

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: BIB 505A

Course Name: Biblical Interpretation

Semester and Year: Fall 2023

Instructor: Don Chang, Ph.D. (Assoc. Prof. of Biblical Studies)

Contact Information: don.chang@twu.ca | 604-888-7511 (ext. 3968)

Office Hours: Mon, Fri @10 am–2 pm (otherwise by appointment)

Co-requisites or Pre-requisites: N/A

Semester Hours: 3 credits

Semester Dates: Sep 6 to Dec 16, 2023

Time and Location: Wednesday, 11:30am – 2:10 pm | Fosmark #232

Course Description

This course focuses on the development of a systematic approach to the interpretation of Scripture. Although reference is made to various interpretative systems and strategies, special attention is given to the historical-grammatical method. The predominant literary genres of the Bible are examined and relevant principles of interpretation highlighted. Emphasis is placed on understanding the original, intended meaning of Scripture in its canonical context as the basis upon which to prepare expositions and make appropriate contemporary applications.

Course Objectives

By the end of this course, each student should be able to:

1. Have a deeper appreciation of and love for Jesus, the Christian faith, and Scripture.
2. Gain a greater understanding of the philosophy and methodology of biblical interpretation.
3. Identify the various literary genres of the Bible and equip the hermeneutical procedures that are relevant to each genre;

4. Formulate applications that are consistent with the original intention of biblical passages and the trajectories that they sketch.

Course Learning Outcomes

Knowledge and its Application

- Evince an enhanced understanding of the history of biblical interpretation.
- Exhibit competence in the use of hermeneutical methodologies and relevant resources.
- Demonstrate increased proficiency in determining the context of biblical books and establish the textual meaning of biblical passage on the basis of sound hermeneutical methodology.

Cognitive Complexity

- Demonstrate the ability to use skillfully the available tools and resources for the study and practice of biblical interpretation.
- Demonstrate the familiarity with various literary genres of the Bible and the relevant Hermeneutical procedures.
- Show the capability to identify theological presuppositions and key issues involved in biblical hermeneutics.
- Identify theological observation from various biblical passages and draw conclusions that are appropriate for personal life and ministry.

Inter-and intra-personal Wellness

- Demonstrate increased professional capacity and autonomy in the discipline of biblical interpretation.
- Display superior organizational and time management skills.
- Demonstrate academic and personal integrity.

Aesthetic Expression and Interpretation

- Communicate how the historical-grammatical and literary approach to the biblical literature reveals the authorial message and theology of the scripture.
- Demonstrate the ability to engage in various genres of the Biblical books within which the deeper appreciation of the contents of the Biblical literature are formulated into the theological understanding of the issues of our time

Social Responsibility and Global Engagement

- Demonstrate the ability to analyze, appraise and evaluate the text to contextualize and adapt its theology for diverse ministry contexts, be they local or global

Spiritual Formation

- Demonstrate a greater understanding of the Christian scripture and its connection to God's work in the world
- Utilize spiritual practices by deeper-reflection of the authorial messages and the implied theological insights of various biblical passages that are covered in the course.
- Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion, and hope reflected in the various passages in the Bible.

Leadership

- Demonstrate academic proficiency to communicate effectively and to establish constructive dialogue with others in various interpretational matters.
- Demonstrate integrity and humility in all matters

Required Texts and Materials

1. J. Scott Duvall and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. 4th edition. Grand Rapids, MI: Zondervan, Nashville: Nelson, 2020. [hereafter D-H; 507 pages]
2. G. Camery-Hoggatt. *Reading the Good Book Well: A Guide to Biblical Interpretation*. Nashville: Abingdon Press, 2007. [233 pages]
3. R. N. Soulen and R.K. Soulen, *Handbook of Biblical Criticism*. 4th ed.; Louisville: Westminster John Knox, 2011. [258 pages]

Attending Via Live-Stream

The **default** mode of this course is **an in-person class**, and students are expected to show up in the classroom at each session. However, Live Streaming through zoom is offered to students outside the Fraser Valley region beyond West Vancouver and Chilliwack. Students with special needs for live-streaming should consult with the instructor prior to each session.

