



(BSHM5310) INTRODUCTION TO BIBLICAL HERMENEUTICS **New Orleans Baptist Theological Seminary**

Biblical Studies Division—Spring 2018

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NOBTS Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for the 2017-18 academic year is Servant Leadership: “We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.”

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian and Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation. The curriculum competency specifically addressed in this course is Biblical Exposition.

Course Description

This course is a study of the principles of biblical interpretation, an introduction to the major resources available for biblical interpretation, and an exegetical study of selected passages from the various types of biblical literature. The major focus of the course is practical—the course goal is that the students develop sound methods of exegesis and application of biblical texts.

Student Learning Outcomes

Upon completion of the course, the student will:

1. Comprehend the principles guiding the expositional process of biblical interpretation.
2. Value and embrace of the need for sound exegesis of biblical texts in interpreting and communicating the Bible.
3. Demonstrate a high level of practical skill in interpreting and communicating biblical texts accurately.

Course Teaching Methodology

The course will involve the following methodologies:

1. The material for each lesson will be introduced in a lecture format.
2. Students will practice the skills discussed in class through classroom exercises and by doing a background study, a word study, and an exegesis of a selected passage.
3. Students will read material in the textbooks related to the history of interpretation and genre analysis.

Textbooks

1. The Bible in a modern translation: e.g., RSV, NRSV, NASV, NIV, CSB.
2. Fee, Gordon, and Douglas Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids: Zondervan, 2014. (FS)

3. William W. Klein, Craig L. Blomberg, and Robert L. Hubbard Jr., *Introduction to Biblical Interpretation*, 3d ed. (Grand Rapids: Zondervan, 2017). (KBH).

Several other tools are helpful as supplementary aids, such as concordances, Bible dictionaries, background studies, introductory books on the OT and NT, exegetical commentaries, and Bible computer software.

Course Requirements and Grading

(Note: The Late Penalty on all Assignments is Five Points per Day)

1. Reading Quizzes (10%) Students are to read the portions of the required texts prior to class on the day for which the readings are noted in the class schedule below. A quiz will be given at the start of the class period on the assigned readings.
2. Book and Genre Background Study (10%) Compile a background study about the genre-specific characteristics for the **book** in which the assigned passage appears, as well as the historical setting of the book (author, recipients, etc.). 2-4 pages. **Due at the beginning of class February 27.**
3. Specific Passage Background Study (10%) Compile a historical and literary background study for the **assigned passage**. This includes the context of the passage within the larger argument of the book and within the scope of the immediate surrounding passages before and after the assigned passage. 2-4 pages. **Due at the beginning of class March 8.**
4. Words and Phrases Background Study (10%) Complete a background study on some of the specific words and phrases within the assigned passage. For example, this could be on Pharisees if they are mentioned in the passage. 2-4 pages. **Due at the beginning of class March 29.**
5. Project (30%) The major project in the course is an exegetical paper, which is to be produced in two stages (specific instructions given below).
 - A. Stage One Paper (15%) The *Stage One paper* is a thorough exegetical study that is to follow the guidelines below, 10-12 pages in length. At the end of this stage, the student should have gathered all the essential knowledge about the text and be ready to begin constructing a sermon or a teaching lesson **(Due April 26)**.
 - B. Stage Two Paper (15%) The *Stage Two paper* is a polished paper, 5-6 text pages in length, presenting the information gathered in the first stage in ready-to-deliver form. The purpose of this stage is to synthesize the data gathered in the background studies and Stage One paper into a well-written presentation. The paper may take the form of: 1) a sermon manuscript (i.e., written out word-for-word, ready to deliver orally), or 2) a teaching and plan, fully developed. In either case, this stage should have an interesting introduction, developed body, and a conclusion that ties the paper together. This stage contrasts in presentation with the Stage One paper, in that the first stage is a step-by-step distillation of your findings, whereas the Stage Two paper is a finished and polished work. See detailed instructions below **(Due May 10)**. The Stage Two Paper is the "Embedded Assignment" (see assessment rubric on last page of syllabus).
6. Sectional Exam (10%) This test covers the material covered up to the point of the exam in a variety of question formats, such as objective, matching, fill-in-the-blank, and discussion questions.
7. Final Exam (20%) (Skill based, take-home format)
8. Extra Credit (up to 3 pts added to final average) Review one or more of the following books (2-3 pages, up to 1 point credit per 150 pages reviewed (cannot be a book read for another course) **Due May 4**
 - Corley, Lemke, and Lovejoy. *Biblical Hermeneutics*, 2nd ed.
 - Dyrness, William. *How Does America Hear the Gospel?*
 - Felder, Cain Hope, ed. *Stony the Road We Trod*
 - Kaiser, Walter C. and Moises Silva. *An Introduction to Biblical Hermeneutics: The Search for Meaning*
 - Silva, Moises. *Foundations of Contemporary Interpretation*
 - Sire, James W. *The Universe Next Door*
 - Stein, Robert H. *Playing by the Rules: A Basic Guide to Interpreting the Bible*
 - Webb, William J. *Slaves, Women & Homosexuals: Exploring the Hermeneutics of Cultural Analysis*
 - Wright, Christopher J. H. *Knowing Jesus Through the Old Testament*

