



**NEW ORLEANS**  
BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

**Introduction to Biblical Hermeneutics  
(BSHM5310)**

New Orleans Baptist Theological Seminary  
Biblical Studies Division  
May 23-27 Intensive, Summer 2022

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**I. SEMINARY MISSION**

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

**II. 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.

**III. STUDENT LEARNING OUTCOMES:**

**Knowledge (Cognitive)**

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 & Values (Affective)**

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 (Psychomotor)**

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

### **IV. 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.

### **V. REQUIRED TEXTS:**

- The Bible: any modern committee translation, such as RSV, NRSV, NIV, NASB
- Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*. 4th ed. Grand Rapids: Zondervan, 2014 (= FS)
- Klein, William, Blomberg, Craig, and Robert Hubbard. *Introduction to Biblical Interpretation*. Third edition. Downers Grove, IL: InterVarsity Press, 2017 (= KBH).

### **VI. OTHER RESOURCES**

- Please refer to the Blackboard site for all lecture material.
- 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)
    - [selfserve@nobts.edu](mailto:selfserve@nobts.edu)

- For Blackboard Learning Management system:
  - [nobts.blackboard.com](http://nobts.blackboard.com)
  - [blackboardhelpdesk@nobts.edu](mailto:blackboardhelpdesk@nobts.edu))
- For general technical questions and support requests:
  - [www.nobts.edu/itc](http://www.nobts.edu/itc)
  - [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)

## VII. REQUIREMENTS IN THE COURSE:

### A. **Pre-Intensive Assignments (Due Beginning of Intensive)**

1. **Textbook Reading.** *Students are required to read both textbooks prior to the beginning of the Intensive (FS and KBH).* This requirement is crucial to the student’s ability to absorb lecture material presented during the Intensive.

2. **Textbook Reading Report (25%).** Students will compile a reading report to be submitted at the beginning of the Intensive. The report (explained in 2.2.1-2.3 will be single-spaced, 12 point Times or Times New Roman, with one-inch margins. **Length is not an issue (unless/until specified).** Submit this via Blackboard (or via email to both professors and graders). If submitted in person, do not use plastic or cardboard covers or binders of any kind. Simply staple the report in the top left corner. The report will have the following three parts:

*2.1 Reading Percentage:* The student will indicate in a statement the estimated percentage of required reading from each book that they completed prior to the beginning of the Intensive.

*2.2 History of Interpretation:*

2.2.1 Briefly evaluate how the major ideas in each era of interpretation presented in chapter 2 of KBH shaped or impacted the church’s interpretation:

- Jewish Interpretation
- The Apostolic Period
- The Patristic Period
- The Middle Ages
- The Reformation
- The Post-Reformation Period
- The Modern Period

2.2.2 Based on the reading for each period, identify questions for conversation in class that you believe impact the understanding and application of the biblical text.

2.2.3 **Optional, extra credit:** Create *either* a 5-minute video *or* a detailed Powerpoint-type slideshow, including narration, demonstrating an interpretation of a particular biblical passage using one specific historical approach to interpretation.

2.3 *Genre Guidelines:* The student will identify the essence of each biblical genre from the combined reading of both textbooks. The summary for each genre should be **no more than one page single-spaced**. These nine major genres are:

- Narrative
- Prophecy
- Acts
- Law
- Wisdom
- Epistles
- Poetry
- Gospel
- Revelation

#### **B. Intensive Assignments (Due During the Intensive)**

1. **Class Participation (10%).** The student will prepare for each class by reviewing the material in the two textbooks for the assigned topics for the day. The student may be asked to prepare some material in a class handout or to participate in some activity outside of class. Class participation for each session will impact the final grade.
2. **Historical Background Study (15%).** The student will address the following components of a background study: (1) Authorship, audience, occasion, and date; (2) the socio-cultural themes addressed in the text for the assigned passage.

The study will be five to eight pages (approximately 2,500-4,000 words), single-spaced, 12 point Times or Times New Roman, with one-inch margins. Submit the background study via Blackboard. An example of the background study format is given at the end of this syllabus.

*The background study is due on Friday.* Late penalty is five points per each subsequent day.