Live Stream students participate in the same class sessions as on-campus students. The camera should be on throughout each session. The instructor will email a link so that LS participants can join. The link is typically sent out 10 minutes before the class session. Class handouts, PowerPoints, readings, and other materials will be posted on the course website at learn.twu.ca.

Course Activities/Requirements

Assignments are due by midnight on the day they are due. I would ask that you submit your assignments in the online Moodle classroom accessible through learn.twu.ca. When you go to the Moodle classroom, you will see assignment folders where you can submit assignments.

Attendance

The course has 12 days of class. Missing a class effects 2% deduction of one's overall grade. If a student miss more than 3 sessions (1/4 of the whole classes), s/he cannot pass the course. Consistent attendance, personal preparation and intelligent participation in informal and organized discussions in class ensure that you obtain the greatest benefit from this course.

Late Assignment Policy

The instructor generally accepts late assignments. However, late assignments lacking a valid reason for being late (i.e., a family emergency such as a major illness) will be penalized with a deduction of -0.25% from the overall grade for each day they are late. Weekend (Friday to Sunday) counts as 1 day. Please note that no detailed feedback will be provided for late submissions; only the grade will be provided.

*In the event that an extension is needed, please contact the instructor immediately via email.

*In the case of illness, whenever possible please try to secure a doctor's note.

A. Reading Statement (10%) | Due: Session 12

Students are expected to read 1000-1200 pages for a 3 credit-hour course. By the end of the course, you should have read the required textbooks—D-H (Duvall and Hays) and Camery-Hoggatt in their entireties. Together, D-H and Camery-Hoggatt amount to 740 pages. Students should also read additional 260 or more pages from the recommended reading or resources for the Hermeneutical paper.

- **A Reading Log form is provided at Moodle.**

B. Book Review and Critique (20%) | Due on Session 5

Review and critique G. Camery-Hoggatt's, *Reading the Good Book Well*.

- The book review and critique **should not** exceed typewritten 1800 words total (cover page and table of contents should be included but they are **not counted** in the word limit)
- A good book-review paper will have the following component:

Introduction (1 page)

- Give full bibliographical data at the beginning of the paper.
- Author's educational (or scholarly) and ministry background, theological stance, which are relevant to the topic of the book in the first paragraph
- Identify and describe the purpose of the book and the layout of the book

Body (3 - 4 pages)

- Short description of the contents (short summary) of the book with the reviewer's own words
- Identify and describe the points of argument that the author uses to persuade his readers.
- Discuss the persuasiveness of the author and whether the stated argument of the author has been achieved and how and if not state why not.
- How would you describe the author's style?
- Identify strengths or weaknesses of the book. Support your evaluation with clear explanations.
- State how helpful this book is to your understanding on the process of Biblical Interpretation and your personal development in your ministry.

Conclusion (1 page)

- Conclude with an appraisal of your reading experience. What of personal value did you learn from it? What significant insights did you gain with reference to the subject?

* Footnote is not necessary for the book review paper as you review a single book. In case that you refer a specific page of Camery-Hoggatt, notify the page number in a bracket at the end of the sentence instead.

C. History of Interpretation Paper (20%) | Due on Session 7

- (1) Research on the history of biblical interpretation and write a paper on it. The purpose of this assignment is to expand your understanding on various biblical interpretations in history by making an analytical reading on the history of interpretation on the Bible.
- (2) Choose two methodologies from the following list (select two from the titles in bold font). Start with reading the relevant portion of Soulen and Soulen, and research in some other related scholarly resources.¹

- Early Church and the 2nd Temple Judaism:
 - **“Allegorical Interpretation”** (Alexandria-North African school),
 - **“Literal Interpretation”** (Syria-Antioch school),
 - **“Typology”** or **“Eschatological Interpretation.”**
- The church in the middle age:
 - **“Traditional Interpretation”**
- The reformation:
 - **Luther and Calvin**
- Modern Period:
 - **“Historical Criticism (a.k.a. Old-Literary criticism): Documentary Hypothesis, Source Criticism, Form Criticism, Tradition History”** (You may choose either “historical criticism” as a whole or pick an individual sub-category)

¹ Some of the titles that deal with related issues are as follows:

- William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, *Introduction to Biblical Interpretation*. (3rd edition; Nashville: Nelson, 2004), 66–164.
- Childs, B. S., *Biblical Theology in Crisis*. Philadelphia: Westminster Press, 1970.
- Dockery, David S. *Biblical Interpretation Then and Now: Contemporary Hermeneutics in the Light of the Early Church*. Grand Rapids, MI: Baker Book House, 1992.
- Goppelt, L., *Typos: The Typological Interpretation of the Old Testament in the New*. Grand Rapids: Eerdmans, 1982.
- Jeanrond, W. G., *Theological Hermeneutics: Developments and Significance* (Macmillan Publication Company, 1991)
- Kaiser, W. C. & M. Silva, *An Introduction Biblical Hermeneutics: The Search for Meaning*. Grand Rapids: Eerdmans, 1994.
- McKim, Donald K. ed. *Historical Handbook of Major Biblical Interpreters*. Downers Grove: InterVarsity Press, 1998.
- Mickelsen, A. B., *Interpreting the Bible*. Grand Rapids: Eerdmans.
- Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Downers Grove, IL: IVP Academic, 2006.
- Porter, Stanley E. and Beth M. Stovell eds. *Biblical Hermeneutics: Five Views*. Downers Grove, IL: IVP Academic, 2012.
- Powell, M. A., *What Is Narrative Criticism?: A New Approach to the Bible*. London: SPCK, 1993.
- Ryken, L. *How to Read the Bible as Literature*. Grand Rapids: Eerdmans, 1984.
- Yarchin, William. *History of Biblical Interpretation*. Grand Rapids: Baker Academic, 2004.

- “Redaction criticism” or “Canonical criticism,”
- “New-Literary Criticism: Narrative Criticism, Rhetorical Criticism,” (You may choose either “New-literary criticism” as a whole or pick a sub-category)
- “Social-Scientific approaches”
- “New Perspective on Paul”

(3) Summarize and evaluate some of the representative biblical interpretational methods from your readings: (a) explain the distinctive interpretational characteristics of individual interpretational approaches (with examples); (b) expound the historical, social, or philosophical-theological circumstances that might be influential to the emergence of the selected methodology; (c) evaluate the individual methods; comment merits and demerits of them.

(4) Paper format

- The paper should demonstrate decent performance of research and be formatted properly with title page, table of contents, and bibliography.
- Use at least four scholarly resources which include Soulen and Soulen. Avoid internet blog, study bible, or author-unknown commentaries. Wikipedia is a good starting point yet should not be cited.
- The footnote and bibliography should be properly formatted based on the SBL (Society of Biblical Literature) style.²

The paper **should not** exceed 2000 words (title page, table of contents, and bibliography should be included, yet they are not counted in this 2000 words).

D. Class Presentation (25%) | Sessions 8–11

- Presentation Manuscript and Slide (15% out of 25%)
- Class-Presentation Performance (10% out of 25%)
- Students will make class presentations (approx. 15 min. short presentation + 5-10 min. Q&A) on a selected passage from Old or New Testament. Suggested passages for the hermeneutical research are listed under Hermeneutical Research paper assignment.
- Individual presentation begins at the end of October. Presentation schedule will be set at the second session of this course.
- A presentation slide (Power Point, Keynote, Prezi, etc.) must be produced and submitted a day (or a week) before one’s presentation day.
- A presentation manuscript (a.k.a. Exegetical Notes and Discussions) should be submitted with the presentation slide. The presentation manuscript is not necessarily to be written in an essay form. (Point form is possible. However, any listed item should be explained)
- Choose a passage from the provided list of Bible passages in Hermeneutical Research Paper assignment
- Make a research note which contains the following components:
 - A selected passage and the historical-cultural context of the given passage (Corley’s Cube Face 1; D-H chs. 6–7)

² A file of SBL style examples will be provided on Moodle.

Literary/Biblical Context: Genre, Outline, Text-critical issues, Literary characteristics, particular grammatical or syntactical structure or rhetorical markers, etc (Corley's Cube, face 3–5; Relevant portions of D-H Part 4-5 & ch. 8)

Lexical analysis (Corley's Cube, face 2) or *Leitwort* (Key-word study) (D-H ch. 9)

Exegetical and interpretational issues in dispute³

Theological Analysis (Corley's Cube, face 6)

Application: authorial/textual intent, possible implication to the contemporary

A template type of guidance will be given in the class.

