



# Nazarene Theological Seminary

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## BIB550 — Biblical Hermeneutics Online Spring 2012

### ***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 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](mailto:david@acky4.com)

### ***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, (Assignment 2)
- (2) identify the primary characteristics and shapers of the major periods in the history of the interpretation of the Bible, (Assignment 1)
- (3) recognize, describe, and practice the major methodologies employed in twenty-first century biblical interpretation, (Assignments 2,6,7)
- (4) describe the way in which the Bible functions authoritatively in a community of faith, (Assignments 2,3,6)
- (5) describe the way the Bible developed – from beginning to contemporary versions, (Assignment 1)

- (6) determine the significance of textual differences for interpreting a biblical passage, (Assignments 1,2,4)
- (7) explain the strengths and weaknesses of the various contemporary English versions, (Assignments 1,4,6)
- (8) use computer resources to gain access to the biblical languages, (Assignments 2,6)
- (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, (Assignment 7)
- (10) demonstrate the appropriate steps of exegesis for a specific passage of Scripture, (Assignment 7)
- (11) articulate the reason for and importance of a method of interpretation, (Assignment 2)
- (12) understand the terminology used in technical discussions of Scripture and interpretation, (Assignment 5)
- (13) understand the usefulness of and use appropriately a variety of resources, (Assignments 6,7)
- (14) describe the major theological themes of Old and New Testaments as a framework in which to interpret particular passages, (Assignments 1,3)
- (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, (Assignment 7)
- (16) and articulate and apply a strategy for arriving at an appropriate application of a text to contemporary life. (Assignment 7)

### ***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 (Assignments 1,6)
- CN 7 Ability to describe the major theological concepts of the Old Testament (Assignment 6)
- CN 14 Ability to identify and describe the major theological concepts of the New Testament (Assignment 6)
- CN 15 Ability to describe how the Bible came into being up to contemporary translations (Assignment 1)
- CN 16 Ability to identify the steps of historical, literary, and theological analysis used in exegesis (Assignment 7)
- CN 17 Ability to exegete a passage of Scripture using the steps listed above (Assignment 7)

### ***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.

**1. Reading Assignments:** The textbooks by Klein, et.al. and Bray 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, where you may want to include citations.

After carefully reading the Callen/Thompson text, write a review and evaluation of the book of at least 800 words (3-4 pages double-spaced). 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 12**. To submit this report, please use the link provided in the learning unit for Week 6.

Each week there will be one or more items for you to read, including lecture notes. 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 (objectives 2, 5, 6, 7, 14, CN 2, 15).

**2. Discussion Questions & Participation:** 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 16 Discussion Question. There will also be a discussion for each of the eight worksheets (see #6 below), making a total of two discussion questions each week (objectives 1, 3, 4, 6, 8, 11).

### **3. Outside Reading – Old Testament Interpretation:**

The Old Testament poses significant challenges for many Christians. You will need to read at least 160 pages of material related to interpreting the Old Testament. In particular, you may want to focus on the question, "How is the Old Testament authoritative for Christians?" 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 book 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 16**. To submit this report, please use the link provided in the learning unit for Week 11 (objectives 4, 14).

**4. Canon, Translations, and Textual Criticism Quiz:** On **Friday, February 17**, 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 (objectives 6, 7).

**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 26** (objective 12).

**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 (objectives 3, 4, 7, 8, 13, CN 2, 7 & 14).

### **7. Exegetical Project**

**a. Preliminary Exegetical Work:** As part of the exegetical project, you are to complete a step-by-step exegesis of your selected passage. You will need to submit the first four steps of this process (the others steps will be evident in the final paper). This preliminary work is to be your own inductive study of the passage and will not require significant outside research (but some may be needed), which will be a later step. Specific directions for this will be provided in the Lecture Notes. These steps do not need to have any special format but are simply some notes that you are taking as you study and reflect on your passage. Since these are simply notes, they will not be graded on punctuation, grammar, or formatting, but will be assessed on if you have followed the steps of exegesis as outlined. Simply take some notes

according to the directions and submit these by **Saturday, April 7**. If you write something by hand, you scan the notes and upload them as a graphic or .pdf file. To submit these notes, please use the link provided in the learning unit for Week 9. (objectives 3, 9, 10, 13, 15, 16).

**b. Paper:** One major project for the class will be a full exegesis paper of 4000 words (10-12 pages). By **Friday, February 24, 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. Students should 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 4**. Please let me know if you are a graduating senior so we can make any necessary plans or adjustments for the end of the semester. To submit this paper, please use the link in the learning unit for Week 13 (objectives 3, 9, 10, 13, 15, 16).