#### **C. Post-Intensive Assignments (Due After the Intensive)**

1. **Word Study- due one week after the Intensive (15%):**  
The student will compile a word study for an assigned passage. The study will be two-three pages (1,000-1,500 words), single-spaced, 12 point Times or Times New Roman, with one-inch margins. *The word study is due the next Friday, one week after the Intensive.* Submit the word study via Blackboard. Late penalty is five points per day.

2. **Stage I Exegetical Paper, Embedded Paper - due 3 weeks after the Intensive (20%):**

This paper contains the primary steps to be taken in a full-blown exegesis of a biblical passage. (5,000-6,500 words). Late penalty is five points per day.

The paper must follow the steps listed below, in the order given. This paper is not a typical term paper in the sense of having an ordered introduction, purpose statement, thought development, and conclusion. The final product will be a collection of the separate sections, but they are all ordered in a logical sequence that should help in sermon preparation. In doing this exercise, the essential steps for a proper exegesis are learned.

**Historical Background Reshaped.** Drawing the most pertinent information from your earlier background paper (don't just copy and paste), explain clearly how the historical background affects the interpretation of your text. (approximately 2 pages)

**Word Study Reshaped.** Include here the major results of the previous word study. Explain clearly how the word study affects the interpretation of your text. Do not include all of the raw data presented earlier. (approximately 1 page or less)

**Literary Analysis.** COMMENTARIES AND SURVEYS MAY BE USED. (1) Create a brief overview of the thematic development of the entire book in which your passage is located. (2) Make a detailed outline of the immediate context of your passage, explaining how your assigned passage fits into both the larger context and the immediate context. (approximately 1 page for part 1; 1-2 pages for part 2)

**Thought Analysis.** In one sentence statements, identify the themes (major and minor) addressed in each unit of thought (typically, a paragraph). The intention here is to compile an analysis of what ideas (and frequency of) occur in text. (1-2 pages)

**Verse Analysis.** NO COMMENTARY USE PERMITTED. Comment on important features of individual verses or paragraphs. Do not merely repeat or copy the words of each unit; instead, critically summarize what's being taught. How do the parts effect the whole message? Be sure to comment on the flow of the argument or story-line from verse to verse (or paragraph to paragraph) and address (1) why certain things are stated in the particular way they are, (2) why certain statements are included where they are, and (3) why there may be omissions of expected materials, etc. Do your best to recognize the "big idea" of your passage and support that by pointing out the supporting theological words or ideas. If applicable, note where else in the book or in other Biblical books those exact words or ideas are found. Concordances, theological word books, and cross-referencing guides may be used, but commentaries may not be used here. (3-5 pages)

**Commentary Comparison.** Include here any additional, essential insights gleaned from at least three exegetical commentaries. These must be insights that you have not already addressed in the above work. Other than for your literary analysis, only consult commentaries at this stage in your work. (1-2 page)

**Note: Page numbers here are suggested guides only. They may be adjusted as needed,** provided that the assigned areas are covered adequately within the confines of 10-13 pages, single spaced.

**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					

3. **Stage II: Application (15%): Due five weeks from the last Friday session–11:59 pm.** Late penalty is five points per day.

Stage 2 is all about application of the biblical passage. The following three areas must be addressed:

(1) Connect the contemporary audience with the text—create the means by which your hearers hear and see what the original audience understood. Use insights drawn from your stage I exegesis.

(2) Establish the intended purpose of the text—help your audience see, based on clues embedded in the text, how the author accomplished this purpose.

(3) In keeping with (1) and (2), provide appropriate points of application so that the contemporary audience can readily perceive how the text demands a response from them.

The paper must meet the following criteria:

Using the research developed from the Stage I Exegetical Assignment, the student is to write a polished, 5-7 page paper (1,250-1,750 words), **double spaced**, demonstrating how well you have understood the process from exegesis to exposition..

The Student should demonstrate how Bible study tools, hermeneutical principles, and exegetical analysis work together to communicate the meaning of the biblical text.

The student should endeavor to apply the “what a text means to them” to a selected contemporary audience, resulting in “what it means to us.”

The Stage 2 paper may take one of two forms: (1) a ready to deliver, word-for-word sermon manuscript; (2) a teaching article, as could be found in a publication or small group literature.

