



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

BIB550 — Biblical Hermeneutics Online Spring 2010

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 at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

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

Instructor Information

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between 10:00 p.m. and 8:00 a.m. Mountain Time

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 core requirement in the M.Div., M.A. in Christian Education and M.A. (Theological Studies) degree programs. It may serve as a free elective in the M.A. in Intercultural Studies program. BIB520, Introduction to Biblical Studies, or its equivalent is prerequisite. Biblical Hermeneutics is designed to provide foundational instruction in exegetical method and a basic introduction to hermeneutics. It is a prerequisite course for exegetical and biblical theology courses 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.

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 twentieth 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) explain how the application of textual critical principles enable one to analyze textual variants and arrive at a most probable reading of the original text,
- (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,
- (16) and articulate and apply a strategy for arriving at an appropriate application of a text to contemporary life.

Church of the Nazarene COSAC Competencies

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 a modern translation such as NRSV, ESV, or NASB should be used. The instructor will use the ESV as his basic version in class with illustrations from other versions and his own translation.

Bray, Gerald. *Biblical Interpretation: Past & Present*. Downers Grove, IL: InterVarsity Press, 1996.

Brown, Jeannine K. *Scripture As Communication: Introducing Biblical Hermeneutics*. Grand Rapids: Baker Academic, 2007.

Callen, Barry L. and Thompson, Richard P. eds. *Reading the Bible in Wesleyan Ways: Some Constructive Proposals*. Kansas City: Beacon Hill Press, 2004.

Dauphinais, Michael and Levering, Matthew. *Holy People, Holy Land: A Theological Introduction to the Bible*. Grand Rapids: Brazos Press, 2005.

Klein, William W.; Blomberg, Craig L.; and Hubbard, Robert L., Jr. *Introduction to Biblical Interpretation*. Revised and Updated Edition. Nashville: Thomas Nelson Publishers, 1993.

Tate, W. Randolph. *Interpreting the Bible: A Handbook of Terms and Methods*. Peabody, MA: Hendrickson Publishers, 2006.

Recommended Texts & Course Materials

Bright, John. *The Authority of the Old Testament*. Grand Rapids: Baker Publishing House, 1976.

Other resources will be linked or made available in Moodle.

Course Outline

- I. Foundational Issues
 - A. Inspiration and Authority – Week 1
 - B. Canon and the Philosophy and History of Translations – Week 2
- II. History of Exegesis
 - A. Biblical, Jewish, and Patristic Exegesis – Week 3
 - B. Medieval, Reformation, and the Move to 19th Century Exegesis – Week 4
 - C. 20th Century Interpretation and Contemporary Issues – Week 5
- III. Historical and Cultural Exegesis Behind the Text
 - A. Traditional Historical Critical Exegesis – Week 6
 - B. Cultural and Sociological Exegesis – Week 7
- IV. Literary Exegesis – Working In the Text
 - A. Book Context and Genre and form Analysis – Week 9
 - B. Source, Redaction, and Composition/Narrative Criticism – Week 10
 - C. Syntactical, Grammatical, and Word Analyses – Week 11
- V. Interpretation From the Text
 - A. Theological Exegesis – Week 12
 - B. Contextualization/Application – Week 13
 - C. Formational Reading – Week 14

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.

1. Reading Assignments: The textbooks by Klein, et.al.; Bray, Brown, and Dauphinais & Levering are to be read according to the schedule given in the Course Calendar below. Accountability for that reading will be given through your responses to Discussion Questions and Worksheets. After carefully reading the Callen/Thompson text, write a review and evaluation of the book of at least 800 words. 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 on **Monday, March 15**. To submit this report, please use the link provided in the learning unit for Week 7.

Each week there will one or more items for you to read. These will include a written lecture by Dr. Roger Hahn, who has taught this course in the past and developed most of it as we will experience it, plus various notes and papers I will upload, including some lecture notes I have used in the past and will be updating for more of an online learning experience. The lecture materials may include selections from Tate's Handbook that are to be read and/or links to articles on the web that are to be read. Some weeks will assign Worksheets to be completed. Some worksheets may include other assigned readings as part of the necessary research.

2. Discussion Questions: Each week one or two Discussion Questions will be posted as part of the learning unit for that week. The Course Calendar below gives a date by which you must post your response to the question and a second date by which you are to have given a specified number of responses to other student's answers to the Discussion Question. There are 16 Discussion Questions and the grade for each required response and your responses to classmates' responses will be worth 1.5% of the final grade. The Discussion Questions/Responses will be graded at the end of each unit based on a rubric that can be found on the course website.

3. Outside Reading – Old Testament Interpretation: 160 pages of material found in the Old Testament Interpretation section of the bibliography must be read. It is highly recommended that you read the first 160 pages of John Bright, *The Authority of the Old Testament*. If it is not available, you may read from another one or selections from several sources in the Old Testament Interpretation section of the course bibliography. A (double-spaced, typed) report of 300-500 words summarizing and evaluating this reading will be due on **Monday, April 12**. To submit this report, please use the link provided in the learning unit for Week 11.

