

BIB 500: Introduction to Biblical Studies

Jonathan Numada, Ph.D.
Spring 2019
2 credit hours

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Semester Dates: Jan 8 to April 12, 2019
Course Dates: Jan 10 to April 11, 2019
Course Hours: Thursdays 6:00pm to 8:40pm
Room: Langley, Fosmark, JH2

I. Course Description

This course provides a general survey of biblical literature. Particular attention is given to the historical context, genres, major themes, and canonicity of biblical documents. An introduction to historically significant issues and methodologies will be provided to empower the student to better use secondary literature (such as commentaries or Bible dictionaries) for completing their assignments in future courses.

II. Objectives

This course will help students be able to:

a. Cognitive:

- i. Demonstrate general familiarity with order of composition, chronology, literary genres, and canonical setting of the books of the Bible.
- ii. Improve their knowledge of the historical and cultural settings of the Old and New Testaments and related literature.
- iii. Expand their general familiarity with some major issues of debate in biblical studies and be able to critically evaluate and interpret the implications of these issues for the life of the Church.

b. Affective:

- i. Appreciate how historical and critical study of the Bible can help to better understand its message.
- ii. Affirm and model a growing confidence in their own ability to interpret Scripture for others.

c. Practical:

- i. Improve their skills in using information from commentaries and other literature in the preparation of education materials for teaching and ministry activities.
- ii. Improve their skills in synthesizing literary, historical, and theological information so that they can use it to help meet spiritual needs found in their work or ministry contexts.

III. **A Note on Essay Assignments**

Assignments should follow Turabian or SBL formatting (APA is acceptable for students in counseling programs). Essay assignments should be double-spaced and written in English using Times New Roman 12-point font. Citations should take the form of footnotes using 10-point font. Essays should begin with a separate title page, with the bibliography placed after the essay and beginning on its own new page.

IV. **Late Assignment Policy**

The instructor will accept late assignments. Late assignments lacking a valid reason for being late (i.e., a family emergency such as a child's major illness) will be penalized -5% for each day late. Weekends count as 1 day. In the event that an extension is needed please contact the instructor immediately via email.

V. **Course Textbooks**

A modern English translation of the Bible, such as NIV, NASB, CEB, or ESV.

Arnold, Bill T., and Bryan Beyer. *Encountering the Old Testament: A Christian Survey*. Grand Rapids: Baker Books, 2008.

Elwell, Walter, and Robert Yarbrough. *Encountering the New Testament: A Historical and Theological Survey*. Grand Rapids: Baker Books, 2005.

Fee, Gordon D., and Douglas Stuart. *How to Read the Bible for All its Worth*. Grand Rapids: Zondervan, 2003.

VI. **Attending Via Live-Stream (LS section)**

Live Stream students participate in the same class sessions as on-campus students. The instructor will email a link so that LS participants can join. The link is typically sent out 20 minutes before the class session. Class handouts, PowerPoints, readings, and other materials will be posted to the course website at learn.twu.ca.

VII. **Course Assignments**

*Assignments should be emailed directly to the instructor.

*While not listed as part of the grading scheme, non-attendance or non-participation in group discussions may incur a penalty of up to 10% of the final grade.

Assignment 1: Reading Log

- Due: **February 7** (15% of Final Grade)

1. Complete the attached reading statement and email it to the instructor.
2. The readings from Fee and Stuart are expected to have been read in time for class that day so the student can participate more fully in class discussions.

Assignment 2: Book Review

- Due: **February 21** (20% of Final Grade).
- Write a 6-page book review (12-point font; double-spaced) of Fee and Stuart.
- **Include:**
 - a. Bibliographic data at the top of the page (no title page necessary).
 - b. The author's professional and theological background.
 - c. Summarize the content of the book in *your own* words.
 - d. Explain the most interesting or important points in the book.
 - e. Provide constructive criticisms parts of the book that you think could use more development or refinement, or its possible limitations.
 - f. Summarize how this book is useful to you or how it might be useful to others.

