

CONTACT INFORMATION

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COURSE DESCRIPTION

This course introduces you to the principles and processes of biblical interpretation and application. Emphasis will be placed on both theory and practice. Within the framework of an exegetical method, you will learn to apply basic principles to selected missiological passages from the Old and New Testaments. You will give special attention to the principles used in correctly interpreting parables, poetry, and prophecy.

COURSE TEXTBOOKS

J. R. McQuilkin, *Understanding and Applying the Bible*, rev. and exp. ed. (2009)

W. J. Larkin, "Exegetical Method for English Bible Students," rev. ed. (2005) – ***electronic edition is posted to the course website as a PDF file.***

New American Standard Bible

COURSE OBJECTIVES

General: To help you develop the ability to identify the author's intended meaning in any given passage of Scripture and apply the significance of the passage to daily living.

Specific: Upon completion of the course, you should be able to

1. Explain the presuppositions and prerequisites related to an evangelical approach to biblical interpretation.
2. Identify, describe, and use basic tools necessary for the practice of exegesis.
3. Articulate and use hermeneutical principles and guidelines derived from the nature of Scripture.
4. Use a basic exegetical method to interpret and apply the text of Scripture.

COURSE REQUIREMENTS

Reading: Complete the assigned readings *before* the date indicated in the course schedule.

Workbook: Complete the pages in the workbook as assigned each week in class.

Exegetical Assignments: Using the appropriate worksheets from the "Exegetical Method for English Bible Students" (EMEBS), apply all the relevant hermeneutical principles and guidelines on the assigned passages (total of 4 assignments: Matthew 28:16-20; Luke 15:1-7; Psalm 67; Joel 2:28-32).

Class Attendance and Participation: Your presence in each class session is essential to success in this course because workbook assignments will be completed during those sessions. (Note: The *Seminary Programs Academic Catalog* states, "It is assumed that students will attend all classes.") If you must miss a class session because of an emergency, please inform the instructor in advance. There are no "unexcused absences" in this course. Any

unexplained absences will result in a deduction from your overall attendance/participation grade. In accordance with university policy, missing more than 25% of the class sessions will automatically result in a failing grade for the course.

COURSE EVALUATION

Grade Distribution

1. Reading Reflections	10%
2. Workbook pages for Chapters 1-11, 15-17, and 19-20	10%
3. Exegetical Assignments (4 @ 17.5% each)	70%
4. Class Attendance and Participation	10%

Grading

1. "A's" do not come easily. Complete and faithful work will generally be evaluated in the "B" range unless there is a compelling reason to reward or penalize you for exceeding or falling short of the expected standard.
2. Although "A's" do not come easily, neither do "F's." Only if you do not complete assignments, do them consistently late, or do them consistently carelessly, will you fail.
3. Grading usually involves a degree of subjectivity. Although the primary concern is that you learn good principles of biblical interpretation, this concern cannot be evaluated apart from considering clarity of expression, neatness and grammar. Although a lengthy answer does not necessarily reflect greater understanding, evaluation cannot assume anything which is not recorded in writing. You should, therefore, be as comprehensive as possible given your time constraints.
4. Work to please God (Col 3:17), and strive to cultivate faithfulness (2 Tim 2:2). Please keep grades to yourself. Your goal should be God's approval for handling His Word accurately (2 Tim 2:15), not your friends' approval for receiving a good grade.

Late Work

1. All assignments are due as indicated in the course schedule. If you add any material to your assignment during or after class, be certain that you do so in a different color of ink or in a different font. Any work completed *after* the class period for which it is assigned should be so indicated.
2. Unexplained late submission of work is not acceptable. If it becomes apparent that you will be unable to meet a due date, you must make a request **in writing** that you be permitted to miss the due date. That request must include (1) the reason for missing the due date and (2) the date by which you intend to submit the work. The request must be made **at least 48 hours before the due date**. Such a request will not guarantee permission to miss the due date; each request will be evaluated on an individual basis.

