



**Emmanuel Bible College**  
**In Alliance with Nazarene Bible College**  
**BIB2003: Biblical Interpretation**

**COURSE GENERAL INFORMATION:**

**Dates:** Course Schedule – 15 weeks plus one week of finals

**Credit Hours:** 3

**Prerequisites:** Introduction to the Old Testament or Introduction to the New Testament, and English Composition II. (Both Old and New Testaments are strongly recommended).

**COURSE INSTRUCTOR:**

EBC Faculty

**Instructor:** EBC Faculty

**Address:** Online Curriculum

**Phone:** Home  
Office

**Cell** Provide by Faculty

**Fax**

**Email:** Provided by Faculty

**COURSE DESCRIPTION:**

An introductory study of the principles of biblical hermeneutics. Emphasis is given to the methods and tools applied to the exegetical study of the Bible. An exegetical paper is required in this course.

**Prerequisites:** Introduction to the Old Testament or Introduction to the New Testament, and English Composition II. (Both Old and New Testaments are strongly recommended.) This course is a prerequisite for all Bible classes numbered 2000 and above.

**COURSE INTENDED LEARNING OUTCOMES:**

The following are intended learning outcomes specific to this course:

1. Appreciate the advantages of a historical critical approach to the study of the Scriptures
2. Become familiar with resource materials for biblical study
3. Learn a proper format and content for writing an exegetical paper
4. Practice the various elements of an exegetical investigation of a biblical text (historical, social, literary, textual, grammatical, and theological)
5. Consider the application of exegetical study to practical exposition

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to describe the development of the canon and the historical and theological influences resulting in contemporary translations (CN-5)
2. Ability to exegete a passage of Scripture using contextual, literary, and theological analysis (CN-6)

**COURSE TEXTBOOKS:**

Longman, Tremper, III, and David E. Garland, editors. *Luke-Acts*. 2007. *The Expositor's Bible Commentary*, revised ed., vol. 10, Zondervan, 2006-. 13 vols.  
ISBN: 9780310235002

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work*. 6th ed., Department of Bible and Theology, 2017.  
Print - PDF  
ISBN: 8780000122200

Russell, Walt. *Playing With Fire: How the Bible Ignites Change in Your Soul*. NavPress Publishing, 2000.  
ISBN: 9781576831427

Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Revised and Expanded, Baker Books, 2009.  
ISBN: 9780801046407

Coogan, Michael D. *The New Oxford Annotated Bible: With the Apocrypha*. 5th ed., Oxford University Press, 2018.  
ISBN: 9780190276072

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

## **COURSE RESOURCES:**

### **BIBLECENTRE:**

The Bible Centre provides several valuable resources for Bible study. I especially want to draw your attention to the "Commentaries" section. There are a wide number of full commentaries that are available here. This is a good website for finding some commentaries that you might not otherwise have access to.

### **NET BIBLE:**

This is an excellent resource that provides a good new translation of the Bible. Its greatest value for students, however, is the fact that it provides many notes along with the translation that are very helpful.

## **BIBLIOGRAPHY**

- Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Peabody: Hendrickson, 2003. Print.  
Coogan, Michael D., ed. *The New Oxford Annotated Bible*. 3rd ed. New York: Oxford University Press, 2001. Print.  
Danker, Frederick W. *Multipurpose Tools for Bible Study*. Rev. ed. Minneapolis: Fortress Press, 1993. Print.  
Fee, Gordon F. *New Testament Exegesis*. Rev. ed. Louisville: Westminster/John Knox Press, 1993. Print.  
Gorman, Michael J. *Elements of Biblical Exegesis*. Peabody: Hendrickson, 2001. Print.  
Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. Rev. ed. Louisville: Westminster John Knox Press, 1987. Print.  
Keck, Leander E. *Taking the Bible Seriously*. Nashville: Abingdon, 1962. Print.  
---. *The Bible in the Pulpit: The Renewal of Biblical Preaching*. Nashville: Abingdon, 1978. Print.  
Krentz, Edgar. *The Historical-Critical Method*. Philadelphia: Fortress Press, 1975. Print. *Guides to Biblical Scholarship*.  
Pontifical Biblical Commission, "The Interpretation of the Bible in the Church," *Origins* 23.29 (1994): front, 499-524. Print.

Russell, Walt. *Playing with Fire*. Colorado Springs: NavPress, 2000. Print.  
 Stuart, Douglas. *Old Testament Exegesis*. 2d ed. Philadelphia: Westminster Press, 1984. Print.

## COURSE REQUIREMENTS:

### Assignments:

1. Students are expected to complete the assigned readings in time for the readings to inform the student's contribution to the discussion for that session. The student is encouraged to read ahead as necessary in order to be prepared. "Scan" read when needed. This does two things for you: It gives you a passing acquaintance with the material overall, and it helps you to decide on which areas you need to focus for a more detailed study effort.
2. For some sessions, an exercise from the end of a chapter in the text *Elements of Biblical Exegesis* will be assigned. The exercise should be completed according to the directions in the textbook.
3. For some sessions, students will be assigned to read and review a chapter in Russell's book *Playing with Fire*. These chapter reviews are intended to supplement the student's understanding of biblical exegesis, as well as enhance spiritual development. Each review should include the following two elements: first, a summation of the main points of the chapter, and second, your reaction/response to any insights which you encounter from the chapter.
4. Students will write a preliminary report concerning the passage about which they will write an exegetical paper.
5. Students will write an exegetical paper. A different part of the paper will be due at specified sessions. The particular portion of the paper required for a given session is described in the schedule. When a new portion of the paper is due, it should be added to the previous material of the paper. Thus, the paper will grow each session, until the entire paper is submitted during the last session. Each portion of the paper will be graded one time. After the Introduction is graded, students should correct any formatting errors (headings, parenthetical references, and the passage outline) which are marked by the instructor, before they submit the body of the paper. Though the grade on the Introduction will not be changed when the body is turned in, formatting errors in previous parts of the paper will affect the points awarded for the body of the paper. Likewise, when the Conclusion of the paper is submitted, students should be sure that formatting issues throughout the paper have been corrected. This will improve the score achieved on the final submission of the paper.
6. Students will be required to submit a reflection of the most significant aspects of that session.

## COURSE EVALUATION:

### Grading Points

Assignments:	Quantity or Section	Points Each	Total Points	Final Grade Percentage
Text Exercises	4	30	120	12%
Chapter Critiques	5	38	190	19%
Preliminary Report	1	100	100	10%

Exegetical Paper	Introduction	150	150	15%	50%
	Body	200	200	20%	
	Conclusion	150	150	15%	
Session Reflection	6	15	90	9%	
<b>Total:</b>			<b>1000</b>	<b>100%</b>	

## Point Criteria

Points awarded to written assignments:

Point values for each assignment will be determined by the instructor's judgment regarding the quality of the work submitted. Quality will be measured according to **how well** each submission fulfills the described requirement(s) for the particular assignment. Thus, simply meeting the requirements of an assignment does not earn **all** of the possible points for the assignment. Points are assigned according to the **quality** of the work, as judged by the instructor.

## Grade Scale

Grade	Percentage	Points	Description
A Excellent	90 – 100%	A = 930-1000 A- = 900-929	Distinctively superior work; freedom from error; outstanding accomplishment in mastering the subject.
B Very Good	80 – 89%	B+ = 870-899 B = 830-869 B- = 800-829	Considerable understanding; better than average accomplishment in mastering the subject.
C Satisfactory	70 - 79%	C+ = 770-799 C = 730-769 C- = 700-729	Fulfills the basic requirements; acceptable progress toward mastering the subject.
D Inferior	60 - 69%	D+ = 670-699 D = 630-669 D- = 600-629	Work less than satisfactory. Meets only the minimum standards for obtaining credit in the subject.
F Failure	59% and below	F = 599 and below	Work that is unsatisfactory and falls below minimum standards of accomplishment. No credit is given.

## COURSE SCHEDULE:

### Session One - Introduction and Orientation

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chaps. 1, 2, 3, Appendix A and D
- Russell, *Playing with Fire*: Chap. 1

Text Exercise

Chapter Critique

Preliminary report on exegetical paper

Session Reflection

### Session Two - Historical and Social Setting; Literary Context

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chaps. 4, 10, 11
- Russell, *Playing with Fire*: Chap. 2

Text Exercise  
Chapter Critique  
Begin writing the Introduction to the exegetical paper  
Session Reflection

### **Session Three - Text and Translation; Structure and Outline**

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chap. 5
- Russell, *Playing with Fire*: Chap. 3

Chapter Critique  
Introduction section of the exegetical paper  
Session Reflection

### **Session Four - Grammatical and Lexical Data**

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chap. 6
- Russell, *Playing with Fire*: Chap. 4

Text Exercise  
Chapter Critique  
Begin writing the body of the exegetical paper  
Session Reflection

### **Session Five - Biblical and Theological Context; Secondary Literature**

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chap. 9

Text Exercise  
Body of the exegetical paper  
Session Reflection

### **Session Six - Application and Conclusion**

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chaps. 7-8
- Russell, *Playing with Fire*: Chap. 5

Chapter Critique  
Conclusion of the exegetical paper  
Session Reflection

# Exegetical Paper - Grade Report - Introduction

Name: \_\_\_\_\_

## I. Format and Grammar (45 points; 30% of grade)

### A. Organization: Headings and subheadings (15 pts)

Three or more headings are inconsistent and/or one or more headings are missing = 0-3

One or two headings are inconsistent = 5-8

score = \_\_\_\_\_

All headings consistent for each level and follow Student's Guide = 15

### B. Parenthetical References (10 pts)

More than 10% of the citations reflect improper format **and** citations are inconsistently applied (some missing or misplaced) = 0

Up to 10% of citations reflect improper format (missing punctuation or data item) = 3-5

score = \_\_\_\_\_

All citations follow proper format and are consistently applied for print and electronic sources = 10

### C. Grammar/Spelling (Sentence Structure) (20 pts)

More than 3 grammar and/or spelling errors on most pages = 0-5

Reading is disrupted by grammar and/or spelling errors scattered throughout the paper = 8-12

score = \_\_\_\_\_

Free of grammar and spelling errors = 20

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## II. Content (105 points; 70% of grade)

### Introduction:

#### Significance of Text (10 pts)

Fails to describe text **and** highlight important themes, issues & questions = 0-3

Fails to **either** describe text **or** highlight important themes, issues & questions (or does both poorly) = 6-8

score = \_\_\_\_\_

Presents brief description of text and highlights important themes, issues & questions raised by text = 10

#### Historical and Social Setting (40 pts)

Little or no discussion of authorship, date, or original audience = 0-12

Discussion of some issues, but fails to address one or more of (or poorly addresses): authorship, date of comp., original audience = 24-32

score = \_\_\_\_\_

Addresses historical and social setting in thorough, yet concise manner, with well-supported conclusions = 40

#### Literary Context (30 pts)

Little or no discussion of genre, limits of text, structure, immediate context = 0-10

Discussion of some issues, but fails to address one or more of (or poorly addresses): genre, limits of text, structure, immediate context = 18-24

score = \_\_\_\_\_

Complete presentation of literary context, with support (genre, limits of text, structure, immediate context) = 30

#### Passage + Text Critical Notes (10 pts)

No clear discussion of any issues pertaining to translation of text; or omission of passage or text critical discussion = 0-3

Limited to comparison of English translations without considering textual variants = 6-8

score = \_\_\_\_\_

Presents variants among ancient manuscripts = 10

#### Outline of Passage (15 pts)

Portions of text are not reflected in the major headings of the outline = 0-5

Appropriate major headings, but lacking development (missing subheadings for one or more major sections), or headings do not clearly reflect content = 10-12

score = \_\_\_\_\_

Clear, organized outline reflecting the themes and flow of the text = 15

Format points = \_\_\_\_/45

Content points = \_\_\_\_/105

Total points = \_\_\_\_/150

Grade Percentage: \_\_\_\_\_

Letter Grade: \_\_\_\_\_

# Exegetical Paper - Grade Report – Body of Paper

Name: \_\_\_\_\_

## I. Format and Grammar (60 points; 30% of grade)

### A. Organization: Headings and subheadings (20 pts)

score = \_\_\_\_\_

Three or more headings are inconsistent and/or one or more headings are missing = 0-4

One or two headings are inconsistent = 6-10

All headings consistent for each level and follow Student's Guide = 20

### B. Parenthetical References (20 pts)

score = \_\_\_\_\_

More than 10% of the citations reflect improper format and citations are inconsistently applied (some missing or misplaced) = 0-4

Up to 10% of citations reflect improper format (missing punctuation or data item) = 6-10

All citations follow proper format and are consistently applied for print and electronic sources = 20

### C. Grammar/Spelling (Sentence Structure) (20 pts)

score = \_\_\_\_\_

More than 3 grammar and/or spelling errors on most pages = 0-4

Reading is disrupted by grammar and/or spelling errors scattered throughout the paper = 6-10

Free of grammar and spelling errors = 20

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## II. Content (140 points; 70% of grade)

### Body:

#### Understanding of key words, phrases (50 pts)

score = \_\_\_\_\_

No or little evidence of word study or explanation of key terms = 0-15

Identification of some key terms/phrases with limited explanation of the word/phrase within the context = 30-40

Informative explanation of at least 3 key terms/phrases, demonstrating thorough word study – integrated into discussion = 50

#### Discussion of issues pertinent to text (biblical, theological) (50 pts)

score = \_\_\_\_\_

Discussion neglects a majority of significant issues pertinent to the text in its historical setting = 0-15

Discussion relates to issues pertinent to the text, though some major issues are neglected or poorly described = 30-40

Thorough, yet concise, discussion of issues pertinent to the text in its historical setting = 50

#### Dialogue with scholarly views (present, evaluate, respond) (20 pts)

score = \_\_\_\_\_

Little or no mention of scholarly viewpoints related to issues raised in the text = 0-6

Mention of scholarly views, but lacking noticeable evaluation or response = 12-16

Clear explanation of scholarly views, with insightful evaluation and response to those views = 20

#### Presentation/defense of your understanding/interpretation (20 pts)

score = \_\_\_\_\_

Conclusions regarding issues from the text are not clear and are poorly defended = 0-6

Conclusions regarding issues from the text are expressed but not well defended = 12-16

Thorough and persuasive presentation of evidence and argument defending conclusions = 20

Format points = \_\_\_\_/60

Content points = \_\_\_\_/140

Total points = \_\_\_\_/200

Grade Percentage: \_\_\_\_

Letter Grade: \_\_\_\_

## Exegetical Paper - Grade Report - Conclusion

Name: \_\_\_\_\_

### I. Format and Grammar (45 points; 30% of grade)

#### A. Organization – Grammar/Spelling (25 pts)

score = \_\_\_\_\_

More than 3 grammar and/or spelling errors on most pages. Headings are inconsistent and/or one or more headings are missing = 0-5

Reading is disrupted by grammar and/or spelling errors scattered throughout the paper. One or two headings are inconsistent = 8-13

Free of grammar and spelling errors. All headings consistent for each level and follow Student's Guide = 25

#### B. Bibliography (20 pts)

score = \_\_\_\_\_

More than 10% of the entries reflect improper format = 0-4

Up to 10% of entries reflect improper format (missing punctuation or data item) = 6-10

All entries follow proper format for print and electronic sources = 20

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### II. Content (105 points; 70% of grade)

#### A. Conclusion: (80 pts total for section)

##### Summation of main points and clear identification of message (40 pts)

score = \_\_\_\_\_

Poor summation: introducing issues not related to text and/or introduces issues not previously discussed = 0-12

Neglects major concerns addressed in the body of the paper; has already moved toward application = 24-32

Comprehensive summation of conclusions reached in body of the paper and clear identification of the message of the text = 40

##### Discussion of appropriate contemporary application (40 pts)

score = \_\_\_\_\_

Poor discussion of application = 0-12

Inadequate demonstration of relevance of text; lacking significant points of application = 24-32

Clear explanation of modern application which is consistent with message of text = 40

#### B. Sources: (25 pts)

##### Appropriateness, variety and depth of sources, reflecting sound research score = \_\_\_\_\_

Poor variety of sources and perspectives, and/or too few in number to provide needed information = 0-10

Limited in sources & perspective = 15-20

Excellent number and variety of sources and perspectives (at least 8-10 sources; including at least 4-6 commentaries) = 25

Format points = \_\_\_\_/45

Content points = \_\_\_\_/105

Total points = \_\_\_\_/150

Grade Percentage: \_\_\_\_

Letter Grade: \_\_\_\_

## **COURSE POLICIES:**

### **Student Learning Information**

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism\*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. \*(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at [ebcministry.edu](http://ebcministry.edu)

## APPENDIX ONE

### A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

#### HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
  - 1. **FINAL GRADE**  
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
  - 2. **COURSE SYLLABUS** (which must provide the following)
    - a. Instructor qualifications
    - b. The course title and description
    - c. The course purpose and objectives
    - d. A list of textbooks and other curricular material used in appropriate bibliographical form
    - e. The course requirements and some idea of the instructor's criteria for assigning grades
    - f. Seat time – the number of periods the class met and the length of each period
  - 3. **ASSIGNMENTS**  
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).  
Arrange in chronological order according to the class schedule in the syllabus.
  - 4. **EXAMS/TESTS/QUIZZES** – original and graded
  - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

***Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.***

#### HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at [www.nbc.edu](http://www.nbc.edu).
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).  
Mrs. Cheryl Graves  
Nazarene Bible College  
Alliance for Ministry Education  
17001 Prairie Star Parkway Suite 300  
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.