THEOLOGICAL INTERPRETATION OF SCRIPTURE
Fridays F 8-11, 1-5 (2/5, 3/11, 4/8, 5/6)

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Dodd 106

The Mission of the Seminary

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.

Course Description

This doctoral seminar in the theological interpretation of Scripture is an interdisciplinary exploration of the relationship between biblical studies, theology, and hermeneutics. Complementing the traditional historical exegesis offered in other courses, this seminar offers a critical evaluation of the way in which the contemporary church and the church throughout history has read the Bible as the Word of God. Students will be exposed to important theoretical works in theological hermeneutics, as well as theological commentaries of biblical books.

Core Value Focus

The primary core value of the Seminary addressed in this course is Doctrinal Integrity. The primary key competency in ministry addressed is Christian Theological Heritage. Mission Focus is the Core Value Focus of the 2015-16 Academic Year.

Course Objectives

1. To acquaint students with the burgeoning field of theological interpretation of Scripture and its various perspectives/adherents.
2. To encourage students to reflect upon their own theological reading of Scripture.
3. To apply theological interpretation of Scripture to the ministry of the local church.

Biblical Authority

In order to develop competent theological researchers for the twenty-first century church and academy, students in this course will be exposed to seminal works in Christian theology from a
wide array of theological perspectives, including the influential works of many prominent non-evangelical theologians. Students are expected to become familiar with and demonstrate advanced, biblically guided critical engagement with the works of these thinkers.

The instructor of this course operate under the assumption that the Bible is the inspired, totally true and trustworthy Word of God. While history, tradition, and reason play no small role in the theological task, the Bible holds ultimate authority in Christian doctrine and practice. *The Baptist Faith and Message* (2000) provides the confessional framework for the course.

**Required Monographs**


**Optional Review Texts (Choose One, Get Approval)**


**Required Articles (Provided by Professor)**


**Theological Commentaries of Scripture (Choose One, Get Approval)**


**Additional Recommended Texts**
Course Requirements

1. Class Participation (5%)

The following rubric will be utilized to evaluate class participation/discussion.

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<th>Quality of Comments</th>
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<td>Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group</td>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others</td>
<td>Volunteers comments but lacks depth, may or may not lead to other questions from students</td>
<td>Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question</td>
<td>Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic</td>
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<th>Resource/Document Reference</th>
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<td>Clear reference to text being discussed and connects it to other text or reference points from previous readings and discussions</td>
<td>Has done the reading with some thoroughness, may lack some detail or critical insight</td>
<td>Has done the reading; lacks thoroughness of understanding or insight</td>
<td>Has not read the entire text and cannot sustain any reference to it in the course of discussion</td>
<td>Unable to refer to text for evidence or support of remarks</td>
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<th>Active Listening</th>
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<td>Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others</td>
<td>Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others</td>
<td>Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others</td>
<td>Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others</td>
<td>Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion</td>
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2. Reading Reports (25%)

Each student will write two (2) reading reports (3-5 pages, single-spaced), including discussion questions, on assigned readings and present them to the seminar and lead in discussing the assigned reading. Include a brief summary, but emphasize critical response.

3. Theological Commentary Presentation (20%)

Students are required to read one (1) of the texts from the bibliography throughout the course of the semester. No formal response or review will be required, but each student is to inform the professors in writing which text was read by the end of the semester. Significant and recommended texts appear in bold in the bibliography.
4. Research Papers (40%)

Each student will write a research paper on a topic agreed upon by the professor and the student. (Papers should be not more than 30 double-spaced pages in length, with footnotes and conform to Turabian style.)

The research paper will be evaluated as follows:

1. Grammar and style: Spelling, sentence and paragraph development; punctuation; and conformity to the 7th or 8th edition of Turabian.
2. Clarity and Coherence: Balance; thoroughness; organization; logical development; overall sense of the paper.
3. Research: Bibliography; type and variety of sources (primary, secondary, monographs, journal articles, etc.); most bibliographic entries should be accompanied by footnote citations.
4. Analysis and Evaluation: Going beyond the mere reporting of facts to include explanation, interpretation, analysis of material; evaluation of strengths and weakness of a person; demonstration that you have thought about the material that you have researched. Give strong and insightful introduction and conclusion.

- An “A” paper (93-100) has a clearly articulated thesis that guides the organization of the paper, the content of the paper, and the selection of resources. Such papers also show the author’s ability to do quality research, choosing quality resources, distinguishing between primary and secondary sources, and are conversant with up-to-date literature in the field. “A” papers demonstrate creative, substantive critical engagement with sources. Authors of “A” papers write with professional attention to grammar, form, and style.
- “B” papers (85-92) clearly state a thesis but fail to connect the stated thesis with the organization and content of the paper. These papers include some material irrelevant to this issue at hand. “B” papers evidence that the student is growing in his or her ability to do research even if some source selections are questionable. Authors of these papers attempt to make critical arguments and show growing skill in this area. These papers evidence only minor errors in grammar, form, and style.
- “C” papers (77-84) lack a clear thesis and structure and tend to be “survey papers” that are descriptive without argumentation. While these papers evidence some interaction with current, quality sources, they gravitate toward secondary sources and out-of-date sources. “C” papers also contain numerous grammatical errors and problems with form and style, even to the point of distracting readers from the content of the paper.
- D” (70-76) and “F” (0-69) papers make no attempt to define the problem and show no evidence of a coherent structure. These papers show the author’s inability to do graduate level research, a failure to engage quality resources, and only a superficial grasp of sources that are cited. “D” and “F” papers contain major grammatical errors and show no evidence whatsoever of proofreading.
Students will present their paper in class but need not read the papers verbatim, as every student is expected to read every paper prior to the class session. Rather, presenters should describe the research process, hit the highlights of the paper, and any additional information they learned researching their papers.

5. Formal Responses (10%)

Each student will write a formal response that summarizes, analyzes, and critiques a paper by another student. Formal responses should also address form and style issues, particularly consistent grammatical and/or stylistic problems throughout the paper. An errata table or section is preferred.

- Class Participation 5%
- Reading Reports (2) 25%
- Theological Commentary Presentation 20%
- Research Paper 50%
- Formal Response 10%
**Total 100%**
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<th>Topic Assignments</th>
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<td>Introduction</td>
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ADDITIONAL BIBLIOGRAPHY


Gabler, Johann P. “An Oration on the Proper Distinction between Biblical and