- **Discuss how these elements illuminate the author's (or the passage's) overall message**
- Your presentation manuscript (Exegetical Notes and Discussions) will be the base work for your Hermeneutical Research Paper

E. Hermeneutical Research Paper (25%) | Due on Session #12

Based on the research for the Class-presentation, write a hermeneutical research paper (word-limit: 2500 words) which has a thesis statement and argumentation to demonstrate it.

The purpose of this assignment is to figure out how those some of diverse interpretational elements (found in the Hermeneutical process: Corley's cubing the text) collectively illuminate the author's (or the passage's) overall message, or how some key literary aspects in scholarly dispute are influential to a better interpretation of the given passage. Therefore, in this paper, students are expected **to discuss about how some of exegetical components are coherently work together to demonstrate one's own thesis statement extracted from the selected passage.**

(1) Passage: choose **one passage** from the OT or NT of which you will make an analysis in accordance with the historical-grammatical method. Select **ONLY ONE** of the following passages:

- * **OT:** Genesis 23:1–20; Exodus 24:1-11; Numbers 25:1–18; Psalm 19:1–14; Ecclesiastes 4:1-12; Isaiah 6:1–13.
- * **NT:** Matt 1:1–17; Mark 6:30–44; John 2:1–11; Acts 2:1–13; Hebrews 7:11–28; Revelation 5:1–14.

(2) Make a thesis (statement) concerning the interpretation of the given passage, the passage that you worked with for the class-presentation.

- Examples of thesis statement:

- on Romans 11

- "This paper aims to demonstrate that "all Israel" in Rom 11:26 refers to all people who are children of Abraham through faith, regardless of ethnicity, and the "mystery" in Rom 11:25 is that God has partially hardened the hearts of

³ Students may want to consult good critical commentaries for relevant interpretational issues of the selected passage; Suitable series are the WBC (Word Biblical Commentary, Word Publisher), NICOT (the New International Commentary on the Old Testament, Eerdmans) and NICNT (the New International Commentary on the New Testament, Eerdmans), Hermeneia (Fortress Press), ICC (International Critical Commentary), AB (Anchor Bible, Doubleday), ECNT (Baker Exegetical Commentary on the New Testament, Baker Academic), NIGTC (New International Greek Testament Commentary, Eerdmans), The Old Testament Library and the New Testament Library (Westminster John Knox Press), etc.

ethnic Israel as a means of extending salvation to the full number of people, including Gentiles.”

- on Isaiah 6
 - “the overall message of the book of Isaiah (and Isaiah’s calling narrative in Isa. 6) is not about urging the repentance of Israelites for the deliverance from upcoming judgement but about proclaiming an inevitable judgement and the new beginning”
- on Psalm 19
 - “This essay will argue that the main point the psalmist was trying to make to his original audience was that God’s revelation in the law is greater than his revelation in nature”
- on Matthew 1:1-17
 - “Using a narrative critical lens this paper will argue first that Matthew chose the women to reveal how oppression is used for God’s redemptive purpose and to confirm that Jesus redeems the most contemptible and shameful members of society”
- on Hebrew 7
 - “Along with a survey of relevant background information that aids the understanding of Hebrews 7, this paper will conclude that the question of Melchizedek’s eternal state is irrelevant to the message of Hebrews and that its core message is that God extravagantly provided a perfect priest for his people with the chief goal of drawing them near to himself.”
- Please note that these sample thesis statements are not from the instructor, and instructor does not necessarily agree to or support these thesis statements. However, the key of this assignment is not to find the instructor’s idea on the given passage but to make a student’s own case and to provide a reasonable and persuasive (logical and coherent) arguments for one’s own claim.

(3) use the exegetical items **selectively** (from the Class-presentation materials) in order to **make a coherent line of argument** to demonstrate and support that your thesis statement is reasonable and plausible.

(4) Consult the class textbooks, reference works (concordance, Bible dictionary/encyclopedia, theological dictionary, critical commentaries etc.), and other reputable scholarly books and journals/periodicals. **At least 10 such sources (including at least 3 peer-reviewed scholarly journal articles) should be used.** However, be sure to employ these sources for background and contextual information. Do not simply survey the interpretations of commentators, but give evidence of having worked through interpretative issues for yourself. Citation or other use of sources must be scrupulously documented.

