

NOTE: Due to the one-week workshop format of this course, the textbooks must be read, summarized, and critiqued prior to the beginning of class. This assignment is due the first day of class.



BSHM5310 INTRODUCTION TO BIBLICAL HERMENEUTICS
New Orleans Baptist Theological Seminary
Division of Biblical Studies
Red Carpet Workshop - May 27-31, 2019

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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 2018-19 is *Doctrinal Integrity*: "Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it."

Curriculum Competencies

All graduates of NOBTS are expected to have at least minimal competency in the areas of: 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 includes a study of the principles of biblical interpretation, an introduction to the major resources available as an aid to biblical interpretation, and an exegetical study of selected passages from the various genres of biblical literature. Some attention is directed to current issues in biblical hermeneutics, but the major focus of the course is practical in nature in that the goal of the course is that the student develop a sound method for exegesis of the biblical texts.

Student Learning Outcomes

In order to interpret and communicate the Bible accurately, the student, by the end of the course, should:

1. Be able to apply the principles guiding the expositional process and resources to aid in biblical interpretation to the practice of interpreting and communicating the Bible accurately.
2. Value the following concepts as needful in interpreting and communicating the Bible accurately:
 - (a) Sound exegesis of the biblical texts for interpreting the Bible accurately.
 - (b) The role of the Holy Spirit in biblical exposition.
3. Be prepared to interpret and communicate the Old and New Testaments accurately.
4. Develop a quality philosophical and theological foundation as to how to exegete the Old and New Testaments.

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 the material in the textbooks related to the history of interpretation and genre analysis.

Textbooks

1. The Holy Bible in a modern translation (e.g., RSV, NRSV, NASB, NIV, CEV).
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*. 3rd ed. Dallas: Word Publishing, 2017. [KBH]

Course Requirements

Pre-assignments - These pre-assignments should be single-spaced. Late penalty is five points per day, beginning the first class hour of class on May 27, 2019.

1. Reading Report (10%)

Students are to read the required texts prior to class. A reading report covering the required texts will include two items: (a) students will sign a report form and indicate what percentage of the reading of the texts was completed, and (b) students will submit four (4) one-page summaries of the guidelines for interpretation of specific genres presented in the required texts [from Fee/Stuart, one summary each on an OT genre and a NT genre, and from Klein/Blomberg/Hubbard, one summary each on an OT genre and a NT genre].

2. History of Interpretation and Approaches to Interpretation Report (15%)

Based on Chapter 2 in Klein/Blomberg/Hubbard, complete a minimum of one quarter page summary on each of the following sections reflecting the major interpretive ideas of each historical period:

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

Based on Chapter 3 in KBH, complete a minimum of one quarter page summary on each of the following approaches to interpretation reflecting the major ideas of each approach:

- Literary Approaches
 - Narrative Criticism
 - Post-structuralism/Postmodernism
- Social-Scientific Approaches
 - Classifications
 - Advocacy Groups

Work Due During the Workshop - Late penalty is five points per day, beginning at the class hour of the due date.

3. Background Study (15%)

Complete a background study of an assigned historical or cultural topic. 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 2-3 pages, single-spaced, 12 point Times, one-inch margins. **Due at the beginning of class, May 30, 2019 (hard copies only)**

4. Word Study (15%)

Complete a word study of an assigned word using the tools discussed in the course. The study should be 2-3 pages, as above. **Due at the beginning of class, May 31, 2019 (hard copies only)**

Post-Workshop Assignments - Late penalty is five points per day.

5. Project (40%)

The major project in the course is an exegetical paper, which is to be produced in two stages (specific instructions found at the end of the syllabus).