Schedule (FS = Fee & Stuart; KBH = Klein, Blomberg, & Hubbard)

- Jan 23 Introduction and Components of a Model
Jan 25 Developing a Philosophy of Interpretation
The History of Biblical Interpretation (FS: 17-32; KBH: chap. 1)
- Jan 30 The History of Biblical Interpretation (KBH: chap. 2 & 3)
Feb 1 Crossing Cultures and Worldviews to Interpret the Bible
- Feb 6 Principles and Process of Interpretation (KBH: chap. 11 & 12)
Feb 8 Interpreter, Goal, and Application (KBH: chap. 5 & 6)
- Feb 13 **Mardi Gras - No Classes**
Feb. 15 Translations, Basic Tools (FS: 33–54; 265–275)
- Feb 20 Background Studies: A Review of Various Types and Levels (KBH: chap. 4 & 7)
Feb 22 Library Practicum; Basic Tools for Interpretation (Review annotated bibliography at the end of the book)
- Feb 27 General Rules for Interpretation (KBH: chap. 8)
Practicum on Bible Software; **Background Study #1 Due**
- Mar 1 **Mid-Term Exam**
- Mar 6 Interpreting the Epistles (FS: 55–88)
Mar 8 Interpreting the Epistles (KBH: ch. 10 "Epistles"; **Background Study #2 Due**)
- Mar 13 Interpreting OT Narrative (FS: 89–106);
Mar 15 Interpreting OT Narrative (KBH:chap. 9 "Narratives")
- Mar 19-23 **Spring Break**
- Mar 27 Interpreting the Gospels (FS: 149–162)
Mar 29 Interpreting the Gospels (KBH: chap. 10 "Gospels"); **Background Study #3 Due**
- Apr 3 Interpreting Law (FS: 163–180)
Apr 5 Interpreting Law (KBH: chap. 9 "Law")
- Apr 10 Interpreting the Parables (FS: 149–162)
Apr 12 Interpreting NT Narrative: Acts (FS:107–26; KBH: chap. 10 "Acts")
- Apr 17 Interpreting Prophets (FS: 181–204)
Apr 19 Interpreting Prophets (KBH: chap. 9 "Prophecy")
- Apr 24 Interpreting Psalms (FS: 205–224)
Apr 26 Interpreting Psalms (KBH: chap. 9 "Poetry"); **Stage One Paper Due**
- May 1 Interpreting Wisdom (FS: 225–248)
May 3 Interpreting Wisdom (KBH: chap. 9 "Wisdom")
- May 8 Interpreting Apocalyptic – Revelation (FS: 249–264)
May 10 Interpreting Apocalyptic – Revelation (KBH: chap. 10 "Revelation"); **Stage Two Paper Due**
- May 17 **Take Home Final Due at Exam Time (No exams accepted after 11:00 AM, May 17)**

GUIDELINES FOR EXEGETICAL PAPERS

Stage One Paper

This paper assignment contains the primary steps taken in a full-blown exegesis of a biblical passage. When it is completed, you should be ready to add homiletical components of sermon preparation and preach the sermon. The paper *must* include the following steps, *in order*. List each heading and do the work required. This paper is *not* a typical term paper in the sense of having an ordered introduction, statement of purpose, development of thought, and conclusion. These are not needed. Begin on the first page with the "Text" section and proceed through the paper according to the outline below. The final product will be a collection of the separate sections below, but they are all ordered in a logical sequence that should help in sermon preparation. Note that the work for this paper will be more than you will have available to you for week-by-week sermon preparation. However, in doing this in-depth exercise, you should learn the essential steps for a proper exegesis. The more you do this, the easier it will become and the more it will be second nature to you.

