ACTS
SEMINARIES

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WORLD CAMPUS

Associated Canadian Theological Schools
of Trinity Western University

BIB 505 OL - Biblical Interpretation (Online)

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Fall 2019
3 credit hours

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Course Duration: Sept 3 – Dec 21, 2019
Instructional Content: Sept 3 – Oct 26, 2019

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Course Description

This course will focus on the development of a systematic approach to the interpretation of Scripture. While various critical-interpretative systems and strategies will be considered, special attention will be given to the historical-grammatical method. The predominant literary genres of the Bible will be examined and relevant principles of interpretation highlighted. Emphasis will be 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. BIB 500 or its equivalent is a prerequisite to taking this course.

Objectives

This course will help students:

- understand the historical developments that have shaped biblical interpretation;

- become familiar with the theological presuppositions and key issues involved in biblical interpretation;

- constructively explore, review, and evaluate the hermeneutical presuppositions and distinctives of various believers' church traditions;

- become familiar with the various literary genres of the Bible and the hermeneutical procedures that are relevant for each genre;

- establish the context and determine the textual meaning of biblical passages through the use of sound methodology in the practice of biblical interpretation;

- discover and be able to use the available tools and resources for biblical interpretation;

- discern principles in formulating applications that are consistent with the original intention of biblical passages; and

- for students who have biblical Greek and/or Hebrew and for those whose programs require it, utilize this facility competently in the completion of course assignments.

Course Textbooks

Osborne, Grant. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Rev. ed. Downer's Grove: InterVarsity, 2007.

Porter, Stanley and Robinson, Jason C. *Hermeneutics: An Introduction to Interpretive Theory.* Grand Rapids: Eerdmans, 2011.

Optional Text: Stuart, Douglas. *Old Testament Exegesis: A Handbook for Students and Pastors.* 4th Ed. Westminster John Knox, 2009.

Optional Text: Fee, Gordon. *New Testament Exegesis: A Handbook for Students and Pastors.* 3rd Ed. Westminster John Knox, 2002.

Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact about the content in the online forums. To access the instructional videos, you will require an ACTS Seminaries FaithLife Logos account which is accessible for diploma and degree students through the ACTS office. Please contact the ACTS' office for assistance. If you are not enrolled in a diploma or degree program, please contact T Anderson, ACTS World Campus Program Coordinator (tanderson@mbseminary.ca) to request specific access privileges.

Course Assignments

Assignments are due by midnight (your time) on the day they are due. I would ask that you submit your assignments in the online Moodle classroom accessible through MyCourses. When you go to the Moodle classroom, you will see assignment folders where you can submit assignments. Once I have marked your assignment, I will put it in your grade book in the Moodle classroom where you can check your grade and review the comments I made on the assignment

(you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value for each day that it is late. I will consider extensions in exceptional circumstances such as a medical emergency (when a doctor's note accompanies the request). For the times when I allow a student to rewrite an assignment, I will generally take off 20% of the assignment's value before assigning a grade to the rewritten assignment.

Here is an overview of all the assignments followed by a detailed description of them:

Overview of Assignments

Week	Due Date	Videos (listing on Moodle)	Assignments	Percentage	Cumulative Percentage
	Sep 3		Pre-reading due		
1	Sep 3-7	BI101, Unit 1			
2	Sep 9-14	BI101, Unit 2			
3	Sep 16-21	BI101, Unit 3	Forum Week 1	5%	5%
4	Sep 23-28	BI101, Unit 4	Forum Week 2	5%	10%
	Sep 28		Exegetical Paper Due	25%	35%
5	Sep 30-Oct 12	BI101, Unit 5	Forum Week 3	5%	40%
6	Oct 7-12	BI101, Unit 6			
7	Oct 15-19	BI101, Unit 7	Forum Week 4	5%	45%
	Oct 19		Application Project Due	25%	70%
8	Oct 21-26	BI101, Unit 8			
	Oct 26		Reading Log Due	5%	75%
	Oct 26		Short Paper Due	25%	100%

Course Pre-Reading Requirement

Due to the condensed nature of this course, please have the following read before the course begins on Sept 3, 2019:

> Osborne, Grant. T*he Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation* (Rev. & Expanded; Downers Grove, IL: 2006).

- "Introduction" (pp. 21-33)
- "Part I: General Hermeneutics" (pp. 35-180")
- "Appendix 1, The Problem of Meaning: The issues" (pp.465-499)
- "Appendix 2, "The Problem of Meaning: Towards a Solution" (pp. 500-521).

You will be expected to integrate ideas from this textbook into the forum discussions and other assignments.