4. Canon, Translations, and Textual Criticism Quiz: On **Friday, February 12**, there will be a quiz covering Study Guide 1 on canon, translations, and textual criticism and the class lecture material on canon and translations. 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 2.

5. Terminology Quiz: Study the articles 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 on **Monday, March 15**.

6. Worksheets: Beginning week 6 a worksheet will be assigned as part of the learning unit for that week. The worksheets will provide an opportunity to practice and reflect on exegetical skills covered in the reading (including the lecture material) for that week. They will often require further reading in exegetical resources such as commentaries and Bible Dictionaries. They will be posted through the link in the learning unit for that week and will have (a) concluding question(s) that will provide further opportunity for discussion via the group discussion board. There will be 8 worksheets assigned.

7. Exegetical Paper: The major project for the class will be a full exegesis paper of 4000 to 5000 words. By **Friday, February 19, Week 3**, each student should select a passage of Scripture for this exegetical project and have it approved by the professor. The exegesis paper should contain full historical, cultural, literary, and theological exegesis of the passage and a brief (no more than 500 words) statement of the direction contemporary application that could go with the passage based on the exegesis. It is suggested that students follow the steps of exegesis that will be provided in the lecture material in preparation for writing this paper. 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. The paper should be constructed using the style of Turabian. Extensive footnotes and bibliography are expected. The paper will be due on **Friday, May 7**. To submit this paper, please use the link in the learning unit for week 14.

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.

Method for Submitting Assignments

Each assignment is to be submitted through its corresponding link in the Learning Unit. Assignments are NOT to be submitted as hard copy, via fax, or via e-mail. 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 (see the "Suggestions for Paper Writing" posted in Moodle). All submitted work should follow the latest version of Turabian.

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 midnight Central Time (the time of the Moodle server at NTS) on the date listed in the course schedule. Moodle will give each submission a time stamp. 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 reports, quizzes, and papers will result in a 10% reduction in credit per week late. All assignments must be in no later than the final exam. Request for an Incomplete should be filed with the Registrar far enough ahead of time to avoid failing the course. Even if your work is late, it is better to turn it in and get partial credit for it.

Course Grading

All assignments will be assessed by percentage of total points possible, with corresponding letter grades according to the following scale:

A = 90 - 100 %

B = 80 - 89 %

C = 70 - 79 %

D = 60 - 69 %

See the NTS catalog for specific details of what each grade letter means.

Class work will contribute to the final course grade according to this formula:

2 Quizzes @ 6% each	12%
8 Worksheets @ 2.5% each	20%
Old Testament Outside Reading Report	9%
Callen/Thompson Report	10%
Exegetical Paper	25%
Participation in the 16 discussion questions	24% (1.5% per question)

Discussion Question 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; high quality of insight into topic of discussion that shows an understanding of lecture material and reading
7-8	Either initial post or response late by one day; good insights into the topic of discussion, some evidence of reading comprehension evident
5-6	Either initial post or response late two to three days; insights into topic was average with little to no evidence of outside reading
0-4	Postings substantially late or non-existent; insights significantly inadequate for graduate level work

A grading rubric for the exegetical paper will be provided in Moodle.

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.

Course Calendar

Date	Week	Assignment
Feb 1 - 7	1	Reading: Klein, et. al. chapters 1 and 5; Bray, chapter 1; Brown, chapter 1; Lecture 1; and any supplemental reading posted in Moodle. Forum: <ul style="list-style-type: none">Each student is to post a personal introduction by Tuesday, and is to respond to at least two other introductory posts by Friday. In your introduction, please include: 1.) Pertinent (and appropriate) information about yourself; 2.) A short description of your current ministry assignment(s) and/or volunteer position(s); and 3) a brief essay of about 300 words describing your understanding of the authority of the Bible.By Friday post your answer to Discussion Question 1 and by Sunday respond to at least one other student's answer to Discussion Question 1.
Feb 8 - 14	2	Reading: Klein, et. al., chapters 4 and 6; Brown, chapters 2-6; Lecture 2; and any supplemental reading posted in Moodle..

