio	
Intensification	
Invective	
Irony	
Journey Motif	
Judicial Rhetoric	
Juxtaposition	
Lead Words	