**c. 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, small 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 (first graders should not be lectured to as if they were seminary students). 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 **Wednesday, May 9** (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***

	hours
Online Participation in forums	16
Reading of Textbooks, Outside Reading, & Lectures	80
Writing of Reading Reports	6
Writing of Worksheets	10
Exegetical Project & Ministry Presentation	25
Quizzes	3
TOTAL	140

### ***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 (5/10). 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 tuition, there are no additional costs for this course.

### ***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
Old Testament Reading Report	7.5
Callen/Thompson Report	7.5
Exegetical Project	
Preliminary Work	5
Finished Paper	20
Ministry Presentation	20
Discussion Participation 16 @ .8% each	20

### **Discussion Participation Grading Rubric**

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

<b>Points</b>	<b>Criteria</b>
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.

If a student does not meet class participation standards in an online environment for four or more weeks, the professor may automatically fail the student.

A grade sheet will be provided in Moodle for the Exegetical Paper 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 that have been beneficial for the student in the past.

## ***Class Attendance***

Attendance at classes is essential for realizing the maximum benefit of your education and 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, 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***

<b>Date</b>	<b>Week</b>	<b>Assignment</b>
Feb 6-	1	<b>Reading:</b> Klein, et. al. chapters 1 and 5; Bray, chapter 1; Lecture 1; and any supplemental reading posted in Moodle.

12		<p><b>Forum:</b> Each student is to post a personal introduction by <b>Wednesday</b>, and is to respond to at least two other students by <b>Saturday</b>:</p> <ul style="list-style-type: none"> <li>• Personal Introduction: 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.</li> <li>• Discussion Question 1</li> </ul>
Feb 13-19	2	<p><b>Reading:</b> Klein, et. al., chapters 4 and 6; Lecture 2; and any supplemental reading posted in Moodle..</p>
		<p><b>Forum:</b> Please post your initial answer by <b>Wednesday</b> (midnight) of the week and respond to <i>at least two</i> other students' responses for each forum by <b>Saturday</b> (midnight).</p> <ul style="list-style-type: none"> <li>• Discussion Question 2</li> <li>• Discussion Question 3</li> </ul>
		<p><b>Quiz:</b> On Friday, the Canon, Translations, and Textual Criticism Quiz will be due.</p>
Feb 20-26	3	<p><b>Reading:</b> Klein, et.al., pp. 23-42; Bray, chapters 2 and 3; Lecture 3; and any supplemental reading posted in Moodle.</p>
		<p><b>Forum:</b> Please post your initial answer by <b>Wednesday</b> (midnight) of the week and respond to <i>at least two</i> other students' responses for each forum by <b>Saturday</b> (midnight).</p> <ul style="list-style-type: none"> <li>• Discussion Question 4</li> <li>• Discussion Question 5</li> </ul>
		<p><b>Exegetical Paper:</b> On Friday, passage to be confirmed in consultation with professor.</p>
Feb 27 – Mar 4	4	<p><b>Reading:</b> Klein, et.al., pp. 42-55; Bray, chapters 4-6; Lecture 4; and any supplemental reading posted in Moodle.</p>
		<p><b>Forum:</b> Please post your initial answer by <b>Wednesday</b> (midnight) of the week and respond to <i>at least two</i> other students' responses for each forum by <b>Saturday</b> (midnight).</p> <ul style="list-style-type: none"> <li>• Discussion Question 6</li> <li>• Discussion Question 7</li> </ul>
Mar 5 – 11	5	<p><b>Reading:</b> Klein, et.al., pp. 55-101; Bray, chapters 7-8; Lecture 5; and any supplemental reading posted in Moodle.</p>
		<p><b>Forum:</b> Please post your initial answer by <b>Wednesday</b> (midnight) of the week and respond to <i>at least two</i> other students' responses for each forum by <b>Saturday</b> (midnight).</p> <ul style="list-style-type: none"> <li>• Discussion Question 8</li> <li>• Discussion Question 9</li> </ul>
Mar 12 – 18	6	<p><b>Report:</b> On Monday the report on Callen and Thompson is due.</p>
		<p><b>Reading:</b> Klein, et.al., pp. 229-240; Bray, chapters 9-10; Lecture 6; and any supplemental reading posted in Moodle.</p>