COURSE WORKLOAD

Time Allocation: Workload has been calculated according to the standard of 135 hours of work for a three credit class. The time required for the various assignments has been *estimated* as follows:

1. Class Sessions	41 hours
2. Reading and reflections (at 15 pages per hour)	20 hours
3. Workbook Assignments (13 @ 2 hours each)	26 hours
4. Exegetical Assignments (4 @ 12 hours each)	48 hours

Strategy

1. Many students believe that "load" is accurate when discussing the kind of time commitment the course requires. This perception might be because written work is done with such regularity, or it might result from the kind of written work being done. That is to say, the nature of the assignments is such that you might feel you could do

- more and more and more. It is often difficult to know when to stop. At times, some assignments might be so unfamiliar to you that it is difficult to know where to begin!
2. You should plan to work, on average, 7-8 hours on each week's assignment. Fit the task to the time, not vice versa.
 3. Do not get behind, lest you be lost (conceptually, not theologically!).

RECOMMENDATIONS FOR LEARNING SUPPORT

Students with physical, emotional, ADD, or learning disabilities who need academic accommodations should make requests through the Academic Success Center (ASC). These requests will be kept confidential. Requests may be made throughout the semester, and ideally they would be initiated as early as possible. The ASC is located on the first floor of Rossi Student Center (803-807-5611, academicsuccess@ciu.edu). If you already receive services through ASC, please contact us so that we can make your academic experience in this class as successful as possible.

SSM STYLESHEET

The official guide for all written work in connection with this course is the *SSM Stylesheet*, which is available from the Faculty Administrative Assistant's office (Schuster 1xx). It is based on the Chicago Manual of Style as summarized in the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. It includes guidelines related to grammar and style, organization of papers, abbreviations and numbers, spelling, punctuation, capitalization, quotations, using Greek and Hebrew words, using and citing sources, footnotes, bibliography, and using the internet. The instructor reserves the right to return written work that displays poor spelling, consistent grammatical errors, incorrect style, and/or poor general appearance. The basic parameters are set out in the *Stylesheet*. If your work is returned for any of these reasons, you may resubmit it within two weeks of its return. If you do not revise and resubmit your work, you will receive a zero for the assignment.

To find an electronic copy of the *Stylesheet*, you may follow this path:

CIUOnline > Student Life > Seminary Information > Resources > Stylesheet

Online resources related to Turabian include:

- <http://www.eturabian.com/turabian/index.html>
- <http://www.bibme.org>
- <https://owl.english.purdue.edu/owl/resource/717/01/>

PLAGIARISM

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, an internet site) without acknowledging the source.

2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism.

Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.

COURSE SCHEDULE

W 01/29 Definitions; Presuppositions; Course Introduction

W 02/05 Faulty Approaches; Basic Principles; Human Language (8 hours)

Before Class

Read UAB, Chapters 1-7

Write your reflections on what you have read

- What concept was most helpful? Why?
- What concept was most difficult to grasp? Why?
- How has your understanding of how to study Scripture changed? Why?
- What question do you want to ask?

In Class

Complete Workbook pages for Chapters 1-5 and 6-7

W 02/12 Historical, Physical, and Cultural Setting; Word Study (6 hours)

Before Class

Complete any remaining work on the workbook pages

Check your answers against the key posted to the course site

Read UAB, Chapters 8-9

Write your reflections for each chapter on what you have read

In Class

Complete Workbook pages for Chapters 8 and 9

W 02/19 Analyzing Thought Structure; Examining the Context (6 hours)

Before Class

Complete any remaining work on the workbook pages

Check your answers against the key posted to the course site

Read UAB, Chapters 10-11

Write your reflections for each chapter on what you have read

In Class

Complete Workbook pages on Chapters 10 and 11

W 02/26 Unity of Scripture; Coherence of Truth; Alleged Discrepancies (6 hours)

Before Class

Complete any remaining work on the workbook pages

Check your answers against the key posted to the course site

Read UAB, Chapters 15-17

Write your reflections for each chapter on what you have read

In Class

Complete Workbook pages on Chapters 15-16 and 17

W 03/05 Identifying the Intended Audience and Response (6 hours)

Before Class

Complete any remaining work on the workbook pages

Check your answers against the key posted to the course site.