Assignment 3: Illustrated Annotated Chronology

- Due: **March 7** (25% of Final Grade).
 - **Your Choice:**
 - a. New Testament, or
 - b. Old Testament
- Using the course textbooks and class discussions, create a timeline for one of the Testaments.
- Mark the time periods clearly.
 - Mark the most important events and time spans of the most important biblical personalities.
 - Mark the timespan or dates of the most important non-biblical events or personalities that help in understanding the Bible.
 - Mark the date ranges for the composition of biblical documents, and their “big ideas.”
 - If there are any controversies over information you include, use “endnotes” that explain why you made the decisions that you did. After the endnotes, include a bibliography of the resources that you used.
 - If you like, include graphic art that is appropriate for your ministry group (cartoons for children; small photos or diagrams for adults, etc.).
 - Try to create the timeline as a single electronic file. It can be a DOCX, PDF, or PPT file.
 - If creating your timeline in electronic format is too difficult, it is OK to send the document as a high-resolution photograph on a PDF if the instructor can read it.

Assignment 4: Exegetical Research Paper (Old Testament)

- Due: **March 21** (20% of Final Grade).
- Write a 5-page research paper (12-point font; double-spaced) on an item from the Old Testament. You may choose either a passage of interest, or a specific issue or interpretive problem that is important to you.
- This paper must include a clear hypothesis and thesis statement. It must include explicit and clear documentation using Scripture references (chapter and verse), citation footnotes, and explanatory footnotes.
- Title page and bibliography are not included in the 5 pages.

- The student should follow Turabian or APA formatting style, cite sources of information using footnotes, and list works consulted in a bibliography.

Follow the tips in Fee and Stuart to help you with your paper.

- You should examine the historical context of the passage or issue, the occasion for the issue, literary context, and authorial intent, and how these are important for interpretation and personal application.
- Identify important Hebrew words, check their meaning in a lexicon or commentary and compare the meaning of this word in other places in the Old Testament. Explain how the meaning of these important words shed light on your topic.
- Explain how the context of the passage you discuss influences its meaning and contributes to the biblical author's argument.

Assignment 5: Exegetical Research Paper (New Testament)

- Due: **April 4** (20% of Final Grade).
- Write a 5-page research paper (12-point font; double-spaced) on an item from the New Testament. You may choose either a passage of interest, or a specific issue or interpretive problem that is important to you.
- This paper must include a clear hypothesis and thesis statement. It must include explicit and clear documentation using Scripture references (chapter and verse), citation footnotes, and explanatory footnotes.
- Title page and bibliography are not included in the 5 pages.
- The student should follow Turabian or APA formatting style, cite sources of information using footnotes, and list works consulted in a bibliography.

Follow the tips in Fee and Stuart to help you with your paper.

- You should examine the historical context of the passage or issue, the occasion for the issue, literary context, and authorial intent, and how these are important for interpretation and personal application.
- Identify important Greek words, check their meaning in a lexicon or commentary and compare the meaning of this word in other places in the New Testament or Septuagint. Explain how the meaning of these important words shed light on your topic.
- Explain how the context of passage you discuss influences its meaning and contributes to the biblical author's argument.

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97–100	4.30
A	93–96	4.00
A-	90–92	3.70
B+	87–89	3.30
B	83–86	3.00
B-	80–82	2.70
C+	77–79	2.30
C	73–76	2.00
C-	70–72	1.70
F	Below 70	0.00

VIII. **Course Outline**

Note: There will be no class during **Reading Break (February 18–22)

Week 1 (Jan 10)

TOPIC	READING	GROUP LEARNING
Session 1		
<ul style="list-style-type: none"> • Introduction to the class • What is Biblical Studies? 	<ul style="list-style-type: none"> • Fee ch. 1 • Fee ch. 2 	<ul style="list-style-type: none"> • Categorizing a Question

Session 2

- | | |
|---|---|
| <ul style="list-style-type: none"> • Example Issues in Lower Criticism • Example Issues in Higher Criticism | <ul style="list-style-type: none"> • Issues in Genesis |
|---|---|

