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, Ph.D. Email: david@acky4.com

Catalog Description

Biblical Hermeneutics is a junior level introduction to the methods of Biblical interpretation. It is a required course in the MDiv (Nazarene Ordination) Course of Study track, in the MAICS, and in the MA(TS) General Academic Track. It is a required proficiency for the MA(TS) Research Track for a Concentration in Biblical Studies. Biblical Hermeneutics is recommended prior coursework for all Old and New Testament Literature Courses and all Biblical Theology courses at NTS. It may serve as a Bible domain elective or a free elective in any Masters program at NTS.

Course Narrative & Rationale

Our goal as disciples of Jesus Christ is to guide people into transforming relationships with God. One of the significant challenges we face today is taking the message of this relationship as described in the Bible and making it relevant and understandable to contemporary cultures and contexts far removed from the cultures of the Bible. Our task as “stewards of the mysteries of God” (1 Cor. 4:1) is to find the transformative message of Scripture and to articulate it to our own contexts, being faithful to both text and context while preserving the intended message of the Scripture. Hermeneutics is one essential if not primary step in the theological task. Our theology (and the outflow of this through ministry) is determined to some degree by our hermeneutic, and our hermeneutic is guided by our theological
presuppositions. With the new challenges and opportunities facing the church, we must formulate our convictions through careful interpretation of the sacred text. The instructor desires that each student learn skills of listening to the Author of the Bible through the development of biblical wisdom and functional skills of interpretation. Through wrestling with the written word in humility and openness, the interpreter may encounter the living Word who through the Holy Spirit brings truth, conviction, and power for life and ministry.

Course Caution
Because this course takes a strongly methodological approach to the interpretation of Scripture, you may discover some of your meaningful and fondly held understandings of the Bible challenged. It is not the purpose of the course to undermine, much less attack, personal faith. It is the conviction of the instructor and the experience of most alumni of the course that faith is strengthened by a stronger understanding of and capacity to interpret Scripture with methodological self-awareness. However, such fruits require both the disciplined work expected in this class and the maintenance of an expectant spirit toward the Bible.

Degree Objectives
The course will contribute to the following Degree Program Objectives found in the NTS Catalog:
M.Div. # 2: The articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments.
MACE # 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 His Church and to inform a passionate, vital, and redemptive ministry.
MAICS #2: Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation.
MA(TS) GENERAL ACADEMIC TRACK # 1: Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.
MA(TS) RESEARCH TRACK # 2: Students will develop skill in academic research and writing as a basis for further graduate studies.

Course Outcomes
At the conclusion of this course the student should be able to:
(1) distinguish formational and informational reading of Scripture and to engage in both, (Assignment 2)
(2) identify the primary characteristics and shapers of the major periods in the history of the interpretation of the Bible, (Assignment 1)
(3) recognize, describe, and practice the major methodologies employed in twenty-first century biblical interpretation, (Assignments 2,6,7)
(4) describe the way in which the Bible functions authoritatively in a community of faith, (Assignments 2,3,6)
(5) describe the way the Bible developed – from beginning to contemporary versions, (Assignment 1)
(6) determine the significance of textual differences for interpreting a biblical passage, (Assignments 1,2,4)
(7) explain the strengths and weaknesses of the various contemporary English versions, (Assignments 1,4,6)
(8) use computer resources to gain access to the biblical languages, (Assignments 2,6)
describe and practice a method of interpretation that incorporates the historical context, the literary structure and context, and theological content of a passage to arrive at the textual meaning, (Assignment 7)

demonstrate the appropriate steps of exegesis for a specific passage of Scripture, (Assignment 7)

articulate the reason for and importance of a method of interpretation, (Assignment 2)

understand the terminology used in technical discussions of Scripture and interpretation, (Assignment 5)

understand the usefulness of and use appropriately a variety of resources, (Assignments 6,7)

describe the major theological themes of Old and New Testaments as a framework in which to interpret particular passages, (Assignments 1,3)

apply the principles of interpretation to be able to hear the message of the text in the light of the historical, literary, and theological contexts, (Assignment 7)

and articulate and apply a strategy for arriving at an appropriate application of a text to contemporary life. (Assignment 7)

**Church of the Nazarene COSAC Competencies**

This course seeks to fulfill the following competencies for clergy preparation in the Church of the Nazarene found in the [Handbook for Christian Ministries](#):

| CN  2 | Ability to identify the books of the Old Testament by genre (Assignments 1,6) |
| CN  7 | Ability to describe the major theological concepts of the Old Testament (Assignment 6) |
| CN 14 | Ability to identify and describe the major theological concepts of the New Testament (Assignment 6) |
| CN 15 | Ability to describe how the Bible came into being up to contemporary translations (Assignment 1) |
| CN 16 | Ability to identify the steps of historical, literary, and theological analysis used in exegesis (Assignment 7) |
| CN 17 | Ability to exegete a passage of Scripture using the steps listed above (Assignment 7) |

**Required Texts & Course Materials**

The Bible: If you do not work in the Hebrew and Greek text, please use a more literal modern translation such as the NRSV, ESV, or NASB (others are possible) should be used.