Read UAB, Chapters 19-20

Write your reflections for each chapter on what you have read

Read Exegetical Method for English Bible Students, pages 1-5

In Class

Complete Workbook pages on Chapters 19-20

**Submit all the workbook pages (9 total)
no later than 1:00 p.m. on Friday, March 7.**

W 03/12 Matt 28:16-20 (7 hours)

Before Class

Complete the following steps in the Exegetical Method

- 1) Survey
 - Record **at least ten questions** you have about the passage.
- 2) Introductory Matters
 - Use the information from the handout provided in class.
 - Choose **one aspect of introductory matters** (author, date, audience, purpose).
 - Explain how that information helps you better understand the passage.
- 3) Historical-Religious-Cultural Details: Research: "baptism."
 - Research the historical background on **first century baptismal practices** (world religions, Jewish, John the Baptist).
 - Explain how that information helps you better understand the passage.
 - **Dictionary of Jesus and the Gospels** (pages 55-57) is an excellent resource for this task.
- 4) Context
 - Using the information provided in class, explain (with references to Scripture) how this passage fits into the overall outline of Matthew's Gospel.
 - Explain how this passage relates to the paragraph immediately preceding it (Matt 28:11-15).
- 5) Genre: Omit!
- 6) Mechanical Layout
 - Use **the translation provided in class**.
 - Use EMEBS, pages 24-29 as a resource.
- 7) Grammar and Rhetorical Features
 - Identify **ten significant items**.
 - Classify each of them grammatically.
 - Explain how each item helps you better understand the passage.
 - Refer to EMEBS, pages 30-42 for possible classifications.
- 8) Word Study: "authority"
 - a. Focus the Meaning
 - Study "authority" (exousia) **in Matthew's Gospel**.
 - Refer to the procedure set out in EMEBS, page 42.

- b. Illumine the Meaning
 - Use the index of ***New International Dictionary of New Testament Theology*** (C. Brown, editor) to find the volume and pages where the word “authority” (exousia) is discussed (the bold reference).
 - Identify ***at least two Old Testament passages*** in which the word is used.
 - Explain how those passages inform your understanding of the word in Matt 28:18.

W 03/19 Spring Break (no class)

W 03/26 Matt 28:16-20 (6 hours)

Before Class

Complete the following steps in the Exegetical Method

- 9) Biblical Theology
 - Identify ***at least three passages*** that are parallel to, are similar to, or contrast with Matt 28:16-20.
 - Explain how each passage helps you better understand Matt 28:16-20.
- 10) Systematic Theology
 - Using the outline of Systematic Theology on EMEBS (page 49), identify the **primary** area of Systematic Theology to which the passage belongs.
 - Explain how this passage contributes to that area.
- 11) Theological Difficulty: **“They worshiped, but some were doubtful”** (28:17)
 - Answer either “Who doubted?” or “Why did they doubt?”
 - Use the information provided in class for the Suggested Solutions section of the worksheet.
- 12) Exegetical Outline
 - Use EMEBS, page 50 as a resource.
- 13) Biblical Coherence
 - Use EMEBS, pages 51-53 for the Place in Salvation History section.
- 14) Contemporary Culture
 - Address ***at least one item*** in each area of the worksheet.
- 15) Application
 - Apply ***two*** commands, promises, or principles (Principlization)
 - Be sure to identify a situation (Identification) and implementation steps (Implementation) for ***each*** command, promise, or principle.
- 16) Personal Response

In Class

Complete Workbook page on Chapter 13 (parables)

**Submit all work on Matt 28:16-20
no later than 1:00 p.m. Friday, March 28.**

W 04/02 Luke 15:1-7 (6 hours)

Before Class

Read UAB, Chapter 13

Write your reflections on what you have read

Complete the following steps in the Exegetical Method

- 1) Survey
 - Record ***at least ten questions*** you have about the passage.
- 2) Introductory Matters
 - Use the information from the handout provided in class.