- Note: Google and Wikipedia are great tools for finding background on these individuals but, as a rule, use Wikipedia as you would any other dictionary or encyclopedia: use it to get started, but move on to the more authoritative sources (books and journal articles, or other scholarly reference works) that the article cites. Avoid citing the Wikipedia article itself because the authors are generally unknown and, as a wiki, it

is fluid and subject to editing. Also, notes from a Study Bible or personal blogs are not counted as appropriate sources.

(5) Format. This paper is to be well-researched, properly footnoted (SBL Style is strongly recommended; a sample file of the SBL style will be provided on Moodle), and is to include title page, an outline/table of contents (the headings of which appear in the body of your paper) and a bibliography of works consulted and cited. Title page, Table of Contents, and Bibliography are **not** counted in the 2500 words

(6) Notes

- a. The grades for written assignments will be based on both their content and the quality of the student's writing.
- b. Plagiarism in submitted assignments will not be tolerated. Penalties may range from receiving an F on the paper to failing the entire course.

(7) **Key Tips:**

- **Keep it Focused:** Focus on what you think the biblical writer is trying to communicate and show evidence to support this. In other words, students should be able to read between the lines; keep asking questions why did the author/editor presented some particular contents in the passage as the way they are presented. Do not try to recount every possible interpretation.
- **Keep it You:** Try to rely as much as possible on your own thinking and reasoning, and dialogue with scholars and commentaries rather than citing them as authorities.
- **Keep it Informed:** Use peer-reviewed sources, major lexicons, and significant grammars, but Study Bibles, Bible Study notes, and pre-packaged word study tools DO NOT count as appropriate sources.

Assignments and Due Dates

| Assignment | Due Date | Percentage |
|--|----------------|------------|
| Book Review and Critique | Session #5 | 20% |
| History of Interpretation Paper | Session #7 | 20% |
| Class Presentation | Sessions #8–11 | 10% |
| Slide and Manuscript (Exegetical Notes and Discussion) | | 15% |
| Hermeneutical Research Paper | Session #12 | 25% |
| Reading Statement | | 10% |

Course Outline

| Session | Material Covered and Readings | Notes |
|----------------------------------|--|--|
| Session 1 Sep 6 Wednesday | Session 1: Introduction A. Class Orientation / Syllabus B. Hermeneutical Triangle / author-text-reader C. Introduction to Historical-Grammatical Method - Corley's "Cubing the Text" | |
| Session 2 Sep 13 Wednesday | Session 2: Need for Hermeneutics A. The Need for Hermeneutics (D-H ch. 2) B. Foundational Issues I 1) Authority and Interpreter (D-H ch. 10) 2) Interpreter and Spirit (D-H ch. 12) 3) The Goal of Interpretation (D-H ch. 11) | |
| Session 3 Sep 20 Wednesday | Session 3: Foundational Issues II (D-H chs. 1) 1) Text, Canon, and Translation 2) Textual Criticism | |
| Session 4 Sep 27 Wednesday | Session 4: Cube Face 1: Historical Setting-Old Testament A. The Matter of Historical Context (D-H ch. 6-7) B. Reading Isaiah 7 in its historical context | |
| Oct 4 | No Class⁴ | |
| Session 5 Oct 11 Wednesday | Session 5: Cube Face 1: Historical Setting-New Testament A. Reading NT passages in Their Historical Context 1) Mark 1 and 8 2) Luke 17 3) John 7-8 4) Acts 2 5) Revelation 3 | Book Review Due |
| Session 6 Oct 18 Wednesday | Session 6: Cube Face 2: Literary Types (D-H ch. 8) A. Prose (D-H ch. 18) B. Poetry (D-H ch. 20) | |
| Oct 25 | No Class (ACTS Reading Break Oct 23-27) | |
| Session 7 Nov 1 Wednesday | Session 7: Cube Face 2: OT Genres (D-H ch. 19, 21-22) A. OT Macro-genres Narrative; Law; Poetry; Prophecy; Wisdom B. OT Micro-genres Genealogy, Treaties | History of Interpretation Paper Due |
| Session 8 Nov 8 Wednesday | Session 8: Cube Face 2: NT Genres A. NT Macro-genres (D-H chs. 14-15) Gospel & Epistles B. NT Micro-genres (D-H chs. 16-17) Genealogy, Parables | - Class Presentation |
| Session 9 Nov 15 Wednesday | Session 9: Cube Face 3: Semantics and Syntax I A. Semantics – Word Meanings (D-H ch. 9) 1) OT Word Study (John Walton in VanGemeren) 2) NT Word Study (Larry Perkins) 3) Leitwort (D-H ch. 3) | - Class Presentation |
| Nov 22 | No Class | |

