



**INTRODUCTION TO BIBLICAL HERMENEUTICS  
(BSHM5310) New Orleans Baptist Theological  
Seminary Biblical Studies Division—Spring 2020**

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## **I. SEMINARY MISSION**

The mission of New Orleans Baptist Theological Seminary and Leavell College is to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

## **II. SEMINARY CORE VALUES:**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course supports these five core values of the seminary. 1. *Doctrinal Integrity:* We believe, teach, proclaim, and submit to the Bible as the Word of God. This course addresses Doctrinal Integrity specifically by equipping students to understand and gain the ability to articulate biblical, theological, and historical truths. 2. *Spiritual Vitality:* We emphasize both personal spirituality as a worshipping seminary family gathering together for the praise and adoration of God and instruction in his Word. Spiritual Vitality is addressed by challenging students to grow in spiritual and moral integrity through biblical study and spiritual and ethical practices. 3. *Mission Focus:* We purpose to change the world by fulfilling the Great Commission and the Great Commandment through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and Great Commandment. 4. *Characteristic Excellence:* We aim for characteristic excellence to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to understand and interpret Scripture, which is foundational to effective ministry. 5. *Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment and lifestyle patterns. *The core value emphasis for the 2019-2020 academic year is Spiritual Vitality.*

### III. COURSE PURPOSE

This purpose for this course is to discover the principles and methods of sound interpretation of the biblical text and make application in written assignments.

### IV. CURRICULUM COMPETENCIES:

The Seminary has seven curriculum competencies: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses six competencies directly. 1. *Biblical Exposition*: by preparing students to understand, interpret, and communicate the Bible accurately. 2. *Christian and Theological Heritage*: by reminding students of the heritage of interpretation of the Old and New Testament 3. *Discipleship Making*: by modeling the principles of discipleship through classroom department. 4. *Interpersonal Skills*: through interaction among students in the class and in small group activities. 5. *Servant Leadership*: by modeling and reflecting the attitude of Christ in the life of a disciple. 6. *Spiritual and Character Formation*: through discussion and modeling of spiritual disciplines as a normal part of class discussion and activity.

### V. 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 student would develop sound methods of exegesis and application of biblical texts.

### VI. STUDENT LEARNING OUTCOMES:

*Knowledge* Students who complete this course successfully should:

- Understand the significance of hermeneutics for biblical exposition
  - Know the basic methods of biblical interpretation that have been practiced throughout history
  - Know basic principles of grammatical-historical interpretation that lead interpreters to discover the meaning intended by the biblical author
  - Know the major genres of scripture and the hermeneutical principles that should be applied to each genre
  - Know the important tools that may be useful in the study of the biblical text
  - Know principles that guide modern preachers and teachers in applying biblical truths to our contemporary context
- Attitudes* Students who complete this course successfully should:

- Appreciate the complexities of the exegetical task

- Recognize the importance of sound exegesis
- Be more confident in interpreting biblical texts *Skills* Students who complete this course successfully should be able to:
  - Contextualize New Testament texts within their ancient historical, cultural, social, and literary settings for the purpose of interpretation
  - Prepare word studies that lead the interpreter to understand better the biblical author's usage of special vocabulary significant to the exegetical task
  - Write a formal paper using required form and style guidelines that integrates learning activities of the course into the sound exegesis of an assigned passage • Derive timeless truths from the biblical text and show how these should affect the beliefs and behavior of contemporary Christians

## **VII. TEACHING METHODOLOGY:**

- Class sessions will consist of presentations overviewing units of study followed by general discussion. Readings and lectures are central to covering the knowledge base needed for the course. Small group discussions allow for student interaction with the material presented. Multimedia technology, including video, audio, graphics, and presentation media, are incorporated into classroom activity to enhance the learning process. Biblical texts are used as examples to illustrate hermeneutical principles discussed in class. The combination of reading, lectures, multimedia, class discussions, and small groups should help build appreciation for sound exegesis of the Bible.
- Class preparation will consist of textbook readings according to the syllabus schedule, book reports, and execution of written assignments. That is, the student's skills as an exegete are developed further through written assignments related to word studies, background studies, and an exegetical paper.
- Class units presented are: five units on hermeneutical models, two units on general rules with library practicum, integrity, and outline of Romans, and eighteen units on exegesis of the text of Romans.