		<p><b>Forum:</b></p> <ul style="list-style-type: none"> <li>• By <b>Wednesday</b> post your answer to Discussion Question 10 and by <b>Saturday</b> respond to at least two other students' responses to Discussion Question 10.</li> <li>• By <b>Thursday</b> post your Worksheet 1 and by <b>Saturday</b> respond to at least one other student's Worksheet 1.</li> </ul> <p><b>Worksheet:</b> 1 due, upload by <b>Thursday</b> midnight; read any documents associated with the worksheet.</p>
Mar 19 – 25	7	<b>Reading and Research Week</b>
Mar 26 – April 1	8	<p><b>Reading:</b> Klein, et.al., pp. 229-240; Bray, chapters 11-13; Lecture 8; and any supplemental reading posted in Moodle.</p> <p><b>Quiz:</b> On Monday, the Terminology Quiz will be due.</p> <p><b>Forum:</b></p> <ul style="list-style-type: none"> <li>• By <b>Wednesday</b> post your answer to Discussion Question 11 and by <b>Saturday</b> respond to at least two other students' responses to Discussion Question 11.</li> <li>• By <b>Thursday</b> post your Worksheet 2 and by <b>Saturday</b> respond to at least one other student's Worksheet 2.</li> </ul> <p><b>Worksheet:</b> 2 due, upload by <b>Thursday</b> midnight; read any documents associated with the worksheet.</p>
April 2 - 8	9	<p><b>Reading:</b> Klein, et.al., 213-229,323-448; Lecture 9; and any supplemental reading posted in Moodle.</p> <p><b>Forum:</b></p> <ul style="list-style-type: none"> <li>• By <b>Wednesday</b> post your answer to Discussion Question 12 and by <b>Saturday</b> respond to at least two other students' responses to Discussion Question 12.</li> <li>• By <b>Thursday</b> post your Worksheet 3 and by <b>Saturday</b> respond to at least one other student's Worksheet 3.</li> </ul> <p><b>Worksheet:</b> 3 due, upload by <b>Thursday</b> midnight; read any documents associated with the worksheet</p> <p><b>Exegesis Project:</b> Upload Steps 1-4 of the Exegetical Process</p>
April 9-15	10	<p><b>Reading:</b> Lecture 10; and any supplemental reading posted in Moodle.</p> <p><b>Forum:</b></p> <ul style="list-style-type: none"> <li>• By <b>Wednesday</b> post your answer to Discussion Question 13 and by <b>Saturday</b> respond to at least two other students' responses to Discussion Question 13.</li> <li>• By <b>Thursday</b> post your Worksheet 4 and by <b>Saturday</b> respond to at least one other student's Worksheet 4.</li> </ul> <p><b>Worksheet:</b> 4 due, upload by <b>Thursday</b> midnight; read any documents associated with the worksheet</p>
April 16 – 22	11	<p><b>Report:</b> On Monday reading report on Old Testament Authority is due.</p> <p><b>Reading:</b> Klein, et.al., pp. 240-272; Lecture 11; and any supplemental reading posted in Moodle.</p> <p><b>Forum:</b></p> <ul style="list-style-type: none"> <li>• By <b>Wednesday</b> post your answer to Discussion Question 14 and by <b>Saturday</b> respond to at least two other students' responses to Discussion Question 14.</li> <li>• By <b>Thursday</b> post your Worksheet 5 and by <b>Saturday</b> respond to at least one other student's Worksheet 5.</li> </ul> <p><b>Worksheet:</b> 5 due, upload by <b>Thursday</b> midnight; read any documents associated</p>

		with the worksheet
April 23 – 29	12	<b>Reading:</b> Lecture 12; and any supplemental reading posted in Moodle.
		<b>Forum:</b> <ul style="list-style-type: none"> <li>• By <b>Wednesday</b> post your answer to Discussion Question 15 and by <b>Saturday</b> respond to at least two other students' responses to Discussion Question 15.</li> <li>• By <b>Thursday</b> post your Worksheet 6 and by <b>Saturday</b> respond to at least one other student's Worksheet 6.</li> </ul>
		<b>Worksheet:</b> 6 due, upload by <b>Thursday</b> midnight; read any documents associated with the worksheet
April 30 - May 6	13	<b>Reading:</b> Klein, et.al., chapters 11 and 12; Lecture 13; and any supplemental reading posted in Moodle.
		<b>Forum:</b> <ul style="list-style-type: none"> <li>• By <b>Wednesday</b> post your answer to Discussion Question 16 and by <b>Saturday</b> respond to at least two other students' responses to Discussion Question 16.</li> <li>• By <b>Thursday</b> post your Worksheet 7 and by <b>Saturday</b> respond to at least one other student's Worksheet 7.</li> </ul>
		<b>Worksheet:</b> 7 due, upload by <b>Thursday</b> midnight; read any documents associated with the worksheet
		<b>Exegetical Paper:</b> By <b>Friday</b> post your <b>Exegesis Paper</b> .
May 7- 10	14	<b>Reading:</b> Lecture 14 and any supplemental reading posted in Moodle.
		<b>Worksheet:</b> By <b>Wednesday</b> post your <b>Worksheet 8</b> .
		<b>Exegetical Presentation:</b> By <b>Wednesday</b> post your written presentation, reflections, and evaluation sheets.

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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/>  
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## 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	