- Choose **one aspect of introductory matters** (author, date, audience, purpose) and explain how that information helps you better understand the passage.
- 3) Historical-Religious-Cultural Details: Omit!
- 4) Context
 - Based on the information provided in class, explain (with references to Scripture) how this passage fits into the overall outline of Luke's Gospel.
 - Explain how this passage relates to the paragraphs immediately preceding it (Luke 14:25-35) and following it (Luke 15:8-10).
- 5) Skip Genre until the class session.
- 6) Mechanical Layout (15:3-7)
 - Use **the translation provided in class.**
 - Use EMEBS, pages 24-29 as a resource.

In Class

Complete

- 5) Genre (See EMEBS, 13-19.) - **Use the three Parable Worksheets for this step.**
 - a. Historical Setting
 - b. Parable Function
 - c. Redactional Analysis

W 04/09 Luke 15:1-7 (7 hours)

Before Class

Complete the following steps in the Exegetical Method

- 7) Grammar and Rhetorical Features: Omit!
- 8) Word Study: Omit!
- 9) Biblical Theology
 - Identify **at least three passages** that are parallel to, are similar to, or contrast with Luke 15:1-7.
 - Explain how each passage helps you better understand Luke 15:1-7.
- 10) Systematic Theology
 - Using the outline of Systematic Theology on EMEBS, pages 49, identify the **primary** area of Systematic Theology to which the passage belongs.
 - Explain how this passage contributes to that area.
- 11) Theological Difficulty: Omit!
- 12) Exegetical Outline (15:1-7)
 - Use EMEBS, page 50 as a resource.
- 13) Biblical Coherence
 - Use EMEBS, pages 51-53 for the Place in Salvation History section.
- 14) Contemporary Culture
 - Address **at least one item** in each area of the worksheet.
- 15) Application
 - Apply **the main point of the parable**
- 16) Personal Response

Read: UAB, Chapter 14

Write your reflections on what you have read

In Class

Practice analysis of Hebrew parallelism

**Submit the workbook page on Chapter 13 and all work on Luke 15:1-7
(including the three Parable Genre Worksheets)
no later than 1:00 p.m. Friday, April 11.**

W 04/16 Biblical Poetry; Psalm 67 (9 hours)

Before Class

Read: UAB, Chapter 12Write your reflections on what you have readComplete the following steps in the Exegetical Method

- 1) Survey
 - Record **at least ten questions** you have about the passage.
- 2) Introductory Matters: Omit!
- 3) Historical-Religious-Cultural Details: Omit!
- 4) Context
 - Read several psalms before and after Psalm 67.
 - Explain how Psalm 67 relates to the psalms before and after it.
- 5) Genre
 - Classify Psalm 67 **either** by form **or** by content (not by both).
 - If you classify it by form, list the verses that relate to each of the basic elements that are present.
 - Use EMEBS, page 20 as a resource.
- 6) Mechanical Layout
 - Use the **NASB** as your starting point.
 - Use EMEBS, pages 24-29 as a resource.
- 7) Grammar and Rhetorical Features
 - Classify the Hebrew parallelism of each verse.
 - Re-write each verse as a simple sentence.