Readings and Online Forum Participation (25% of the final grade)

Foundational to this course is the expectation that students will carefully and thoroughly read through the two primary course textbooks (Osborne and Porter/Robinson). The exegesis books do not need to be read "cover-to-cover" but are tools to assist you during your exegesis and application projects. There are also videos listed on the course outline above. Please watch the Logos videos and the two required St. John's Timeline videos. Extra "bonus/optional" St. John's Timeline videos have been included for to aid in your understanding of Porter/Robinson, if required. It is not presumed or required to watch any videos labelled as "Bonus/Optional." As you read and watch, please take notes in preparation for participation in the online forum. At any time in the course, you may initiate or join in discussions on the online forum. For grading purposes, interaction on the online forum though, your knowledgeable and thoughtful interaction on the online forum will be divided into four segments. You should plan to invest approximately four hours into crafting forum posts and responding to forum discussions during each two-week forum segment, for a total of approximately 16 hours during the course. Each two-week forum segment is worth 5% of your final grade. Although it is impossible to interact knowledgeably in the forums if you have not completed the readings and watched the videos, I will also grant an additional 5% will be given for completion of the online reading log that records your readings.

Students are expected to contribute to the forum discussions by posting a minimum of four conversational (worth up to 10 points each) and three substantive contributions (worth up to 20 points each) per forum week. Please make sure that you spread out your contributions over at least three days during the designated forum weeks so that you engage in the forum conversations at different points.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said).

By substantive responses, I mean responses that show a deep processing of relevant ideas (this usually takes 200-300 words). We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- Providing and developing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning and showing how it applies.
- Adding a new twist on a perspective.

- Critically reflecting on an idea/concept.
- Questioning or challenging a principle/perspective and giving reasons for your questioning.
- Integrating Scripture and other sources in a meaningful way

What Substantive Participation is NOT:

- Very basic comments such as "I agree" or "I disagree."
- Restating what someone has said *(unless there is a direct purpose in doing so).*
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others' thinking:

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that...
- Would you consider...
- Maybe...
- Possibly...
- Sometimes...
- I'm wondering if...
- Do you think…

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

Exegetical Paper (25% of the Final Grade)

Each student will write a 12-15-page exegetical paper on a biblical passage of their choice. The exegetical procedure to follow will be posted on the course website. If your application project is on a NT passage, please do your exegesis project on an OT project and if your application project is on an OT passage, please do your exegetical paper on a NT passage. Individual steps of the process may be submitted for feedback and interaction. **Due Sept 28 @ 11:59 pm.**

Application Project (25% of the final grade)

Each student will write, video record, and post online (e.g. on YouTube, Google Drive, One Drive) and submit a link to it through the course website for at least one 20-minute sermon (more/longer is permissible!) on a biblical passage of their choice. Please choose a different passage than you chose for your exegetical paper. If your exegesis project is on a NT passage, please do your application project on an OT project and if your exegesis project is on an OT passage, please do your application paper on a NT passage. The exegetical procedure to follow will be posted on the course website. You are encouraged (but not required) to post your sermon to a specially

designated forum for peer-to-peer feedback before you submit it for grading. **Due Oct 19 @ 11:59 pm**

Short Paper and Online Discussion (25%)

Students will post a short paper (1500-1700 word MAX) on one of the scholars featured in the Porter/Robinson book and lead an online discussion concerning this scholar. This is an academic, research paper (Turabian/SBL style) in which you will present and critically evaluate this scholar's contribution to hermeneutics in general and Biblical hermeneutics specifically. You must cite at least 5 peer reviewed sources (in addition to Porter/Robinson) and, if at all possible, read and interact with something written by this scholar. As you write, please also (1) focus on the significance of this scholar for biblical interpretation and (2) provide an assessment whether Porter/Robinson were fair in their treatment of this scholar.

Please choose your week and your scholar by the end of the first week of classes by going to the appropriate forum on Moodle and posting a brief paper proposal. Please avoid choosing a topic already covered by another student. All topics must be approved by the professor. The number of papers to be presented each week will be finalized when course enrolment is established. You may use the feedback you receive from the online forum discussion to revise your paper. **Please submit post your paper in the class forums for discussion**. The discussion of these papers will form part of your forum participation grade. **The final, revised paper is <u>due Oct 26 @ 11:59 pm</u>.**

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 in Week 8.

Grading Scale

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.

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A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful 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 *or* references and resources not taken fully into account *or* examples are basic or not completely convincing *or* 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.

Note: This grading rubric is an adaptation of the one used in the MA in Leadership and MA in Educational Leadership programs at TWU.

Assignment 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.

Important Academic Notes from ACTS

Web Support – Student Portal

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called "I forgot my password." When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (http://www.twu.ca – also see http://www.twu.ca/conditions for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (see the tutorial at http://libguides.twu.ca/EndNote/) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to "clean up" most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in EndNote the available formatting styles are those of Turabian Bibliography, 8th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Bibliography and Reference List (a short format citation style). ACTS uses the Bibliography format, not Reference List. The university no longer subscribes to RefWorks.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. http://www.apastyle.org/pubmanual.html.

For free online programs that will enable you to create properly formatted bibliography citations, go to http://www.calvin.edu/library/knightcite/ ("Chicago stands for "Turabian").

CANIL students can locate this on the CANIL intranet, under the "student" side. CanIL students can locate this on the CanIL intranet, under the "student" side.

Please check with your professor to see which one he/she recommends you use!!

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. 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

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

http://acts.twu.ca/library/plagiarism.ppt
http://acts.twu.ca/library/Plagiarism.swf (14 minute flash tutorial) http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.