#### **D. Extra Credit**

In addition to the extra credit available before the Intensive through the optional assignment, extra credit may be earned after Intensive by reviewing one of the following books in 2 to 3 pages (up to +3 points on final average), *due at the same time as the Stage 2 paper, after the Intensive*:

- 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*

### E. Grading

- reading report (25%) - **due before the Intensive**
- class participation (10%) - earned daily **during Intensive**
- background study (15%) - **due the Friday of the Intensive**
- word study (15%) - **due Friday one week after the Intensive**
- Step 1: Exegesis (20%) - **due Friday three weeks after the Intensive**
- Step 2: Application (15%) - **due Friday five weeks after the Intensive**

### VIII. Schedule:

#### Monday: Introduction, Models, Canon

##### Session 1—2:00–5:00 PM

1<sup>st</sup> Hr: Introduction and Components of a Model (FS: 21–35; KBH: 33–65) CR

2<sup>nd</sup> Hr: [Ancient Jewish Models \(KBH: 66–77\)](#) AE

3<sup>rd</sup> Hr: Ancient Christian Models (KBH: 77–91) CR

##### Session 2—6:30–9:00 PM

1<sup>st</sup> Hr: Reformation, Post-Reformation Models (KBH: 92–98) CR

2<sup>nd</sup> Hr: [Modern, Post-Modern Models \(KBH: 99–164\)](#) AE

3<sup>rd</sup> Hr: [Canon, Trans., Tools \(FS: 36–56; 275–90; KBH: 165–200; 637–81\)](#) AE

#### Tuesday: Interpreter, Prose and Poetry, OT Narrative

##### Session 1—8:30–11:30 AM

1<sup>st</sup> Hr: [Task of Interpretation](#)

AE

2<sup>nd</sup> Hr: Interpreter, Goal, and Application (KBH: 201-89; 571–636) CR

3<sup>rd</sup> Hr: [General Rules—Prose \(KBH: 293–360\) Literary/Historical Background](#)

AE

##### Session 2—1:00–4:00 PM

1<sup>st</sup> Hr: Word Studies (OT & NT) (KBH, 324-44) AE/CR

2<sup>nd</sup> Hr: [General Rules—Poetry/Psalms \(FS: 212-32; KBH: 361–413\)](#) AE

3<sup>rd</sup> Hr: Library Practicum AE/CR

#### Wednesday: Law, Prophets, Gospels, Parables

##### Session 1—8:30–11:30 AM

- 1<sup>st</sup> Hr: [Interpreting OT Narrative \(FS: 93–111; KBH: 418-50; 510-31\)](#) AE  
 2<sup>nd</sup> Hr: [Interpreting OT Narrative KBH: 510-31\)](#) AE  
 3<sup>rd</sup> Hr: [Interpreting OT Law \(FS: 168–86; KBH: 438–50\)](#) AE

*Session 2—1:00–4:00 PM*

- 1<sup>st</sup> Hr: Interpreting NT Gospels 1: (FS: 132–53) CR  
 2<sup>nd</sup> Hr: Interpreting NT Gospels 2: (KBH: 510–32) CR  
 3<sup>rd</sup> Hr: Interpreting NT Parables (FS: 154–67) CR

**Thursday: Wisdom, Narrative, Epistles**

*Session 1—8:30–11:30 AM*

- 1<sup>st</sup> Hr: [Interpreting OT Wisdom \(FS: 225–48; KBH: 493–509\)](#) AE  
 2<sup>nd</sup> Hr: Interpreting NT Narrative: Acts (FS: 107–125; KBH: 532–41) CR  
 3<sup>rd</sup> Hr: Interpreting NT Epistles 1 (FS: 55–87) CR

*Session 2—1:00–4:00 PM*

- 1<sup>st</sup> Hr: Interpreting NT Epistles 2 (KBH: 541–58) CR  
 2<sup>nd</sup> Hr: [Interpreting OT Prophecy \(FS: 187–211\)](#) AE  
 2<sup>rd</sup> Hr: [Interpreting OT Prophecy \(KBH: 462–93\)](#) AE

**Friday: Epistles, Apocalyptic**

*Session 1—8:30–11:30 AM—Background Study due*

- 1<sup>st</sup> Hr: Open Time for discussion  
 2<sup>nd</sup> Hr: Interpreting NT Apocalyptic 1 (FS: 249–64) CR  
 3<sup>rd</sup> Hr: Interpreting NT Apocalyptic 2 (KBH: 558–67) CR

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