In Class

Complete Workbook pages on Chapter 12 (figurative language)**W 04/23 Figurative Language: Psalm 67 (7 hours)**

Before Class

Complete the following steps in the Exegetical Method

- 8) Word Study
 - Identify and classify all the instances of figurative language
 - Explain the literal meaning of each instance.
- 9) Biblical Theology
 - Identify **at least three passages** that are parallel to, are similar to, or contrast with Psalm 67.
 - Explain how each passage helps you better understand Psalm 67.
- 10) Systematic Theology
 - Using the outline of Systematic Theology on EMEBS, page 49, identify the **primary** area of Systematic Theology to which the passage belongs.
 - Explain how this passage contributes to that area.
- 11) Theological Difficulty: Omit!
- 12) Exegetical Outline
 - Use EMEBS, page 50 as a resource.
- 13) Biblical Coherence:
 - Complete Passage's Basic Message, Place in Salvation History, and Place in Biblical Thought
 - Use EMEBS, pages 51-53 for the Place in Salvation History section.
 - Omit "Promotion of Book's Purpose" (only).
- 14) Contemporary Culture
 - Address **at least one item** in each area of the worksheet.
- 15) Application
 - Apply **two** commands, promises, or principles (Principlization)

- Be sure to identify a situation (Identification) and implementation steps (Implementation) for *each* command, promise, or principle.

16) Personal Response

In Class

Complete Workbook page on Chapter 18 (Part 1)

**Submit the workbook pages on Chapter 12 and all work on Psalm 67
no later than 1:00 p.m. on Friday, April 25.**

NOTE: Please submit all work *electronically* as a single file, because we use this assignment as part of an ongoing assessment process.

W 04/30 Biblical Prophecy; Joel 2:28-32 (8 hours)

Before Class

Read UAB, Chapter 18

Write your reflections on what you have read

Complete the following steps in the Exegetical Method

1) Survey

- Record **at least ten questions** you have about the passage.

2) Introductory Matters

- Use the information from the handout provided in class.
- Choose **one aspect of introductory matters** (author, date, audience, purpose) and explain how that information helps you better understand the passage.

3) Historical-Cultural-Religious Details: Omit!

4) Context

- Using the information provided in class, explain (with references to Scripture) how this passage fits into the overall outline of Joel.
- Explain how this passage relates to the paragraphs immediately preceding and following it.

5) Skip Genre until the class session

6) Mechanical Layout

- Use the **NASB** as your starting point.
- Use EMEBS, pages 24-29 as a resource.

In Class

Complete Workbook page for Chapter 18 (Part 2)

5) Genre (See EMEBS, 21-23.) - **Use the two Prophecy Worksheets for this step.**

- Passage's Content
- Time of Fulfillment
- Symbols and Types

W 05/07 Joel 2:28-32 (8 hours)

Before Class

Complete the following steps in the Exegetical Method

7) Grammar and Rhetorical Features

- Identify **ten significant items**.
- Classify them grammatically.
- Explain how each one helps you better understand the passage.
- Refer to EMEBS, pages 30-42 for possible classifications.

8) Word Study: Omit!

9) Biblical Theology

- Identify **at least three passages** that are parallel to, are similar to, or contrast with Joel 2:28-32.
- Explain how each passage helps you better understand Joel 2:28-32.

10) Systematic Theology

- Using the outline of Systematic Theology on EMEBS, page 49, identify the **primary** area of Systematic Theology to which the passage belongs
- Explain how this passage contributes to that area.

11) Theological Difficulty: Omit!

12) Exegetical Outline

- Use EMEBS, page 50 as a resource.

13) Biblical Coherence

- Complete Passage's Basic Message, Promotion, of Book's Purpose, and Place in Salvation History.
- Use EMEBS, pages 51-53 for the Place in Salvation History section.
- Under "Place in Biblical Thought," identify all the places in the NT where portions of this passage are quoted.
- Comment on the way in which the NT authors use each quotation (fulfillment, analogy, proof, application).
- Use the handout provided in class as a resource.

14) Contemporary Culture

- Address **at least one item** in each area of the worksheet.

15) Application

- Apply **two** commands, promises, or principles (Principlization)
- Be sure to identify a situation (Identification) and implementation steps (Implementation) for **each** command, promise, or principle.

16) Personal Response

Submit both workbook pages on Chapter 18, all work on Joel 2:28-32 (including the two Prophecy Genre Worksheets), and all your reading reflections from the semester no later than 1:00 p.m. on Friday, May 9.