**Recommended Texts & Course Materials**


Other resources will be linked or made available in Moodle.

**Course Outline**

I. Foundational Issues  
   A. Inspiration and Authority  
   B. Canon and the Philosophy and History of Translations

II. History of Exegesis  
   A. Biblical, Jewish, and Patristic Exegesis  
   B. Medieval, Reformation, and the Move to 19th Century Exegesis  
   C. 20th Century Interpretation and Contemporary Issues

III. Historical and Cultural Exegesis Behind the Text  
   A. Traditional Historical Critical Exegesis  
   B. Cultural and Sociological Exegesis

IV. Literary Exegesis – Working In the Text  
   A. Book Context and Genre and form Analysis  
   B. Source, Redaction, and Composition/Narrative Criticism  
   C. Syntactical, Grammatical, and Word Analyses

V. Interpretation From the Text  
   A. Theological Exegesis  
   B. Contextualization/Application  
   C. Formational Reading

**Course Assignments & Requirements**

The syllabus is the instructor’s covenant with students for the requirements to complete this course. No more assignments will be added than what is contained in the following. Please consult the instructor by email or phone if you have any questions about the assignments.

1. **Reading Assignments:**
   a. The textbooks by Klein, et.al. and Bray are to be read according to the schedule given in the Course Calendar below. Accountability for that reading will be given through your responses to Discussion Questions and Worksheets, where you may want to include citations.

   b. After carefully reading the Callen/Thompson text, write a review and evaluation of the book of at least 800 words (3-4 pages double-spaced). The review should give evidence that the whole book has been read. You should conclude your essay with some observations on whether or not a Wesleyan hermeneutic is possible and if so, what might characterize it. The report is due on Monday, March 10. To submit this report, please use the link provided in the learning unit for Week 6.

   c. Each week there will one or more items for you to read, including lecture notes. The lecture materials may include selections from Tate’s Handbook that are to be read and/or links to articles on the web that are to be read. Some weeks will assign Worksheets to be completed. Some worksheets may include other assigned readings as part of the necessary research (objectives 2, 5, 6, 7, 14, CN 2, 15).

2. **Discussion Questions & Participation:** Each week one or two Discussion Questions will be posted as part of the learning unit for that week. The Course Calendar below gives a date by which you must post your response to the question and a second date by which you are to have given a specified number of
responses to other student’s answers to the 16 Discussion Question. There will also be a discussion for each of the eight worksheets (see #6 below), making a total of two discussion questions each week (objectives 1, 3, 4, 6, 8, 11).

3. **Outside Reading – Old Testament Interpretation**: The Old Testament poses significant challenges for many Christians. You will need to read at least 160 pages of material related to interpreting the Old Testament. In particular, you may want to focus on the question, “How is the Old Testament authoritative for Christians?” It is highly recommended that you read the first 160 pages of John Bright, *The Authority of the Old Testament*. If it is not available, you may read from another book or selections from several sources in the Old Testament Interpretation section of the course bibliography. A (double-spaced, typed) report of 300-500 words summarizing and evaluating this reading will be due on **Monday, April 14**. To submit this report, please use the link provided in the learning unit for Week 11 (objectives 4, 14).

4. **Canon, Translations, and Textual Criticism Quiz**: On **Friday, February 14**, there will be a quiz covering Study Guide 1 on canon, translations, and textual criticism and the class lecture material on canon and translations. Consult Tate’s *Interpreting the Bible: A Handbook of Terms and Methods*. The link to take this quiz online will appear in the learning unit for Week 2 (objectives 6, 7).

5. **Terminology Quiz**: Study the terms listed in the Study Guide 2 attached to this syllabus. The terms are defined in Tate’s *Interpreting the Bible: A Handbook of Terms and Methods*. The quiz will be due on **Friday, March 28** (objective 12).

6. **Worksheets**: Beginning Week 6 a worksheet will be assigned as part of the learning unit for that week. The worksheets will provide an opportunity to practice and reflect on exegetical skills covered in the reading (including the lecture material) for that week. They will often require further reading in exegetical resources such as commentaries and Bible Dictionaries. They will be posted through the link in the learning unit for that week and will have (a) concluding question(s) that will provide further opportunity for discussion via the group discussion board. There will be 8 worksheets assigned (objectives 3, 4, 7, 8, 13, CN 2, 7 & 14).