(1) **Stage One (25%).** *Stage One* is a thorough exegetical study that is to follow the attached guidelines, 10-12 pages in length. At the end of this stage, the student should have gathered all the essential knowledge from the text and be ready to begin the task of constructing a sermon manuscript or a teaching article. **Due Monday, June 10, 2019 (pdf emailed to professor by 5:00 pm on due date and hard copies postmarked by due date)**

(2) **Stage Two (15%).** *Stage Two* is a polished, written paper, 7-8 text pages in length, presenting the information gathered in *Stage One* in ready-to-deliver form. The purpose of this stage is to synthesize the data you have gathered in the first stage into a well-written presentation. The paper may take one of two

forms: (a) a sermon manuscript, i.e., written out word-for-word, ready to deliver orally, or (b) a teaching article, e.g., an article for the *Biblical Illustrator*. In either case, this stage should have an interesting introduction, developed body, and a conclusion that ties the paper together. Thus, **Stage Two** contrasts in presentation with **Stage One**, in that **Stage One** is merely a step-by-step distillation of your findings, whereas **Stage Two** is a finished and polished work. Be sure to consider your audience in choosing the format of the paper and in shaping the material for presentation. Properly cited footnotes are still required.

Due Monday, June 17, 2019 (pdf emailed to professor by 5:00 pm on due date and hard copies postmarked by due date)

6. Basic Bibliography (5%)

Students will compile a bibliography of resources useful in the practice of biblical interpretation that are basic tools helpful in interpreting any of the biblical materials. The bibliography may include the required texts, optional reading sources, or any other materials used in the work of the class. It should contain a variety of types of sources (dictionaries, theologies, journals, commentaries, etc.) and at least twenty (20) items. It is to be compiled according to Turabian format. **Due Monday, June 17, 2019 (pdf emailed to professor by 5:00 pm on due date and hard copies postmarked by due date)**

SCHEDULE

May 27 Afternoon Session - 1:00–4:00 PM

Introduction to the Course and Introduction to Hermeneutics
 Components of a Model
 History of Biblical Interpretation
 Principles and Process of Interpretation

Evening Session - 6:00–9:00 PM

Principles and Process of Interpretation
 Interpreter, Goal, and Application
 Translations; Basic Tools

May 28 Morning Session - 8:00–11:00 AM

Background Studies and Word Studies
 Library Practicum; Basic Tools for Interpretation
 Library Practicum; Commentaries

Afternoon Session - 1:00–4:00 PM

Guidance for Exegetical Project
 Interpreting the Epistles

May 29 Morning Session - 8:00–11:00 AM

Interpreting OT Narrative
 Interpreting NT Narrative - Acts

Afternoon Session - 1:00–4:00 PM

Interpreting the Gospels
 Interpreting the Parables

May 30 Morning Session - 8:00–11:00 AM - **Background Study due at beginning of class**

Interpreting the Parables (continued)
 Interpreting Law

Afternoon Session - 1:00–4:00 PM

Interpreting Prophets
 Interpreting Psalms

May 31 Morning Session - 8:00–12:00 Noon - **Word Study due at beginning of class**

Interpreting Psalms (continued)
 Wisdom
 Interpreting Apocalyptic - Revelation
 Concluding Matters

Post-Workshop Due Dates:

- (1) Exegetical Project, Stage One - Monday, June 10, 2019 (Pdf emailed to professor by 5:00 pm on due date and hard copies postmarked by due date)

- (2) Exegetical Project, Stage Two - Monday, June 17, 2019 (Pdf emailed to professor by 5:00 pm on due date and hard copies postmarked by due date)
- (3) Basic Bibliography - Monday, June 17, 2019 (Pdf emailed to professor by 5:00 pm on due date and hard copies postmarked by due date)

Course Evaluation

The student's grade will be computed as follows:

Reading Report.....	10%
History of Interpretation and Approaches to Interpretation Report.....	15%
Background Study.....	15%
Word Study.....	15%
Exegetical Project (Stage One).....	25%
Exegetical Project (Stage Two).....	15%
Basic Bibliography.....	5%

GUIDELINES FOR EXEGETICAL PAPER

Stage One

This paper contains the primary steps to be taken in a full-blown exegesis of a biblical passage. When it is completed, you should be ready to add the homiletical components to preach the sermon.

The paper *must* follow the following steps, *in order*. In your paper, please give each heading and then do the required work. 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. You should 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 going into this paper will undoubtedly be more than you will have available to you week-by-week for 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.

Text: Write out the text of the passage chosen, single-spaced, including verse numbers and indications of your own paragraph divisions, from one of the following translations: NASB, RSV, NRSV, NIV. **NO COMMENTARY PERMITTED.** (½-1 page)

Historical Background: Focus is on information not directly gathered from the text itself or its literary contexts (i.e., things such as dates, international situation, etc.). Outside sources (such as Bible commentaries, dictionaries, encyclopedias, or histories) should be used here. (1-1½ pages)

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 for clues in the immediately preceding and following contexts (the surrounding paragraphs and chapters) that show how the passage you are considering fits into its context (i.e., why it is where it is). **NO COMMENTARY PERMITTED.** (1 page)

Paragraph Analysis: Identify the theme of each paragraph in one sentence per paragraph. This may be a key sentence taken directly from the text or a statement in your own words of the paragraph's theme. Justify your judgment in each case (i.e., give your reasons for it). **NO COMMENTARY PERMITTED.** (1 page)

Verse Analysis: Comment on important features of individual verses. (In a longer passage, focus on each paragraph instead of each verse.) 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), including commenting upon why certain things may be stated in the particular way that they are, why certain statements are included where they are, why there may be omissions of expected materials, etc. Comment as needed on important theological words or ideas. Notice where else in the book or in other Biblical books certain words or ideas are found. You may use concordances or theological wordbooks here, including any

cross-referencing guide you like (such as that found within most Bibles themselves), but you may not use a commentary here. Do your own work. NO COMMENTARY PERMITTED. (2–3 pages)

Theme: Provide a one-sentence statement of the theme of the entire text (i.e., what is the author's main point in this section?). This should be based upon the various stages of your detailed analysis above, especially building upon your statements of theme for each paragraph. Please explain the basis for your decision. NO COMMENTARY PERMITTED. (½ page)

Word Study: Include the major results of your previous word study. You do not need to include all of the raw data you presented earlier. However, attach your word study to the end of this paper, as supporting data. (1 page)

Outline: Prepare an "exegetical" ("historical") outline of the text, reflecting the theme. NO COMMENTARY PERMITTED. (1/3–1/2 page)

Homiletical (sermon) outline: This should derive from the exegetical outline. Also include a one-sentence re-statement of the theme (see "Theme" above), a desired audience response, and a concluding challenge. NO COMMENTARY PERMITTED. (½ page)

Commentary Comparison: Include any additional essential insights gleaned from three exegetical commentaries. These must be insights that you did not already uncover in your own work. You may only consult these commentaries at this stage in your work. You may include these insights into the body of your work in *Stage Two* of your paper. (1 page)

Note: Page numbers are suggested guides only. They may be adjusted as needed, provided the asked-for material is covered adequately within the confines of 10-12 pages. Papers must be no longer than 12 pages.

Style and Formatting Guidelines for Papers

The papers are to be neatly typed, doubled-spaced (except for the "Text" section, which is to be single-spaced), using no larger than a 12-point font. Please number the pages, use a "ragged right" margin (i.e., not justified right), and staple the pages together (upper left corner; no covers). Footnotes are preferred (format should follow Turabian). A separate bibliography should be appended to the paper.

Use commentaries and outside sources judiciously, and only when allowed in the guidelines. You will be penalized if you refer to a commentary where not asked for, or merely to state the obvious.

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 may have trouble with writing in English are expected to have their papers proofread by someone conversant in English writing skills prior to production of the papers. Failure to pay attention to matters in this section will adversely affect the paper's grade.

Plagiarism

Plagiarism is unacceptable conduct and a serious offense. A high standard of personal integrity is expected of all NOBTS students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and committing other such forms of dishonesty are strictly forbidden. All sources are to be cited. Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Students for further action.

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

Professor _____ 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

1. The Stage Two portion of 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	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					

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