Week 2 (Jan 17)

Session 3

- | |
|--|
| <ul style="list-style-type: none"> • Promise and Covenant in Old Testament Theology |
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Week 3 (Jan 24)

Session 4

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Reading Genesis • Exodus and Numbers | <ul style="list-style-type: none"> • Fee ch. 5 • Fee ch. 9 | <ul style="list-style-type: none"> • Using Commentaries, Bible Dictionaries, and Monographs |
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Week 4 (Jan 31)

Session 5

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| <ul style="list-style-type: none"> • Ancient Israelite Culture and Religion • Old Testament Historical Books |
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Week 5 (Feb 7)

Session 6

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Prophetic Literature <ul style="list-style-type: none"> ○ Former Prophets ○ Latter Prophets ○ Book of the 12 | <ul style="list-style-type: none"> • Fee ch. 10 | <ul style="list-style-type: none"> • Understanding the Chronicler |
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Week 6 (Feb 14)

Session 7

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|---|--|--|
| <ul style="list-style-type: none"> • Wisdom Literature | <ul style="list-style-type: none"> • Fee ch. 11, 12 | <ul style="list-style-type: none"> • Reading the Writings |
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*** READING BREAK—NO CLASS (Feb 21) ***

Week 7 (Feb 28)

Session 8

- The Greco-Roman World
- The Jewish People in the Intertestamental Period
- Charleton Heston's *Moses, Moses!*

Week 8 (March 7)

Session 9

- What is New Testament Theology?
- Fee ch. 3, 4
- 2 Peter and Jude

Week 9 (March 14)

Session 10

- The NT and OT Intertextuality
- Jewish Christianity
- The Vine and the Fig Tree

Week 10 (March 21)

Session 11

- Introduction to the Gospels
- Approaches to the Historical Jesus
- Fee ch. 7, 8
- Jesus and His Family

Week 11 (March 28)

Session 12

- Pauline Epistles
- The “New” Perspective on Paul
- Fee ch. 6
- What are “works of the Law”?

Week 12 (April 4)

Session 13

- General Epistles
- Apocalyptic Literature
- Fee ch. 13
- Gog and Magog

READING STATEMENT

I have read _____ % of *Encountering the Old Testament: A Christian Survey*.

	Percentage Read	Date Completed
Introduction	_____ %	_____
Part 1	_____ %	_____
Part 2	_____ %	_____
Part 3	_____ %	_____
Part 4	_____ %	_____

I have read _____ % of *Encountering the New Testament: A Historical and Theological Survey*.

	Percentage Read	Date Completed
Introduction	_____ %	_____
Part 1	_____ %	_____
Part 2	_____ %	_____
Part 3	_____ %	_____
Part 4	_____ %	_____

I have read _____ % of *How to Read the Bible for All It's Worth*.

	Percentage Read	Date Completed		Percentage Read	Date Completed
Chapter 1	_____ %	_____	Chapter 8	_____ %	_____
Chapter 2	_____ %	_____	Chapter 9	_____ %	_____
Chapter 3	_____ %	_____	Chapter 10	_____ %	_____
Chapter 4	_____ %	_____	Chapter 11	_____ %	_____
Chapter 5	_____ %	_____	Chapter 12	_____ %	_____
Chapter 6	_____ %	_____	Chapter 13	_____ %	_____
Chapter 7	_____ %	_____			

Name: _____ Date Signed: _____

Signature: _____

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

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 (available through the library home page www.twu.ca/library - lower left) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students 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 Basic/Web the available formatting styles are those of Turabian bibliography, and APA 6th. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

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")

or

<http://www.sourceaid.com/citationbuilder/>

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!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in 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

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) at the following link:

<http://acts.twu.ca/community/student-handbook-2011-12.pdf>.

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://williambadke.com/plagiarism.ppt>

<http://williambadke.com/Plagiarism.swf> (14 minute flash tutorial)

http://williambadke.com/Plagiarism_Short.swf

Equity of Access

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 outlined on the TWU website at:

<http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.