## **VIII. REQUIRED TEXTS:**

- The Bible: any modern committee translation, such as RSV, NRSV, NIV, NASB, etc.
- Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*. 3d ed. Grand Rapids: Zondervan, 2003 (= FS)
- Klein, William, Blomberg, Craig, and Robert Hubbard. *Introduction to Biblical Interpretation*. Third edition. Downers Grove, IL: InterVarsity Press, 2017 (= KBH).

## IX. OTHER RESOURCES

- *Dr. Stevens's DrKoine Website:*

<http://www.drkoine.com> This website is for students in classes taught by Dr. Stevens. The site has a three-fold purpose: (1) to provide personal information to get to know the professor beyond the classroom in the areas of background, family, music and photography, (2) to provide professional information to get to know the professor within the academic guild in the areas of publications, presentations, and sermons, and (3) to provide educational information in support of his teaching career in the areas of classes, travel, and museums.

- To go straight to the Classes page for information about any of Dr. Stevens's classes, use the following link:

<http://drkoine.com/classes/index.html>

- To go straight to the Hermeneutics course page with a brief course description, introductory video, syllabus, textbooks used, and related course files, use this link:

<http://drkoine.com/classes/hermeneutics/index.html>

## X. SEMINARY RESOURCES

- For NOBTS assistance with technology issues, call ITC (504-816-8180) or consult the following websites. —For online registration, financial account, online transcript. etc.: [selfserve.nobts.edu](http://selfserve.nobts.edu) (email: [selfserve@nobts.edu](mailto:selfserve@nobts.edu)) —For Blackboard Learning Management system: [nobts.blackboard.com](http://nobts.blackboard.com) (email: [blackboardhelpdesk@nobts.edu](mailto:blackboardhelpdesk@nobts.edu)) —For general technical questions and support requests:

[www.nobts.edu/itc/](http://www.nobts.edu/itc/) (email: [itcsupport@nobts.edu](mailto:itcsupport@nobts.edu))

- NOBTS maintains “The Write Stuff” Center (HSC 290B, x8193) to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information towards becoming a better writer. Email [writingcenter@nobts.edu](mailto:writingcenter@nobts.edu)

- [NOBTS Style Guide](#): NOBTS has now published its own style guide for students to reference when writing papers. Please refer to this style guide for formatting your paper submissions

## XI. COURSE EVALUATION:

- **Participation, Attendance, and Quizzes (15%).** More than nine hours of class attendance missed results in a failing grade. Each hour of absence lowers the attendance score by one percent. Exceptions for excessive absences are allowed, based upon medical and/or administrative approval. More than mere attendance is required for this class: each student must engage in topics discussed on a regular basis.

A daily quiz may be given over that day's reading assignments at the beginning of class. *In addition to the textbook readings, occasional short readings from materials handed out in class will be required.* If all are taken, the lowest four quizzes will be dropped. Quiz makeups are not given. Tardiness is not excused. Up to four missed quizzes may be dropped, but each after that counts as zero.

- **Background Study (20%).** Compile a background study about the historical and cultural context for an assigned passage. The study should include primary and secondary sources and the student's own evaluation of the subject in light of the sources. The study should be four to eight pages, single-spaced, 12 point Times, one-inch margins, using the format presented in class. Stapled, left corner—NO COVERS. Due *beginning of class*, Tuesday of Week 9 on the syllabus. Late penalty is five points after class hour of due date, then five points per subsequent missed class days. A background study guide and a sample background paper can be found at: <http://drkoine.com/classes/hermeneutics/index.html>

- **Word Study (10%).** Compile a word study as assigned using the tools discussed in the course. Three to four pages, as above. Stapled, left corner—NO COVERS. Due *beginning of class*, Tuesday of Week 11 on the syllabus. Late penalty is five points after class hour of due date, then five points per subsequent missed class days. A word study guide and a sample word study paper can be found at: <http://drkoine.com/classes/hermeneutics/index.html>

**Exegetical Paper** will be submitted in two stages. Stage One is due week 13; Stage Two is due at the final, unless graduating. Students graduating must submit their paper one week earlier.