7. **Exegetical Project**: There will be a major project by which you will gain skills by applying the methodologies explored in this class. This project has several parts to it:

   a. **Preliminary Exegetical Work**: As part of the exegetical project, you are to complete a step-by-step exegesis of your selected passage. You will need to submit the first four steps of this process (the others steps will be evident in the final paper). This preliminary work is to be your own inductive study of the passage and will not require significant outside research (but some may be needed), which will be a later step. Specific directions for this will be provided in the Lecture Notes. These steps do not need to have any special format but are simply some notes that you are taking as you study and reflect on your passage. Since these are simply notes, they will not be graded on punctuation, grammar, or formatting, but will be assessed on if you have followed the steps of exegesis as outlined. This will involve taking some notes according to the directions and submitting these by **Saturday, April 5**. If you write something by hand, you scan the notes and upload them as a graphic or .pdf file. To submit these notes, please use the link provided in the learning unit for Week 9 (objectives 3, 9, 10, 13, 15, 16).

   b. **Paper**: The second part will be a full exegesis paper of 4000 words (10-12 pages). By **Friday, February 21, Week 3**, each student should select a passage of Scripture for this exegetical project and have it approved by the professor. The exegesis paper should contain full historical, cultural, literary, and
theological exegesis of the passage and a brief (no more than 500 words) statement of the direction contemporary application that could go with the passage based on the exegesis. Students should follow the steps of exegesis that will be provided in the lecture material in preparation for writing this paper. The paper should also include a section on the interpretation of the passage by significant interpreters in Christian history such as Origen, Chrysostom, Augustine, Luther, Calvin, Wesley, etc. The paper should be constructed using the style of Turabian. Extensive footnotes and bibliography are expected. The paper will be due on Friday, May 2. Please let me know if you are a graduating senior so we can make any necessary plans or adjustments for the end of the semester. To submit this paper, please use the link in the learning unit for Week 13 (objectives 3, 9, 10, 13, 15, 16).

c. Ministry Project & Presentation: Each student will give a presentation between 15-30 minutes in a ministry setting of his or her own choosing (local church, nursing home, mission, youth group, small group, etc.). The presentation will be based on the same passage as the exegesis paper and should come as the final step of the exegetical process. As part of this assignment, you must design your presentation for the specific audience, which should be clearly identified at the beginning of the report. For example, if you plan to teach a children’s Sunday School class, your presentation must fit that level of understanding (first graders should not be lectured to as if they were seminary students). Your presentation will be graded in part on how well you bring the message of the text to this specific audience. Presentation in this ministry context should be arranged far enough ahead of time to avoid scheduling conflicts with other activities in the ministry (please check with the pastor or other ministry leader to avoid problems and to plan for your presentation). Your options are as follows:

a) A sermon  
b) A Sunday School class lesson (any age but must be specified)  
c) A small group Bible study  
d) If you would like to try a different option, please discuss it with the professor ahead of time.

An evaluation form will be provided in Moodle that you will need several people who hear you to complete. One of those must be a person with ministry training or some professional experience (seminary graduate, person with some higher education, a lay leader in the ministry). This evaluation will provide helpful feedback to you and the professor about how well you helped the people understand the message of the passage.

The goal of this assignment is to help you build a bridge from the biblical text to a real life context. Remember that this presentation is not an exegetical paper but a practical message that is relevant to your particular audience. You will need to submit to the professor 1) a copy of your presentation, 2) copies of the completed evaluation forms (can be scanned or photographed as a graphic like .jpg or .pdf), and 3) a one page reflection on how you think your presentation went and how you feel you communicated the message of the passage. The project will be evaluated this way: 50% written presentation, 25% personal reflections, and 25% evaluations. The criteria will be 1) faithfulness to the message of the passage with clear connection to the exegetical work done earlier (measured in written work), 2) effectiveness in presenting this message in the ministry context (measured by the evaluations), and 3) organization and overall presentation (all three components). This presentation needs to be completed and with all paper work to professor no later Wednesday, May 7 (objectives 10, 15; CN 16 & 17).

Course Evaluation: Around Week 13, a course evaluation will be available in Moodle. Please take the time to complete it. It will be used to improve the course. The professor’s peer accountability partners
may view the results of your evaluation. The professor will never see your individual evaluation. It will be delivered to him through a third party to provide you with complete anonymity. Your serious participation is expected and appreciated.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation in forums</td>
<td>16</td>
</tr>
<tr>
<td>Reading of Textbooks, Outside Reading, &amp; Lectures</td>
<td>80</td>
</tr>
<tr>
<td>Writing of Reading Reports</td>
<td>6</td>
</tr>
<tr>
<td>Writing of Worksheets</td>
<td>10</td>
</tr>
<tr>
<td>Exegetical Project &amp; Ministry Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

**Method for Submitting Assignments**

Each assignment is to be submitted through its corresponding link in Moodle. Assignments are NOT to be submitted as hard copy, via fax, or via e-mail unless directed. Students should keep electronic copies of all work done for the course perchance they (or the professor) accidentally delete an assignment from the Gradebook.

**Form and Style Expectations**

All written work should be clear, organized, and carefully proof read before submission, watching for common grammatical and punctuation errors. All submitted work should follow the latest version of Turabian. For help in writing assignments, see Guidelines for Writing Papers posted in Moodle.

**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**

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. 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 papers will result in a 10% reduction in credit per week late up to 50%. If you submit any late assignment or post any late discussion response, you must tell the professor so that it will not be missed and will receive a grade. All assignments must be in no later than the last day of the course (5/10). 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**

Beyond the textbooks and tuition, there are no additional costs for this course except any personal costs involved in arranging for the Ministry Project Presentation.

**Course Grading**

Course Grading will be based on a percentage system corresponding to the following percentages:

- A = 90%
- B = 80%
- C = 70%
- D = 60%

(For what these letters mean, please see the NTS catalog.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Quizzes @ 5% each</td>
<td>10</td>
</tr>
<tr>
<td>8 Worksheets @ 2.5% each</td>
<td>20</td>
</tr>
<tr>
<td>Old Testament Reading Report</td>
<td>7.5</td>
</tr>
<tr>
<td>Callen/Thompson Report</td>
<td>7.5</td>
</tr>
<tr>
<td>Exegetical Project</td>
<td></td>
</tr>
<tr>
<td>Preliminary Work</td>
<td>5</td>
</tr>
<tr>
<td>Finished Paper</td>
<td>20</td>
</tr>
<tr>
<td>Ministry Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Discussion Participation 12 weeks</td>
<td>15</td>
</tr>
</tbody>
</table>

Students are reminded of the following minimum requirements for online participation:

- Students are encouraged to read posts nearly every day.
- Students are required to write a quality post at least three days each week.
- A quality post is one that begins a new topic, critical reflection on another person’s post, or one that moves the discussion in a new direction.
- Correct grammar and accurate spelling are expected.

The following rubric will be used to determine participation grades:

<table>
<thead>
<tr>
<th>Quality of Insight and Support</th>
<th>Shows critical thinking</th>
<th>Some reference to course materials</th>
<th>No reference to course materials</th>
<th>Does not express opinions or ideas clearly</th>
<th>No substantial input related to questions</th>
<th>Not submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Support for opinions from readings and/or clear argumentation</td>
<td>Some development of ideas</td>
<td>Off topic</td>
<td>Minimal support for ideas</td>
<td>Insight into topic is lacking</td>
<td>Does not support for ideas</td>
</tr>
<tr>
<td>Participation</td>
<td>Responds more than minimum number Takes initiative in leading discussions</td>
<td>Responds minimum number; Some initiative is evident Interaction is sporadic</td>
<td>Responds less than minimum number but does not take initiative Marginal effort to be involved</td>
<td>Initial post only, no responses to others</td>
<td>No initial post, only responses to others</td>
<td>Not submitted</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Presentation</td>
<td>Well developed posts Goes beyond minimum number of words Well written and presented</td>
<td>Posts show some development of thought Minimum number of words Occasional spelling and grammatical errors</td>
<td>Posts lack structure Poor writing, some of post is difficult to follow Posts short in length</td>
<td>Short or irrelevant remarks Posts lack care in writing, numerous writing errors, hard to follow thought</td>
<td>Minimal effort, unreadable</td>
<td>Not submitted</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Initial post and responses by deadline</td>
<td>Initial post and/or responses one day late</td>
<td>Initial post and/or responses two days late</td>
<td>Initial post and/or responses three or more days late</td>
<td>Initial post and/or responses more than one week late</td>
<td>Not submitted</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</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 150 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 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 “C” grade of 16-18. Some discussions will require only a minimum of one response, but I encourage more responses. The highest grades are reserved for those who are significantly involved in the discussion and take the initiative, providing fresh insights into the issues.

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.

Worksheets will be graded based on
- 25% insights into the core issues (Has the student go beyond the obvious and attempted to interpret the meaningful?),
- 25% thoroughness (Does the response answer all the questions asked?),
- 25% detail and support (Is there support from the Scripture and/or readings as needed?),
- 25% clarity and writing (Is the response organized and is the writing and grammar correct and understandable?).

BIBS50 Biblical Hermeneutics Spring 2014
The written assignments will be evaluated 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)?

Specific Grading Rubrics for the written work are provided in the Appendix to this syllabus.

The professor will usually give feedback on assignments and discussions no later than seven days after the assignment is due or the close of the week in which the assignment is due. Larger assignments such as major papers may take longer. The professor will offer suggestions when possible for potential improvement on future assignments.

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.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education and for achieving the learning objectives for this course. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student. Daily attendance records will be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Audio and Video Recordings**

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the
videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 3-9</td>
<td>1</td>
<td><strong>Reading:</strong> Klein, et. al. chapters 1 and 5; Bray, chapter 1; Lecture 1; and any supplemental reading posted in Moodle.</td>
</tr>
</tbody>
</table>
|            |      | **Forum:** Each student is to post a personal introduction by **Wednesday**, and is to respond to at least two other students by **Saturday**:  
|            |      | - Personal Introduction: In your introduction, please include: 1.) Pertinent (and appropriate) information about yourself; 2.) A short description of your current ministry assignment(s) and/or volunteer position(s); and 3) a brief essay of about 300 words describing your understanding of the authority of the Bible.  
|            |      | - Discussion Question 1                                                      |
| Feb 10-16  | 2    | **Reading:** Klein, et. al., chapters 4 and 6; Lecture 2; and any supplemental reading posted in Moodle. |
|            |      | **Forum:** Please post your initial answer by **Wednesday** (midnight) of the week and respond to **at least two** other students' responses for each forum by **Saturday** (midnight).  
|            |      | - Discussion Question 2                                                      
|            |      | - Discussion Question 3                                                      |
|            |      | **Quiz:** On Friday, the Canon, Translations, and Textual Criticism Quiz will be due. |
| Feb 17-23  | 3    | **Reading:** Klein, et.al., pp. 23-42; Bray, chapters 2 and 3; Lecture 3; and any supplemental reading posted in Moodle. |
|            |      | **Forum:** Please post your initial answer by **Wednesday** (midnight) of the week and respond to **at least two** other students' responses for each forum by **Saturday** (midnight).  
|            |      | - Discussion Question 4                                                      
|            |      | - Discussion Question 5                                                      |
|            |      | **Exegetical Paper:** On Friday, passage to be confirmed in consultation with professor. |
| Feb 24 – Mar 2 | 4 | **Reading:** Klein, et.al., pp. 42-55; Bray, chapters 4-6; Lecture 4; and any supplemental reading posted in Moodle. |
|            |      | **Forum:** Please post your initial answer by **Wednesday** (midnight) of the week and respond to **at least two** other students' responses for each forum by **Saturday** (midnight).  
|            |      | - Discussion Question 6                                                      
<p>|            |      | - Discussion Question 7                                                      |
| Mar 3 – 9  | 5    | <strong>Reading:</strong> Klein, et.al., pp. 55-101; Bray, chapters 7-8; Lecture 5; and any supplemental reading posted in Moodle. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Forum:</th>
<th>Reading:</th>
<th>Quiz:</th>
<th>Forum:</th>
<th>Worksheet:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 10 – 16</td>
<td>Please post your initial answer by <strong>Wednesday</strong> (midnight) of the week and respond to <strong>at least two</strong> other students' responses for each forum by <strong>Saturday</strong> (midnight).</td>
<td>- Klein, et.al., pp. 229-240; Bray, chapters 9-10; Lecture 6; and any supplemental reading posted in Moodle.</td>
<td></td>
<td><strong>By Wednesday</strong> post your answer to Discussion Question 10 and by <strong>Saturday</strong> respond to at least two other students’ responses to Discussion Question 10.</td>
<td><strong>1</strong> due, upload by <strong>Thursday</strong> midnight; read any documents associated with the worksheet.</td>
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<tr>
<td>Mar 16 – 22</td>
<td><strong>Report:</strong> On Monday the report on Callen and Thompson is due.</td>
<td></td>
<td><strong>By Thursday</strong> post your Worksheet 1 and by <strong>Saturday</strong> respond to at least one other student’s Worksheet 1.</td>
<td><strong>By Wednesday</strong> post your answer to Discussion Question 11 and by <strong>Saturday</strong> respond to at least two other students’ responses to Discussion Question 11.</td>
<td><strong>2</strong> due, upload by <strong>Thursday</strong> midnight; read any documents associated with the worksheet.</td>
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<tr>
<td>Mar 23 – 29</td>
<td><strong>Reading:</strong> Klein, et.al., pp. 229-240; Bray, chapters 11-13; Lecture 8; and any supplemental reading posted in Moodle.</td>
<td><strong>Quiz:</strong> On Friday, the Terminology Quiz will be due.</td>
<td><strong>By Thursday</strong> post your Worksheet 2 and by <strong>Saturday</strong> respond to at least one other student’s Worksheet 2.</td>
<td><strong>Worksheet:</strong> 2 due, upload by <strong>Thursday</strong> midnight; read any documents associated with the worksheet.</td>
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<tr>
<td>Mar 30 - April 5</td>
<td><strong>Reading:</strong> Klein, et.al., 213-229,323-448; Lecture 9; and any supplemental reading posted in Moodle.</td>
<td></td>
<td><strong>By Wednesday</strong> post your answer to Discussion Question 12 and by <strong>Saturday</strong> respond to at least two other students’ responses to Discussion Question 12.</td>
<td><strong>Worksheet:</strong> 3 due, upload by <strong>Thursday</strong> midnight; read any documents associated with the worksheet</td>
<td><strong>3</strong> due, upload by <strong>Thursday</strong> midnight; read any documents associated with the worksheet.</td>
</tr>
<tr>
<td>April 6 - 12</td>
<td><strong>Reading:</strong> Lecture 10; and any supplemental reading posted in Moodle.</td>
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<td><strong>By Thursday</strong> post your Worksheet 3 and by <strong>Saturday</strong> respond to at least one other student’s Worksheet 3.</td>
<td><strong>Exegesis Project:</strong> Upload Steps 1-4 of the Exegetical Process</td>
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<tr>
<td>April 11</td>
<td><strong>Report:</strong> On Monday reading report on Old Testament Authority is due.</td>
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<td><strong>Worksheet:</strong> 4 due, upload by <strong>Thursday</strong> midnight; read any documents associated with the worksheet</td>
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</table>
| 13 - 19 | **Reading:** Klein, et.al., pp. 240-272; Lecture 11; and any supplemental reading posted in Moodle.  
**Forum:**  
- By **Wednesday** post your answer to Discussion Question 14 and by **Saturday** respond to at least two other students’ responses to Discussion Question 14.  
- By **Thursday** post your Worksheet 5 and by **Saturday** respond to at least one other student’s Worksheet 5.  
**Worksheet:** 5 due, upload by **Thursday** midnight; read any documents associated with the worksheet |
| April 20 – 26 | 12 | **Reading:** Lecture 12; and any supplemental reading posted in Moodle.  
**Forum:**  
- By **Wednesday** post your answer to Discussion Question 15 and by **Saturday** respond to at least two other students’ responses to Discussion Question 15.  
- By **Thursday** post your Worksheet 6 and by **Saturday** respond to at least one other student’s Worksheet 6.  
**Worksheet:** 6 due, upload by **Thursday** midnight; read any documents associated with the worksheet |
| April 28 - May 4 | 13 | **Reading:** Klein, et.al., chapters 11 and 12; Lecture 13; and any supplemental reading posted in Moodle.  
**Forum:**  
- By **Wednesday** post your answer to Discussion Question 16 and by **Saturday** respond to at least two other students’ responses to Discussion Question 16.  
- By **Thursday** post your Worksheet 7 and by **Saturday** respond to at least one other student’s Worksheet 7.  
**Worksheet:** 7 due, upload by **Thursday** midnight; read any documents associated with the worksheet  
**Exegetical Paper:** By **Friday** post your Exegesis Paper. |
| May 5-8 | 14 | **Reading:** Lecture 14 and any supplemental reading posted in Moodle.  
**Worksheet:** By **Wednesday** post your **Worksheet 8.**  
**Exegetical Presentation:** By **Wednesday** post your written presentation, reflections, and evaluation sheets. |

**Bibliography**

**Old Testament Interpretation**


**General Texts in Hermeneutics and Exegetical Method**


*BIBS50 Biblical Hermeneutics Spring 2014*


Revelation, Inspiration, and Authority of Scripture


Textual Criticism, Canon, and Translation


**The History of and Contemporary Issues in Interpretation**


**Historical Method**


**Literary Methods and Issues**


**Cultural, Sociological, and Social-Scientific Approaches**


**Theological Issues in Interpretation**


**Applied Hermeneutics/Contextualization**

Bailey, Raymond. ed. *Hermeneutics for Preaching: Approaches to Contemporary Interpretations of"

Resources

You should become familiar with the basic format and content of each of the following resources in such a way that you can select the resource that provides the kind of information you need.

Anchor Bible
Anchor Bible Dictionary
Calvin’s Commentaries on the Bible
The Bible Speaks Today
The Daily Study Bible
Explanatory Notes on the New Testament (by John Wesley)
Explanatory Notes on the Old Testament (by John Wesley)
Harper’s Bible Dictionary
Hermeneia
International Critical Commentary
International Standard Bible Encyclopedia
International Theological Commentary
Interpretation: A Bible Commentary for Teaching and Preaching
The Interpreter’s Bible Dictionary
The New Bible Dictionary
The New Century Bible
New International Biblical Commentary
The New International Commentary on the New Testament
The New International Commentary on the Old Testament
New International Dictionary of New Testament Theology
New International Dictionary of Old Testament Theology and Exegesis
The New Interpreter’s Bible
The Old Testament Library
Theological Dictionary of the New Testament
Theological Dictionary of the Old Testament
Theological Wordbook of the Old Testament
Tyndale New Testament Commentaries
Tyndale Old Testament Commentaries
Word Biblical Commentary

Selected Internet Sites
(There are many resources available on the internet. The following is a small representation.)

Brewer, David Instone. Tyndale House—The Doorway to Bible Scholarship. http://www.tyndale.cam.ac.uk
Interlinear Bible. http://www.interlinearbible.org
The Internet Public Library. http://www.ipl.org/div/subject/browse/hum80.00.00/
Wesley Center for Applied Theology. http://wesley.nnu.edu/BiblicalStudies.htm
Appendix

Study Guide 1 (for Quiz on Canon, Translations and Textual Criticism)

Agrapha
Alexandrian Text
American Standard Version
Anchor Bible
Annotated Bible
Antilegomena
Apocalypse
Apocalyptic
Apocrypha
Apocrypha,
Aramaic
Assimilation
Autograph
Bible, English Translations of
Bishop’s Bible
Byzantine Text
Caesarean Text
Canon
Canonization Process
Catholic Canon
Codex
Conflate Reading
Contemporary English Version
Coverdale Bible
Critical Apparatus
Daughter Translation
Deuterocanonical
Didache
Dittography
Douay Bible
Dynamic Equivalence Translation
English Revised Version
Family of Texts
Geneva Bible
Good News Bible
Great Bible
Greek, Koine
Gutenberg Bible
Hapax Legomenon
Haplography
Hebrew
Hexapla
Jerusalem Bible
Ketubim
King James Version

Living Bible, The
Masoretic Text/MT
Matthew’s Bible
Megillah
Message, The
Minuscles
Muratorian Canon
New American Bible
New American Standard Bible
New Testament New English Bible
New International Version of the Bible
New Jerusalem Bible
New King James Version
New Revised Standard Version
New World Translation of the Bible
Palimpsest
Papyrus Manuscripts
Paraphrase
Parchment/Vellum
Peshitta
Pseudepigrapha/Pseudepigraphy
Received Text/Textus Receptus
Revised English Bible
Revised Standard Version
Revised Version of the Bible/RV
Samaritan Pentateuch
Septuagint
Targum
Textual Criticism
Textus Receptus
Today’s English Version
Torah
Translation
Transliteration
Tyndale’s New Testament
Uncial
Variant Reading
Verbal Equivalence/Translation
Version
Vulgate
Western Text
Wycliffe Bible
Study Guide 2 (for Terminology Quiz)

Accommodation
Allegory
Analogy of Faith
Analogy of Scripture
Audience-Oriented Interpretation
Author-Centered Interpretation
Biblical Theology Movement
Book of the Covenant, The
Canonical Criticism
Chronicler/Chronistic History
Close Reading
Contextualization
Covenant Form
Criteria of Authenticity
Cynicism
Dead Sea Scrolls
Deconstruction
Deuteronomicanal
Deuteronomistic History
Diachronic
Diaspora
Discourse Analysis
Documentary Hypothesis
Dyad
Ethnohermeneutics
Exegesis
Feminist Criticism
Form Criticism
Four Document Hypothesis
Genre
Genre Criticism
Gnosticism
Griesbach Hypothesis
Haggadah
Halakah
Heilsgeschichte
Hellenism
Hermeneutical Circle/Spiral
Hermeneutics of Consent
Hermeneutics of Suspicion
Higher Criticism
Historical-Critical Method, The
Honor-Shame Society
Ideological Criticism

Intentional Fallacy
Intertextual Criticism
Kerygma
Kyrios
Lectionary
Lexicon
Liberation Hermeneutics
Linguistic Criticism
Literary Criticism
Marcionism/Marcionites
Meaning
Midrash
Mystery Religions
Nag Hammadi Library
Narrative Criticism
New Hermeneutic, The
Paraenesis
Pesher
Postcolonialism/Postcolonial Criticism
Rabbinic Hermeneutics
Reader-Response Criticism
Redaction Criticism
Religionsgeschichtliche Schule
Rhetorical Criticism
Sachkritik
Sensus Plenoir
Septuagint
Sitz Im Leben
Social-Scientific Criticism
Socio-Rhetorical Criticism
Source Criticism
Structuralism
Synchronic/Synchrony
Textual Criticism
Theological Exegesis
Tradition Criticism
Two-Source Hypothesis
Typological Interpretation
Literary Forms

Acrostic
Admiration Story
Aetiology/Etiology
Annals
Annunciation Story
Aphorism
Apodictic Law
Apophthegm
Aretalogy/Miracle Story
Autobiography
Beatitude/Blessing
Benediction
Call/Calling Story
Canticle
Casuistic Law
Catalog of Vices/Virtues
Chria
Christological Hymn
Chronicle
Comedy
Commissioning Story
Confessional Hymn/Statement
Conflict Story
Coronation Psalm
Covenant Form/Suzerainty Treaty
Covenant Lawsuit
Creed
Curse
Diatribes
Disputation
Doxology
Encomium
Encounter
Enthronement Psalm
Epic
Epigram
Epinicion
Example Story
Fable
Frame/Framework Story
Genealogy
Household Codes
Illustrative Story
Joy Formula

Lament
Legend
Lists of Circumstances/Rules of Behavior
Logia
Mashal
Meditative Hymn
Midrash
Myth
Nativity Hymns
Novella
Ode
Oracle
Panegyric
Parable
Paradigm
Paraenesis
Peace Wish
Penitential Psalms
Pronouncement Story/Sayings
Prophetic Oracle
Proverb
Provision Story
Recognition Story
Request Formula
Rescue Story
Riddle
Royal Psalms
Sacramental Hymn
Saga
Saying(s)
Sign
Similitude
Story Speech
Tale
Thanksgiving
Theophany
Travelogue
Wisdom Sayings
Wisdom Sayings
Witness Story
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## Rubric for Short Essays

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<th>%</th>
<th>Inadequate</th>
<th>Needs Attention</th>
<th>Average</th>
<th>Good</th>
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<td>Paper has clear thesis.</td>
<td>10</td>
<td>0-5</td>
<td>6-7</td>
<td>8</td>
<td>9</td>
<td>10</td>
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<td>Thesis is supported by clear examples and/or references from the reading material.</td>
<td>20</td>
<td>1-10</td>
<td>11-14</td>
<td>15-16</td>
<td>17-18</td>
<td>19-20</td>
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<td>Original insights on the topic are provided.</td>
<td>20</td>
<td>1-10</td>
<td>11-14</td>
<td>15-16</td>
<td>17-18</td>
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<td>Paper addresses the key topic of the assignment.</td>
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<td>1-10</td>
<td>11-14</td>
<td>15-16</td>
<td>17-18</td>
<td>19-20</td>
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<tr>
<td>Paper is organized and clearly written.</td>
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<td>1-10</td>
<td>11-14</td>
<td>15-16</td>
<td>17-18</td>
<td>19-20</td>
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*BIBS50 Biblical Hermeneutics Spring 2014*
## Exegetical Paper Grade Sheet

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<th>Comments</th>
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<th>Average</th>
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<td>Relevant historical items</td>
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<td>Analysis of grammar and syntax</td>
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<td>Message of text made clear</td>
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<td>Insight into application of the text</td>
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<td><strong>Research</strong></td>
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<td>Proper use of Sources</td>
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<td>Adequate bibliography with significant sources</td>
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<td>Conclusion</td>
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BIB550 Biblical Hermeneutics Spring 2014
Evaluation Form of a Bible Presentation by
A Nazarene Theological Seminary Student

______________________________
(Student Name)

Date of Presentation ________________ Church ____________________________
Pastor ___________________________ Church Phone _______________________
Biblical Passage ____________________ Setting _____________________________

Answer the following questions using this system: 5 = excellent, positive, very true
4 = good, generally true, well-done
3 = average, acceptable, okay
2 = poor, weak, generally not true
1 = terrible, not at all true

The student demonstrated knowledge of the biblical content of the passage. ______
The student taught me new truths about the meaning of the biblical passage. ______
The student made the biblical passage “come alive” to me. ______
The student communicated in a way I could understand clearly. ______
The student communicated so everyone present could understand. ______
I would like to hear more teaching of Scripture like this presentation. ______

Other comments you would like to make:

Your suggestions for improvement (of this assignment or of the student’s presentation)

______________________________ (name) ______________________ (occupation)

Please put in a sealed envelope and give to the student to mail to the professor.

BIB550 Biblical Hermeneutics Spring 2014
### Ministry Presentation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Written presentation</th>
<th>Effectiveness in presenting this message in the ministry context (measured by the evaluations)</th>
<th>Organization and overall presentation (all three components)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faithfulness to the message of the passage with clear connection to the exegetical work done earlier (measured in written work)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Written presentation</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Reflection</td>
<td>25%</td>
</tr>
<tr>
<td>Evaluations</td>
<td>25%</td>
</tr>
</tbody>
</table>

Comments: