Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.
- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: David Ackerman, PhD
Email: david@acky4.com
Home Office: (208) 543-4004
Please do not call between 9:00 p.m. and 8:00

Catalog Description
An exploration of the historical, geographical, literary, and theological foundations for reading the Bible missionally in both faith and academic contexts. Passing a Bible Content Exam is required for successful completion of this course.

Course Narrative & Rationale
Reading the Scriptures is one of the most formative and fundamental practices of the Christian faith. The strategies that guide our reading represent some of the most important decisions we make before the Biblical text. This course asks what the Bible is by considering the history of its development and issues of its literary structure. The course asks from where the Bible comes in terms of its historical and geographical contexts. The course asks what the Bible says in terms of its content and theological themes. The course will reflect on the differences and commonalities of reading the Bible in the life of the Church and reading it in the context of the Academy. The purpose of the course is for the student to be more aware of and equipped for reading the Bible with strategies that include literary, historical, and theological perspectives. Certainly the full Bible curriculum at NTS is designed to accomplish the same thing. In that regard this course is
introductory to matters that will be further developed in other courses in the curriculum, though the degree of development will vary.

**Degree Objectives**

BIB515, Reading the Biblical Story, is intended to assist students in accomplishing the following NTS Degree Program Objectives:

- **MDiv Objective 2**, “Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments, exhibited in the following outcomes; the student will: b. Use scholarly methods for understanding Scripture, c. Identify key theological themes as they arise from Scripture, d. Identify and relate literary and theological emphases of Scripture, e. Understand the formative power of Scripture in shaping corporate and personal Christian life, f. Appropriate Scripture to personal and corporate life both in and beyond the church.”
- **MACFD Objective 1**, “Appropriate and enhance the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry.”
- **MAICS Objective 4**, “Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.”
- **MA(TS) General Academic Track Objective 1**, “Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.”

**Course Outcomes**

At the conclusion of this course the student should be able to:

1) Describe the major steps by which the Bible came into its present form, (Accomplished by Assignments 1, 2, 3.a.1, 4)
2) Identify the translation philosophy used in major contemporary English versions of the Bible, (Accomplished by Assignments 1, 2, 3.a.2)
3) Explain the strengths and weaknesses of the translation philosophies in use, (Accomplished by Assignments 1, 2, 3.a.2)
4) Describe the general literary structure and story line of both Old and New Testaments, (Accomplished by Assignments 1, 2, 3.a.4, 4)
5) Identify the major genre(s) of each Biblical book and the general characteristics of that/those genre(s), (Accomplished by Assignments 1, 3.a.8, 4)
6) Describe the historical context of each major section of the Bible, (Accomplished by Assignments 1, 2, 3.a.5, 3.b.2, 4)
7) Identify the chief persons, places, events, dates, and texts of the Bible, (Accomplished by Assignments 1, 2, 4)
8) Describe the major theological themes found in the Old Testament and the New Testament, and (Accomplished by Assignments 1, 3.a.9, 3.b.1, 3.b.2)
9) Reflect on how literary structures, historical and geographical contexts, and theological perspectives impact one’s reading of Scripture. (Accomplished by Assignments 1, 3.a.10, 3.b.2)
Church of the Nazarene COSAC Competencies

**CN 1** Ability to identify the literary structure and the main story line of the Old Testament  
(Accomplished by Assignments 1, 2, 3.a.8, 4)

**CN 2** Ability to identify the books of the Old Testament by genre (Accomplished by Assignments 1, 2, 3.a.8, 4)

**CN 3** Ability to identify the basic thrust of each major section of the Old Testament (Accomplished by Assignments 1, 2, 3.a.4, 3.b.2, 4)

**CN 4** Ability to identify the main characters of the Old Testament and their role in the story  
(Accomplished by Assignments 1)

**CN 5** Ability to describe the historical context of the major sections of the Old Testament  
(Accomplished by Assignment 1, 2, 3.a.5, 3.b.2)

**CN 6** Ability to chronologically order the main events and persons of the Old Testament  
(Accomplished by Assignments 1, 4)

**CN 7** Ability to describe the major theological concepts of the Old Testament (Accomplished by Assignments 1, 2, 3.a.9, 4)

**CN 8** Ability to identify the literary structure of the New Testament (Accomplished by Assignments 1, 2, 4)

**CN 9** Ability to identify the genre and basic thrust of each New Testament book (Accomplished by Assignments 1, 2, 4)

**CN 10** Ability to summarize the significant life events of Jesus and Paul (Accomplished by Assignments 1, 2, 4)

**CN 11** Ability to identify the significant elements in the message of Jesus and Paul (Accomplished by Assignments 1, 2, 3.a.9, 3.b.2, 4)

**CN 12** Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul (Accomplished by Assignments 1, 2, 3.b.2)

**CN 13** Ability to chronologically order the significant events and persons of the New Testament  
(Accomplished by Assignments 1, 2, 4)

**CN 14** Ability to identify and describe the major theological concepts of the New Testament  
(Accomplished by Assignments 1, 2, 3.a.9, 3.b.1, 3.b.2, 3.b.2, 4)

**CN 15** Ability to describe how the Bible came into being up to contemporary translations  
(Accomplished by Assignments 2, 3.a.2, 3.b.1, 4)

Required Texts & Course Materials

*The Bible.* It is important that if you do not read the Hebrew and Greek texts that in all Bible classes at NTS you use an ‘essentially literal’ translation of the Bible such as the NRSV, the NASB (or NASB95), the ESV, or the RSV, and not a ‘dynamic equivalence’ translation such as the NIV, TNIV, NLT, etc. If possible you should have an ‘essentially literal’ translation of the Apocrypha such as can be found in certain editions of the NRSV or the RSV.


978-0830824526

**Recommended Texts & Course Materials**


**Course Outline**

Prolegomena – The Significance of Reading the Bible

I. What Is It that We Read?
   A. The Theology of Scriptural Inspiration and Authority
   B. What Is This Book? – The History of How the Bible Came to Be
   C. Biblical Languages and Bible Translation(s)

II. Reading the Bible in Its Geographical and Historical Contexts
   A. The Geography of the Bible
   B. The Historical Contexts
   C. The Significance of the Geographical and Historical “Gaps” between the Bible and the Present Reader(s)

III. Reading the Bible as Literature
   A. Macro Literary Structures of the Bible
   B. The Story Line(s) of the Two Testaments
   C. Literary Conventions of the Bible

IV. Reading the Bible Theologically
   A. Approaches to Theological Reading of Scripture
   B. The Drama of Scripture – Finding Our Place
   C. Theological Themes in the Old and New Testaments

V. Reading the Bible Spiritually

**Course Assignments & Requirements**

The course will be divided into X number of learning experiences and methodologies:

1. Reading
   a. *Lecture Notes* are available in the Moodle course website to give you additional background on the Bible. You should read and study these notes in conjunction with the other materials in the course.
b. **Reading of Assigned Textbooks** according to the course schedule. The textbooks will allow you to understand more of the background and contents of the Bible.

(Outcomes 1-9, CN 1-14)

2. **Discussion Participation**
   Each week, there will be two discussion questions that will offer you the opportunity to synthesize your reading and to ask questions about the topics for the week.
   (Outcomes 1-4, 6, 7, 9, CN 1-3, CN 5, CN 7-15)

3. **Writing**
   Each week, there will be some form of writing exercise. The format and word length of these exercises will depend on the specific assignment.

   a. **Worksheets:**
      A set of ten worksheets will need completed according to the class schedule. These assignments will engage you in the text of the Bible and allow you to explore various themes and study methods. Each completed worksheet should be uploaded in Moodle by the close of each week (Saturday, 11:55 pm).

      1) **Worksheet 1 – How the Bible Came to Be** Due: September 22, 2012, 11:55 pm.
      2) **Worksheet 2 – Bible Translations** Due: September 30, 2012, 11:55 pm.
      3) **Worksheet 3 – Geography and History** Due: October 6, 2012, 11:55 pm.
      4) **Worksheet 4 – Biblical Narrative** Due: October 13, 2012, 11:55 pm.
      5) **Worksheet 5 – Historical Backgrounds** Due: October 20, 2012, 11:55 pm.
      6) **Worksheet 6 – Hebrew Poetry** Due: November 3, 2012, 11:55 pm.
      7) **Worksheet 7 – Intertestamental Backgrounds** Due: November 10, 2012, 11:55 pm.
      8) **Worksheet 8 – Genres & Literary Structure** Due: November 24, 2012, 11:55 pm.
      9) **Worksheet 9 – Theological Themes** Due: December 1, 2012, 11:55 pm.
      10) **Worksheet 10 – Spiritual Reading** Due: December 12, 2012, 11:55 pm.

      (Outcomes 1-6, 8-9, CN 1, CN 2, CN 5, CN 7, CN 11, CN 14, CN 15)

   b. **Essays**
      1) **Reading the Old Testament Essay:** It seems that many Christians neglect the Old Testament and treat it as secondary. What do you think about this issue? Please write a short essay of about 2 – 3 pages (double spaced) answering this question, which all Christians should consider: “What is the value* of the Old Testament for a Christian?” You do not need to consult any resources in answering this question, but you should have some basis, reason, or support for your answer. Look for support especially in claims from both the Old and New Testaments about how the scriptures came about and were inspired. This essay will be due to be uploaded to the course Moodle site by Wednesday, October 13, 11:55 pm. A copy of the essay should also be posted in Discussion Eight forum.
* The term “value” refers to the importance or worth. The question could be restated in these ways: “How important should the Old Testament be to Christians?” “Of what worth is the Old Testament for Christians?” “How should Christians treat the Old Testament?”
(Outcomes 8, CN 7, CN 14, CN 15)

2) **Bible Background Essay**: Choose a period of the Bible, either Old or New Testament, and write a 1500 word essay (double-spaced) describing the historical or cultural context. There are many topics from which you could choose, including home life, various cultural features, religions or cultic practices, national leaders or events, sociological forces at work, and so on. If you use outside resources, be sure to document with proper citation method. All scripture references should be clearly indicated as well. At the close of the essay, describe how knowing this information helps you read and understand the Bible better. This Essay will be due to be uploaded to the course Moodle site by Wednesday, October 31, 2012 by 11:55 p.m. A copy of the essay should also be posted in Discussion Ten forum.
(Outcomes 6, 9, CN 5, CN 12, CN 14)

3) **The Story of the Bible**: Write an annotated outline describing the key story line of the Bible beginning with Creation to Christ’s Second Coming. In this outline, you should describe the “grand story” of the Bible. Include which biblical books contribute to the key points of this story. Provide the names and dates (estimated or if known) of any key people, nations, or events in this story. Format: the outline can be either single or double spaced but should include complete sentences. The main points of the outline ought to match the key points of the biblical narrative. Attempt to have at least 5-8 major points, but avoid making an overly complex outline. The total length of the outline should be a minimum of 1000 words. At the conclusion of the outline, offer a closing section of why it is important for a Christian to know this story line well. This outline will be due to be uploaded to the course Moodle site by Saturday, November 16, 2012 by 11:55 p.m.
(Outcomes 4, 7-8, CN 1, CN 3, CN 4, CN 7)

c. **Book Response**
After reading Dauphinais and Levering, write a response of 750-1000 words summarizing and evaluating the book. In the essay give particular attention to the 4-6 theological themes in the Old Testament and the 4-6 themes in the New Testament that are most important and why they are important. This report will be due to be uploaded to the course Moodle site by Saturday, December 8, 2012 by 11:55 p.m.
(Outcomes 8, CN 3, CN 7, CN 11, CN 14)

4. **Bible Content Exam**. To pass this course a student must pass the Bible Content Exam with a minimum score of 75. Students who passed the BCE prior to enrollment in this class may use their score or their class average (whichever is higher) to be entered into the gradebook for the Bible Content Exam. If such student wishes to raise their BCE score for the purpose of this class, they may request permission from the instructor to re-take the exam. They may not take the exam more than two times attempting to improve their score.
Students who have not passed the BCE prior to enrolling in this class must take the BCE until they achieve a minimum grade of 75. Their first attempt of the BCE should be no later than during the week of October 29-November 4, 2012. Once they have achieved at least a 75 on the exam, they may request permission from the instructor to re-take the BCE one additional time to raise their grade. Their highest grade on the BCE will be entered in the gradebook for the BCE requirement. No student will receive a passing grade in BIB515 who has not passed the BCE. December 13, 2012 is the latest date to achieve a 75 on the BCE to pass this course. (Outcomes 1, 4, 5, 6, 7, CN 1, CN 2, CN 3, CN 4, CN 6, CN 7, CN 8, CN 9, CN 10, CN 11, CN 13, CN 14, CN 15)

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation in forums (2 per week)</td>
<td>32</td>
</tr>
<tr>
<td>Reading (textbooks and lectures)</td>
<td>70</td>
</tr>
<tr>
<td>Writing, including Worksheets and Essays</td>
<td>30</td>
</tr>
<tr>
<td>Exam</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>135</td>
</tr>
</tbody>
</table>

**Method for Submitting Assignments**

All assignments for online courses will be submitted using the corresponding location within the Moodle course. Assignments should not be submitted by hardcopy, fax or email.

**Form and Style Expectations**

When referencing a course textbook, place the author’s (or editor’s) last name and (a) page number(s) within the body of the text, in parentheses, e.g., (Ryken 286). If referencing a source that is not a course text (the course does not require this), consult and follow Turabian.

**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**

Assignments should be submitted by the due date and time listed in Moodle or the course schedule. In cases of significant emergency regarding due dates, you may contact the professor to seek specific possible extensions.
All work is due by 11:55 Central Time on the date listed in the course syllabus and schedule. I will still accept any work as on time as long as it is time stamped before midnight. Moodle will give each submission a time stamp. If an assignment is submitted one minute after the deadline, it will be counted late, so plan ahead and consider the time it takes to upload your assignment. To avoid having the wrong due time and date in Moodle, please check your personal profile to make sure your time zone matches that of NTS (set Timezone to “Server’s local time”). Late posting of discussion questions and responses will result in a 50% deduction in credit for the first week late and 75% reduction thereafter. Late written work will result in a 10% reduction in credit per week late up to 50%. All assignments must be in no later than the last day of the course (12/13), no exceptions. Even if your work is late, it is better to turn it in and get partial credit for it. If you know of some outside responsibility that will delay your work or participation, arrangements must be made ahead of time with the professor who will take each situation into consideration on a case-by-case basis. Request for an Incomplete should be filed with the Registrar far enough ahead of time to avoid failing the course. Late penalty for incomplete assignments will be put on hold once official notice for an incomplete has been made and accepted through the Registrar’s office.

**Additional Costs**

There are no costs for this course beyond tuition, textbooks, and needed computer and Internet connection.

**Course Grading**

**Discussion Participation Grading Rubric**

Participation for each Discussion Question will be assessed by the following method:

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Initial post by designated time; response by designated time; and high quality of insight into topic of discussion that shows an understanding of lecture material, study topic, and reading; more than minimum number of words</td>
</tr>
<tr>
<td>7-8</td>
<td>Either initial post or response late by one day; and/or good insights into the topic of discussion; and/or some evidence of reading comprehension evident; minimum length</td>
</tr>
<tr>
<td>5-6</td>
<td>Either initial post or response late two to three days; and/or insights into topic were average with little to no evidence of outside reading; and/or post lacks details; and/or few to no responses to others</td>
</tr>
<tr>
<td>0-4</td>
<td>Postings substantially late or non-existent; and/or insights significantly inadequate for graduate level work; and/or few to no responses to others</td>
</tr>
</tbody>
</table>

A good rule of thumb: write more than you think you need. I would rather you explain your ideas than leave something to assumption. Most initial posts should be several well-organized paragraphs, with a minimum of 250 words. Each response should be a minimum of one well-organized paragraph of a minimum of 75 words. I will grade not on the quantity of words but the quality, but quantity is a factor. If you wish to receive a high grade for participation, give well-
organized and supported responses. Participation that reaches the minimum above should expect a grade of 7-8.

If a student does not meet class participation standards in an online environment for four or more weeks, the professor may automatically fail the student.

Written Work Rubric

Essays will be graded on a 0 to 100 scale. These will be graded by the following criteria:
1) Content 70%
   - Does the work address the key questions of the assignment?
   - Is the work supported by logic, Scripture, or outside sources as needed?
   - Does the work show significant insight into the issues or is the understanding more basic?
     Did the writer put careful thought into the assignment?

2) Form and Writing 30%
   - Is the writing easy to follow, organized, with a clear thesis?
   - Is the grammar correct?
   - Is proper form followed (citations, margins, page numbers, spacing and so on)?

The final grade will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation (24 @ 1.5% each)</td>
<td>36</td>
</tr>
<tr>
<td>Worksheets (10 @ 3% each)</td>
<td>30</td>
</tr>
<tr>
<td>Book Response</td>
<td>6</td>
</tr>
<tr>
<td>Essays (3 @ 6% each)</td>
<td>18</td>
</tr>
<tr>
<td>Bible Content Exam</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10-16</td>
<td>1</td>
<td><strong>Note:</strong> This is the “introduction” week when you begin to explore the issues of the course. There is no writing assignment to be uploaded. Make sure you have all the course materials on hand.</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Read</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>9/17-23</td>
<td>2</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>a. Lecture: I. B. What Is This Book? – The History of How the Bible Came to Be</em></td>
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<tr>
<td></td>
<td></td>
<td><em>b. Textbooks:</em> Bartholomew/Goheen 29-46, Dauphinais and Levering 57-80, Drane 30-57, Lawrence 14-27, Ryken 91-158</td>
</tr>
<tr>
<td>9/24-30</td>
<td>3</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>a. Lecture: I. C. Biblical Languages and Bible Translation(s)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>b. Textbooks:</em> Bartholomew/Goheen 47-112, Dauphinais and Levering 81-110, Drane 58-83, Lawrence 28-41, Ryken 159-226</td>
</tr>
<tr>
<td>10/1-7</td>
<td>4</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>a. Lecture: II. A. The Geography of the Bible</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>b. Textbooks:</em> Dauphinais and Levering 111-136, Drane 84-107, Lawrence 42-61, Ryken 227-292</td>
</tr>
<tr>
<td>10/8-14</td>
<td>5</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>b. Textbooks:</em> Drane 108-133, Lawrence 62-85, Ryken 293-352</td>
</tr>
<tr>
<td>10/15-21</td>
<td>6</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>a. Lecture: II. B. The Historical Contexts - New Testament</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>b. Textbooks:</em> Drane 134-155, Lawrence 86-107</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Activity</td>
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<tr>
<td>10/22-28</td>
<td>7</td>
<td><strong>Worksheet Five</strong>: Historical Backgrounds, due by Saturday, 11:55 pm.</td>
</tr>
<tr>
<td>10/29-11/4</td>
<td>8</td>
<td><strong>Reading and Research Week</strong></td>
</tr>
<tr>
<td>11/5-11</td>
<td>9</td>
<td><strong>Read</strong>&lt;br&gt;a. Lecture: II. C. The Significance of the Geographical and Historical “Gaps”&lt;br&gt;b. Textbooks: Bartholomew/Goheen 113-128, Drane 156-183, Lawrence 108-127&lt;br&gt;&lt;br&gt;<strong>Discuss</strong>&lt;br&gt;a. Discussion Twelve: The Importance of Bible Backgrounds (copy of Essay)&lt;br&gt;b. Discussion Thirteen: Poetic Imagery&lt;br&gt;&lt;br&gt;<strong>Write</strong>&lt;br&gt;a. Worksheet Six: Hebrew Poetry, due by Saturday, 11:55 pm.&lt;br&gt;b. Bible Background Essay, due by Wednesday, 11:55 pm</td>
</tr>
<tr>
<td>11/12-18</td>
<td>10</td>
<td><strong>Read</strong>&lt;br&gt;a. Lecture: III. A. Macro Literary Structures of the Bible&lt;br&gt;b. Textbooks: Bartholomew/Goheen 129-170, Dauphinais and Levering 137-192, Drane 184-215, Lawrence 128-147, Ryken 353-418&lt;br&gt;&lt;br&gt;<strong>Discuss</strong>&lt;br&gt;a. Discussion Sixteen: The Day of Pentecost&lt;br&gt;b. Discussion Seventeen: Persecution&lt;br&gt;&lt;br&gt;<strong>Write</strong>&lt;br&gt;The Story of the Bible Outline due by Saturday, 11/16</td>
</tr>
<tr>
<td>11/19-25</td>
<td>11</td>
<td><strong>Read</strong>&lt;br&gt;a. Lecture: III. B. The Story Line(s) of the Two Testaments&lt;br&gt;b. Textbooks: Bartholomew/Goheen 171-206, Drane 216-247, Lawrence 148-175, Ryken 419-430&lt;br&gt;&lt;br&gt;<strong>Discuss</strong>&lt;br&gt;a. Discussion Eighteen: The Mission Trips of Paul&lt;br&gt;b. Discussion Nineteen: Paul’s Motivation for Ministry&lt;br&gt;&lt;br&gt;<strong>Write</strong>&lt;br&gt;Worksheet Seven: Intertestamental Backgrounds</td>
</tr>
<tr>
<td>11/26-12/2</td>
<td>12</td>
<td><strong>Read</strong>&lt;br&gt;a. Lecture: IV. A. Approaches to Theological Reading of Scripture&lt;br&gt;b. Textbooks: Dauphinais and Levering 213-230, Ryken 431-476&lt;br&gt;&lt;br&gt;<strong>Discuss</strong>&lt;br&gt;a. Discussion Twenty: Jesus Our High Priest&lt;br&gt;b. Discussion Twenty-one: The Wisdom of James&lt;br&gt;&lt;br&gt;<strong>Write</strong>&lt;br&gt;Worksheet Nine: Theological Themes, due by Saturday, 11:55 pm.</td>
</tr>
</tbody>
</table>
Discuss:
  a. Discussion Twenty-two: Encountering God
  b. Discussion Twenty-three: Receiving the Words of Prophecy

Write:
  Book Response to Dauphinais and Levering due by December 8, 11:55 pm

Note: Course Evaluations (approximate release time by the Dean’s Office)

<table>
<thead>
<tr>
<th>Date</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>12/10-13</td>
<td>14</td>
</tr>
</tbody>
</table>

Read:
  Lecture: IV. C. Theological Themes in the Old and New Testaments, and V. Reading the Bible Spiritually

Write:
  Worksheet Ten: Spiritual Reading, due by Wednesday, 11:55 pm.

Exam: Complete the Bible Content Exam no later than December 13, 11:55 pm. Exam will be disabled after that point.

Bibliography

General Introductions

Gorman, Michael J. ed. Scripture: An Ecumenical Introduction to the Bible and Its Interpretation.
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