1. **Text.** Write out the text of the passage chosen, *single-spaced*, including verse numbers *and* indications of your own paragraph divisions. Choose one of these translations: KJV, NKJV, ASV, NASB, RSV, NRSV, NIV, NJPSV, REB, RAB, NLT, HCSB. **(1/2–1 page in length) NO COMMENTARY PERMITTED**
2. **Historical Background.** The focus is on information not directly gathered from the text itself or its literary contexts (such as dates, international situation, etc.). Include the major results of your sample historical background study. You will need to do more general background study for the larger project, as well as other specific historical and cultural topical studies. **(3–5 pages) COMMENTARIES, DICTIONARIES, ENCYCLOPEDIAS, HISTORIES, ETC., SHOULD BE USED**
3. **Literary Context.** (1) Discuss the *placement* of the passage in its immediate and larger contexts within the book, and (2) justify the paragraph divisions you have provided above. Look at the immediately preceding and following contexts (both surrounding paragraphs and chapters) that show how the passage fits into its larger literary context ("Why it is where it is?"). **(2-3 pages) NO COMMENTARY PERMITTED**
4. **Paragraph Analysis.** Identify the theme of each paragraph (indicated in section 1 above and justified in section 3 above) in one sentence per paragraph. The theme may be a key sentence taken directly from the text or a statement in your own words. *Justify your judgment in each case (that is, give your reasons for this theme).* **(1 page) NO COMMENTARY PERMITTED**
5. **Verse Analysis.** Comment on the important features of individual verses. (In a longer passage, focus on paragraphs instead of verses.) Do *not* merely summarize each verse (or paragraph) or re-state the obvious. Do comment on the flow of the argument or story-line from verse to verse (or paragraph to paragraph). Ask questions such as: "Why are certain things stated in a particular way?"; "Why are certain statements included where they are?"; "Why are expected materials omitted?" Comment on important theological words or ideas. Notice other occurrences in the book or in other biblical books of these theological words or ideas. You *may* use concordances, cross-referencing guides, or theological wordbooks, but you *may not* use a commentary. Do your own work. **(4–6 pages) NO COMMENTARY PERMITTED**
6. **Theme.** Based upon the stages of the detailed analysis above, and especially building on the statements of theme for each paragraph, provide a one-sentence statement of the theme of the entire text (i.e., "What is the author's main point in this section?"). Explain your decision. **(1/2 page) NO COMMENTARY PERMITTED**
7. **Key Words and Phrases Study.** Include the major results of the background study on words/phrases (not the raw data presented earlier). Remember that other word studies probably will be needed for this larger

project. Resources such as theological wordbooks and dictionaries are permitted. **(1-3 pages) NO COMMENTARY PERMITTED**

8. **Outline.** Present an “exegetical” (i.e., “historical”) outline of the text, reflecting the theme. **(1/3–1/2 page) NO COMMENTARY PERMITTED**
9. **Homiletical (Sermon or Teaching) Outline.** This outline should derive from the exegetical outline. Include a one-sentence re-statement of the theme (section 6 above), a desired audience response, and a concluding challenge. **(1/2 page) NO COMMENTARY PERMITTED**
10. **Commentary Comparison.** Include any additional insights gleaned from three exegetical commentaries. *These must be insights that you did not already uncover in your own work.* You may include these insights into the body of your work in the Stage Two paper. However, remember that for the purposes of the Stage One paper, be sure to do the work asked for *in the order requested*. **(1 page)**

Note 1: The use of commentaries is limited to specific sections of the Stage One paper. Commentaries are allowed only in the Historical Background (step 2) and in the Commentary Comparison (step 10). This restriction is to help you to see how commentaries can be most helpful in your work, rather than becoming an unhealthy crutch and a hindrance to developing your own spiritual insight.

Note 2: Page numbers suggestions are guides only. The major concern is that you accomplish the required work. However, the final product should be no less than ten (10) and no more than twelve (12) pages, double-spaced.

Stage Two

The Stage Two paper is a polished paper presenting the information from Stage One in ready-to-deliver form. This stage synthesizes the data gathered in the first stage into a well-written presentation. The paper may take the form of: 1) A sermon manuscript, i.e., written out word-for-word, ready to deliver orally; or 2) A teaching paper and plan, fully developed. This stage should have an interesting introduction, a developed body, and a conclusion that ties the paper together. This stage contrasts with the first stage in that the first stage is a step-by-step distillation of your findings. The second stage is a finished work. Consider your audience in choosing the format of the paper and in shaping the material for presentation. (5-6 pages, double-spaced)

Plagiarism

Any student who uses the ideas or words of another person as his/her own without proper citation of the source is guilty of literary theft, or plagiarism. Plagiarism is a serious offense. Students should consult the current seminary bulletin for the policy regarding plagiarism.

Style and Formatting of Papers

The papers are to be typed neatly, *doubled-spaced* (except for the “Text” section, which is to be single-spaced), using no larger than a 12-point font. Pages are to be numbered with a “ragged right” margin (i.e., not justified right), and *stapled* (upper left corner) with *no covers*. Any standard scheme of footnotes, end notes, or text notes found in Kate L. Turabian’s *A Manual for Writers* is acceptable; but the format must be used consistently, with full and proper documentation provided. (Listings should be by author and title of book, commentary, or article [*not* editor], with series name and editor appearing at the appropriate place), including a separate bibliography appended to the paper. Standard academic writing procedures must be followed, including writing in your own words, giving proper credit when quoting or referring to material from another work, and writing in proper English. Students who have difficulty with writing English are expected to have their papers proofread by someone conversant in English writing skills *prior to* production of the papers.

EXAMPLES OF BACKGROUND SOURCES

Primary Sources

Archaeological Finds	Pseudepigrapha	Josephus
Dead Sea Scrolls	Apocrypha	Philo
Nag Hammadi	Targums	Suetonius
LXX	Rabbinic Literature	Church Fathers

Secondary Sources:

Bible Dictionaries

- Anchor Bible Dict. of the Bible IDB ISBE (rev.) ZPEB
- Schaff-Herzog Encyclopedia of Religious Knowledge (including the 20th Century E. of R. K. supplements)
- Hasting's Dict. of the Bible, etc.

New Testament Introduction Books

- Donald Guthrie, *New Testament Introduction*
- Carson, Moo and Morris, *An Introduction to the New Testament*
- Drane, *Introducing the New Testament*
- Kümmel, *Introduction to the New Testament*
- Hunter, *Introducing the New Testament*
- Harrison, *Introduction to the New Testament*
- Connick, *The New Testament: An Introduction to Its History, Lit. & Thought*

Old Testament Introduction Books

- LaSor, Hubbard, and Bush, *Old Testament Survey*
- Hill and Walton, *A Survey of the Old Testament*
- Arnold and Beyer, *Encountering the Old Testament: A Christian Survey*, 3rd ed.
- Collins, *Introduction to the Hebrew Bible*

Biblical Backgrounds Books

- Lohse, *The New Testament Environment*
- Hengel, *Judaism and Hellenism: Studies in Their Encounter in Palestine during the Early Hellenistic Period* (in 1 vol., formerly 2 vol.)
- Jeremias, *Jerusalem in the Time of Jesus*
- Matthews, *Manners and Customs in the Bible*
- Theissen, *Sociology of Early Palestinian Christianity*
- Meeks, *The First Urban Christians*
- Meeks, *The Moral World of the First Christians*
- Sanders, *Jesus and Judaism*
- Stambaugh and Balch, *The New Testament in Its Social Environment*
- Wilkins, *The Christians as the Romans Saw Them*
- John Bright, *A History of Israel*, 4th ed.
- Coogan, *The Oxford History of the Biblical World*
- Kaiser and Wegner, *A History of Israel*, revised
- Miller, *The Religion of Ancient Israel*
- Provan, Long, and Longman, *A Biblical History of Israel*, 2nd ed.

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**COMPETENCY ASSESSMENT RUBRIC – EMBEDDED ASSIGNMENT
BSHM5310 INTRODUCTION TO BIBLICAL HERMENEUTICS
STAGE TWO EXEGETICAL PAPER**

Student: _____ **Site:** _____ **Format:** _____ **Semester:** _____

Student Learning Outcomes

1. The student will be able to understand the principles guiding the exegetical process for biblical interpretation.
2. The student will be able to use appropriate tools, resources, and methods to apply sound exegetical principles toward biblical interpretation.
3. The student will be able to communicate clearly the meaning of the biblical text to a contemporary audience.

Assignment Description

The *Stage Two* paper is a polished paper, 7-8 pages in length, presenting information gathered in the *Stage One* paper in ready-to-deliver form. The purpose of this stage is to synthesize data gathered in the *Stage One* paper into a well-written presentation. The paper may be one of two forms: (1) a sermon manuscript (written word-for-word, ready to deliver orally), or (2) a teaching article (e.g., an article for the *Biblical Illustrator*). The paper should have an interesting introduction, developed body, and a conclusion that ties the paper together. This stage contrasts with the *Stage One* paper, in that *Stage One* is a step-by-step distillation of the findings of the research, and *Stage Two* is a finished and polished work. The *Stage Two* exegetical paper will serve as the embedded assignment instrument to assess competency.

1. The student should indicate an understanding of the principles guiding the exegetical process for biblical interpretation.
2. The student should indicate the use of appropriate tools, methods, and resources in the application of sound exegetical principles.
3. The student should communicate clearly the meaning of the biblical text, keeping in mind the contemporary audience.

DOMAIN	LEVEL	INADEQUATE (0 POINTS)	BASIC (1 POINT)	COMPETENT (2 POINTS)	GOOD (3 POINTS)	EXCELLENT (4 POINTS)
UNDERSTANDING The student:	Understood the principles guiding the exegetical process for biblical interpretation					
APPLICATION The student:	Used appropriate tools, resources, and methods to apply sound exegetical principles toward biblical interpretation					
COMMUNICATION The student:	Communicated clearly the meaning of the biblical text to a contemporary audience					