		<p>Forum:</p> <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 2 and by Friday respond to at least one other's answer to Discussion Question 2. • By Friday post your answer to Discussion Question 3 and by Sunday respond to at least one other student's answer to Discussion Question 3. <p>Quiz: On Friday the Canon, Translations, and Textual Criticism Quiz will be due.</p>
Feb 15 - 21	3	<p>Reading: Klein, et.al., pp. 23-42; Bray, chapters 2 and 3; Lecture 3; and any supplemental reading posted in Moodle.</p> <p>Forum:</p> <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 4 and by Friday respond to at least one other's answer to Discussion Question 4. • By Friday post your answer to Discussion Question 5 and by Sunday respond to at least one other student's answer to Discussion Question 5. <p>Exegetical Paper: Passage to be confirmed in consultation with professor.</p>
Feb 22 - 28	4	<p>Reading: Klein, et.al., pp. 42-55; Bray, chapters 4-8; Lecture 4; and any supplemental reading posted in Moodle.</p> <p>Forum:</p> <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 6 and by Friday respond to at least one other's answer to Discussion Question 6. • By Friday post your answer to Discussion Question 7 and by Sunday respond to at least one other student's answer to Discussion Question 7.
Mar 1 - 7	5	<p>Reading: Klein, et.al., pp. 55-101; Bray, chapters 9-13; Lecture 5; and any supplemental reading posted in Moodle.</p> <p>Forum:</p> <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 8 and by Friday respond to at least one other's answer to Discussion Question 8. • By Friday post your answer to Discussion Question 9 and by Sunday respond to at least one other student's answer to Discussion Question 9.
Mar 8-14	6	<p>Reading: Klein, et.al., pp 229-240; Lecture 6; and any supplemental reading posted in Moodle.</p> <p>Forum:</p> <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 10 and by Friday respond to at least one other student's answer to Discussion Question 10. • By Friday post your Worksheet 1 and by Sunday respond to at least one other student's statement at the end of their Worksheet 1. <p>Worksheet: 1, upload by Friday midnight; read any documents associated with the worksheet.</p>
Mar 15 - 21	7	<p>Report: On Monday the report on Callen and Thompson is due.</p> <p>Reading: Klein, et.al., pp. 229-240; Brown, chapter 9; Lecture 8; and any supplemental reading posted in Moodle.</p> <p>Quiz: On Monday, the Terminology Quiz will be due.</p> <p>Forum:</p> <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 11 and by Friday respond to at least one other student's answer to Discussion Question 11. • By Friday post your Worksheet 2 and by Sunday respond to at least one other student's statement at the end of their Worksheet 2. <p>Worksheet: 2 due, upload by Friday midnight; read any documents associated with the worksheet.</p>
Mar 22 - 28	8	<p>Reading and Research Week: Review and Work ahead</p>

Mar 29 - April 4	9	Reading: Klein, et.al., 213-229,323-448; Brown, chapters 7 and 10; Lecture 9; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 12 and by Friday respond to at least one other student's answer to Discussion Question 12. • By Friday post your Worksheet 3 and by Sunday respond to at least one other student's statement at the end of their Worksheet 3.
		Worksheet: 3 due, upload by Friday midnight; read any documents associated with the worksheet
April 5 - 11	10	Reading: Lecture 10; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 13 and by Friday respond to at least one other student's answer to Discussion Question 13. • By Friday post your Worksheet 4 and by Sunday respond to at least one other student's statement at the end of their Worksheet 4.
		Worksheet: 4 due, upload by Friday midnight; read any documents associated with the worksheet
April 12 - 18	11	Report: On Monday the Old Testament Interpretation Reading Report (Bright) is due.
		Reading: Klein, et.al., pp. 240-272; Brown, chapter 8; Lecture 11; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 14 and by Friday respond to at least one other student's answer to Discussion Question 14. • By Friday post your Worksheet 5 and by Sunday respond to at least one other student's statement at the end of their Worksheet 5.
April 19 – 25	12	Reading: Dauphinais & Levering; Lecture 12; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 15 and by Friday respond to at least one other student's answer to Discussion Question 15. • By Friday post your Worksheet 6 and by Sunday respond to at least one other student's statement at the end of their Worksheet 6.
		Worksheet: 6 due, upload by Friday midnight; read any documents associated with the worksheet
April 26– May 2	13	Reading: Klein, et.al., chapters 11 and 12; Brown, chapter 12; Lecture 13; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 16 and by Friday respond to at least one other student's answer to Discussion Question 16. • By Friday post your Worksheet 7 and by Sunday respond to at least one other student's statement at the end of their Worksheet 7.
		Worksheet: 7 due, upload by Friday midnight; read any documents associated with the worksheet
May 3 - 9	14	Reading: Lecture 14 and any supplemental reading posted in Moodle.
		Worksheet: By Tuesday post your Worksheet 8 .
		Exegetical Paper: By Friday post your Exegesis Paper .

Bibliography

Old Testament Interpretation

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- Achtemeier, Elizabeth. *The Old Testament and the Proclamation of the Gospel*. Philadelphia: The Westminster Press, 1973.
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- Anderson, Bernhard W. ed. *The Old Testament and Christian Faith: A Theological Discussion*. New York: Harper & Row, 1969.
- Baker, D. L. *Two Testaments: One Bible*. Downers Grove, IL: InterVarsity Press, 1976.
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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

- Barton, John, ed. *The Cambridge Companion to Biblical Interpretation*. Cambridge: The University Press, 1998.
- Barton, John. *Reading the Old Testament: Method in Biblical Study*. Philadelphia: Westminster Press, 1984.
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- Carson, D.A. *Exegetical Fallacies*. Second Edition. Grand Rapids: Baker Book House, 1996.
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- 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.
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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>

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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

Wesley Center for Applied Theology. <http://wesley.nnu.edu/BiblicalStudies.htm>

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

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

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
Epinicion	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	