**Stage One (30%)** The study should be Turabian style, nine-ten pages, double-spaced, plus a bibliography. Stapled, left corner—NO (plastic, etc.) covers. Due *at the beginning of class*, Thursday of Week 13. The following components must be addressed:

- Summary of Background - Do not copy and paste material from the background paper. Emphasize the significant impact noted from the

background study.

- Summary of Word Study - Do not copy and paste material from the word study paper. Emphasize the significant impact noted from the word study.
- Literary/structural analysis - This is essentially an outline of the pericope, but in paragraph format. Use indentations to show the subordination or coordination of ideas in each paragraph. Be innovative yet faithful to the nuances embedded by the original author.
- Topic/Thematic study - Identify the major and minor topical themes addressed within the assigned pericope. Systematic theology categories *may* be used, but are not necessary. What is necessary, is for the student to adequately identify the ideas emphasized in the text.
- Verse by verse - Provide a running commentary on the text in light of the historical context, special vocabulary, and topical thematic analyses. Be sure to identify intertextual quotations. if at all possible, the student may address allusions and echoes; but the purpose of this project is not to pursue those ideas beyond understanding the assigned text.
- Conclusion - Summarize the material presented in the exegetical looking forward to application.

### **Stage Two (25%)** - Two components are required

- Prepare a sermon or teaching outline
  - Bullet points or paragraph narrative indicating how this text should be presented in the context of your choosing. (Specify the context in the paper).
- Develop the application(s), employing insights from all Stage one components. Using tools discussed in the course, this stage 2 should build upon, not simply repeat, earlier assignments. The study should be Turabian style, four to six single-spaced pages in prose, plus any additional bibliography. Stapled, left corner—NO (plastic, etc.) covers. Due at the time of the final exam. Late penalty is five points per day.
  - Dr Stevens has an example paper in pdf format with bookmarks to discussions of Turabian form. This should only serve as an example. The resource can be downloaded at:  
<http://drkoine.com/classes/hermeneutics/index.html>

**Proposed Outline.** Stages One and Two should include the following components:

**(Stage 1 & 2)Introduction**—Build interest; indicate the purpose for the

paper, the general nature of the passage being studied, and the exegetical promise of the passage

### **(Stage 1) Chapter 1: Text, Background, Word Study**

Provide the translation for the assigned passage. Include results of your word study and background study, along with other background to the document under study. (1) *Text*—Provide your translation with verse numbers and paragraph divisions. If an English exegesis, provide the text of the English version you are using, and footnote the bibliographic data of this publication. (2) *Historical Background*— Summarize in a concise and condensed form your previous background study of a key topic in the passage. Give historical background material pertinent to the specific document and author and the particular passage being studied. (3) *Word Study*—Summarize in a concise and condensed form your previous word study of a theologically significant term in the passage.

### **(Stage 1) Chapter 2: Exegetical Analysis**

Provide the basic exegesis of this biblical passage. This exegesis should be focused on the principal literary context of the passage or topic at hand, as well as a literary analysis of the material. (1) *Literary Context*—Overview the literary context of your particular passage in terms of its placement in the immediate and larger outline of the document. (2) *Literary Analysis*—Indicate the internal structure of the logic and argument of the passage and an exegetical outline, with critical commentary of the verses. (3) *Conclusion/Central Theme*— Conclude by summarizing the main results of the research, what has been learned from the background and exegetical analysis. Finally, state the central theme of the passage in one concise sentence as supported by the exegetical analysis, and then expand on the idea. Indicate a central biblical truth supported by the passage to guide teaching and preaching.

### **(Stage 2) Chapter 3: Practical Application**

Anticipate an application of this passage in a ministry setting. This application is your choice, and could be a bible study, a sermon, a women's conference, a retreat, or some other ministry setting. (1) *Title*—Give a title for the application that either invokes a key idea or teases the audience with an interesting angle (not trite, though, such as silly puns or simplistic play on words). (2) *Truth*—State the central bible truth or Christian living key to come from studying or preaching this passage, derived directly from the theme

indicated above. (3) *Objective*—Provide a clear, concise statement of a.) the desired lesson or sermon outcome and b.) an appropriate audience response. (4) *Outline*—Not the same as the exegetical outline, which follows grammar and logic flow, this outline is based upon the exegetical work but is developed *topically* or *logically* for teaching or preaching the passage. (5) *Development*—If a bible study, this would include your opening attention getter or illustration or activity, and a fleshing out of the outline with points and appropriate illustrations; if a sermon, this would be your opening attention getter or audience rapport device, and a fleshing out of your sermon outline with points and appropriate illustrations. (6) *Conclusion*—If a bible study, this would include your final illustration, activity, or teaching aid that reinforces the focal truth; if a sermon, this would be your specific conclusion and challenge for response (illustration, story, etc.).

**Extra Credit.** For up to +3 points on final average, review one of the following books, due by the last day of class before final exams. The review should be a minimum of 2–3 pages.

- Corley, Lemke, and Lovejoy. *Biblical Hermeneutics*
- Crenshaw, James. *Trembling at the Threshold of a Biblical Text*
- Dyrness, William. *How Does America Hear the Gospel?*
- Felder, Cain Hope, ed. *Stony the Road We Trod*
- Kaiser, Jr., 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*

## **XII. EMBEDDED ASSIGNMENT:**

An embedded assignment is included as a part of this course for institutional effectiveness evaluation. The Stage Two component is the embedded assignment. It will not be returned. Please refer to the rubric given at the end of the syllabus.

### XIII. ASSIGNMENTS:

Week	Tuesday	Thursday
Week 1: Jan 20-24	Introduction, Model Components FS: 17-31; KBH: 3-21	Ancient Jewish Models KBH: 23-31
Week 2: Jan 27-31	Ancient Christian Models KBH: 31-45	Reformation, Post-Reformation KBH: 45-52
Week 3: Feb 3-7	Modern, Post, Modern Models KBH: 52-102	Canon, Translation, Tools FS: 33-53, 265-75; KBH: 103-31, 505-43
Week 4: Feb 10-14	Library Practicum	General Rules: Bkgd./Word Studies KBH: 213-72
Week 5: Feb 17-21	Interpreter, Goal KBH: 135-209	Narrative I FS: 8-106
Week 6: Feb 24-28	Narrative II KBH: 323-41	Law FS: 163-80; KBH: 341-51
Week 7: Mar 2-6	Mardi Gras Holiday	Epistles I FS: 55-70; KBH: 426-40
Week 8: Mar 9-13	Epistles II ( <i>Background Study</i> ) FS: 71-987; KBH: 477-504	Gospels FS: 127-148
Break: Mar 16-20	Spring Break	
Week 9: Mar 23-27	Gospels KBH: 399-418	Parables FS: 149-62
Week 10: Mar 30-Apr 3	Acts FS: 107-25; KBH: 418-26	Wisdom/Poetry ( <i>Word Study</i> ) FS: 225-48; KBH: 361-413, 451-61
Week 11: Apr 6-10	Psalms FS: 205-24	Prophecy I FS: 181-204
Week 12: Apr 13-17	Prophecy II KBH: 359-87	Apocalyptic I FS 249-64
Week 13: Apr 20-24	Apocalyptic II KBH: 440-49	Flex Day ( <i>Stage 1</i> )
Week 14: Apr 27-May 1	Special Topics	Special Topics
Week 15: May 4-8	Special Topics	Special Topics
Week 18: May 11-15	Final Exams and Graduation ( <i>Stage 2</i> )	

### XIII. Bibliography:

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**COMPETENCY ASSESSMENT RUBRIC—EMBEDDED ASSIGNMENT**

**Exegetical Paper**

**BSHM5310 Introduction to Biblical Hermeneutics**

**Student:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Format:** \_\_\_\_\_

**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:**

1. The exegetical paper will serve as the embedded assignment instrument to assess competency.
2. The student should indicate an understanding of the principles guiding the exegetical process for biblical interpretation.
3. The student should indicate the use of appropriate tools, methods, and resources in the application of sound exegetical principles.
4. The student should communicate clearly the meaning of the biblical text, keeping in mind the contemporary audience

DOMAIN	LEVEL	EVALUATION				
		0	1	2	3	4
UNDERSTANDING The Student:	Understood the principles guiding the exegetical process for biblical interpretation					
APPLICATION The Student:	Used appropriate tools to apply sound exegetical principles toward biblical interpretation					
COMMUNICATION The Student:	Communicated clearly the meaning of the biblical text to a contemporary audience					