⁴ Please note that due to the instructor's crash of class schedule, this course has two extra 'No-class' days beside the ACTS reading breaks during the semester. Consequently, the final class is on December 13 instead of December 6.

| | | |
|-----------------------------------|--|---|
| Session 10 Nov 29 Wednesday | Session 10: Cube Face 4: Semantics and Syntax II A. Syntax – How Words Work Together (D-H ch. 4) | - Class Presentation |
| Session 11 Dec 6 Wednesday | Session 11: Cube Faces 5: Summation (D-H ch. 5) A. The Big Idea of a Passage B. Discourse Analysis | - Class Presentation |
| Session 12 Dec 13 Wednesday | Session 12: Cube Faces 6: Theological Significance A. Reading in The Overall Theological Context B. Application of the Text (D-H, ch 7) | - Hermeneutical Research Paper Due - Reading Statement Due |

Course Evaluation

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom.

Grading System

| Letter Grade | Percentage | Description | Grade Point | Meaning in Graduate Work |
|--------------|------------|-------------|-------------|--|
| A+ | 97-100 | Superior | 4.30 | Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable. |
| A | 93-96.99 | Excellent | 4.00 | Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use. |
| A- | 90-92.99 | Very Good | 3.70 | Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage. |
| B+ | 87-89.99 | Proficient | 3.30 | Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage. |

| | | | | |
|----|----------|----------------|------|---|
| B | 83-86.99 | Good | 3.00 | Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws. |
| B- | 80-82.99 | Average | 2.70 | Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws. |
| C+ | 77-79.99 | Adequate | 2.30 | Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style. |
| C | 73-76.99 | Acceptable | 2.00 | Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar. |
| C- | 70-72.99 | Needs Work | 1.70 | Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies. |
| F | Below 70 | Below Standard | 0.00 | Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level. |

Course Policies

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

COURSE GRADE APPEALS

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

PAPER FORMATTING

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

COURSE EVALUATIONS

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

RESEARCH ETHICS

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This means that all members of the TWU academic community must avoid all forms of plagiarism and cheating in scholarly work. ACTS uses the TWU Student Handbook as a guide for our seminary students. Though some features in the handbook are focused on the university's undergraduate population, it provides the essential student life information for ACTS students as well. It can be found online at: <http://www.twu.ca/studenthandbook/>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource in this regard has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or can be viewed in flash (self-running) tutorials of different lengths:
<http://williambadke.com/plagiarism.ppt> <http://williambadke.com/Plagiarism.swf> (14 minute flash tutorial) http://williambadke.com/Plagiarism_Short.swf (8 minute flash tutorial)

EQUITY OF ACCESS

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at <http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

POLICY INFORMATION AND STUDENT CONCERNS

Information on academic and community life policies and procedures that affect students can be found in the ACTS *Academic Catalogue*, which is available on the ACTS website (www.actsseminaries.com) under the *Academics* tab. Students who wish to communicate concerns or to lodge academic appeals are welcome to contact the appropriate faculty or staff member directly, or to fill out and submit the relevant Concerns & Grievances or Appeals form found on the *Files & Forms* page of the *Current Students* section of the ACTS Website.

Appendix: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

Reading Log (10% of the final grade; Due on Session 12)

| | Author | Book title | pages |
|-----------|-----------------|--------------------------------|--------------|
| 1 | Duvall and Hays | Grasping God’s Word | |
| 2 | Camery-Hoggatt | Reading the Good Book Well | |
| 3 | Soulen & Soulen | Handbook of Biblical Criticism | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

Calculate thus: (Total pages read of D-H + Total pages read of Camery-Hoggatt + 260 additional pages including Soulen and Soulen and other resources) ÷ 10 = _____ %.

“I have completed _____% of the assigned reading.”

Name:

Student Number:

Signature: