

# WESTERN SEMINARY - SACRAMENTO

**Learning to Interpret Scripture**  
DBS 506M: 4 credit hours

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**Syllabus – Spring 2009**  
**Session C: Jan 5 – Apr 25**

## COURSE SCHEDULE

1/7,14,21,28; 2/4,18,25; 3/4,11,18,25; 4/1,15 (Wednesdays 5:30-9:55pm)

## COURSE DESCRIPTION

**DBS 506 – Learning to Interpret Scripture.** In this course you will study the foundational principles and interpretive procedures of the grammatico-historical method of biblical interpretation. You will also apply these principles and procedures in actual Bible study, using the English Bible. 4 hours.

## COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the four seminary degrees for which this course is a requirement. Below is an excerpt of the degree outcomes to which this course relates:

Be a person whose Christ-like character is worthy of being emulated, and whose integrity imparts credibility to his/her ministry

- reflects biblical balance and skill in life management, appropriately fulfilling the roles and responsibilities mandated by God (MFM 500; SFS 501, 502; overarching)

Be able to interpret and apply biblical texts using sound hermeneutical principles and the biblical languages

- competent in the essential skills of the grammatical-historical approach to interpretation (DBS 506)

Be able to think biblically and critically so that various truth claims can be effectively evaluated

- has embraced a biblical world view (THS 501-3, THS 508; overarching)
- able to apply the basic elements of critical analysis and sound reasoning (MFM 500; overarching)

- sensitive to cultural variations in styles of thinking (overarching)
- reflects an appropriately humble and charitable spirit in applying biblical criteria for truth (overarching)

Be able to communicate God's truth clearly, accurately, and convincingly

- able to communicate one's thoughts effectively in writing (MFM 500; overarching)

Be a true life-long learner, building upon his/her seminary training

- committed to pursuing growth and learning in key areas of need (MFM 500; overarching)
- able to access and manage information (including that available via computer/on-line resources) so that it is readily available when needed (overarching)

The desired outcomes in the counseling student to which this class seeks to contribute are:

Be a person whose godliness is worthy of being emulated by others, and whose integrity imparts credibility to his/her ministry (SFS 501-504; CNS 506; overarching).

- regularly practices the spiritual disciplines (DBS 506)

Know significant themes and developments within biblical history to understand the "bigger picture" of God's redemptive program

- a method for addressing theologically contemporary issues confronting the church and society (DBS 506 )

Know how to utilize the fundamental principles of hermeneutics to interpret and apply biblical texts accurately

- fundamental principles of hermeneutics (DBS 506 )
- methods of inductive/exegetical Bible study (DBS 506 )

Know how to think critically so that various truth claims can be effectively evaluated (overarching)

- awareness of world view components and can articulate their own beliefs (DBS 506)

## **COURSE GOALS**

Understanding of the Word of God is fundamental to the life and ministry of the individual Christian and to the Church. To achieve this understanding, you must know how to interpret and apply biblical texts accurately. To do this you must:

- know and be able to apply the fundamental principles of biblical hermeneutics
- know and be able to apply basic methods of inductive/exegetical Bible study

The purpose of this course is to provide the theoretical foundation and basic skills for accurate interpretation and application of the Bible.

## COURSE OBJECTIVES

Students will be able to demonstrate:

- a factual knowledge of a variety of interpretive methods, as seen in the history of biblical interpretation from antiquity to the present
- a grasp of the nomenclature, principles, and presuppositions of the grammatico-historical method of interpretation
- an awareness of the impact of literary type on the interpretation of various kinds of biblical literature
- a methodical approach to inductive Bible study
- an awareness of and ability to use study tools for students of the English Bible, as applied to specific interpretive tasks
- the ability to apply the procedures of interpretation and application presented in class to the biblical text

## TEXTBOOKS

*We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.*

Click [here](#) to order texts and other products.

### Required

- An NAS Bible in English, 1995 edition preferred
- Klein, William W., Craig L. Blomberg, & Robert L. Hubbard. *Introduction to Biblical Interpretation: Revised and Expanded*. ISBN: 0785252258
- Finzel, Hans. *Unlocking the Scriptures*. ISBN: 0781438160
- Ryrie, Charles C. *Dispensationalism*. ISBN: 080242189X
- Journal Articles: These will be made available to you online to view and/or print. There will be a fee of approximately \$50 assessed to your account, primarily for the cost of legal copyrighting costs.
- Wigram, George V. *The Englishman's Hebrew Concordance of the Old Testament: Coded with the Numbering System from Strong's Exhaustive Concordance of the Bible*. ISBN: 1565632087
- *The Strongest NASB Exhaustive Concordance*. ISBN: 0310262844

or

- You may purchase Bible study software that includes English, Greek and Hebrew concordance/search features **instead of the two concordances listed in the last two bullets above**. For the purpose of this class, the software must include the equivalent of the NASB exhaustive and "Englishman's Hebrew" concordances. That is, it must be able to search for all instances within a Bible

book of a particular Hebrew word, and present the results in a format readable by English-only readers (such as assigning English numbers to the Hebrew words).

- Sample list of acceptable Bible study software programs:
  - BibleWorks 5, 6, 7 (<http://www.bibleworks.com/>) - Western Seminary requires this software for the Greek and Hebrew language classes.
  - PC Study Bible 4, 5 (<http://www.biblesoft.com/>)
  - Logos Bible Software X, 3. The version the prof uses in class. The “Bible Study Library” and above have the necessary features for this class. Has by far the largest electronic books selection, slightly less-user friendly than BibleWorks for working in Greek and Hebrew (<http://www.logos.com> )

### Recommended

- Wigram, George V. *The Englishman’s Greek Concordance of the New Testament*. ISBN: 1565632079 (or the previously mentioned software)

## COURSE REQUIREMENTS

### Reading

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions.

Some texts will be read as assigned in the course schedule. Others are resource tools, which will be used intermittently throughout the course in the practice of research skills. Unless otherwise noted, these textbooks should be read at a mastery level, which means that you understand what the text is saying in sufficient detail so as to be able to explain it. It does not mean that you must remember all off the details.

Related to the weekly assigned readings, the student will EITHER:

- take a quiz OR
- turn in a 2-6 page report (see specifics below) at the beginning of the following session

The choice is up to the student. The quizzes will emphasize major themes and principles in all the readings. The reading reports should devote two pages to EACH reading selection (exclude Concept Outline readings). The first page should summarize the major themes and principles in the selection, and the second page should offer a critique regarding the helpfulness of the selection. Thus there should be about 2 pp. per reading selection – usually 2-6 pp. total. Clearly indicate which reading selection is being dealt with, both on the reading report title page and throughout the report – reports that are a struggle to follow will be marked down.

In the case of missed class sessions, a reading report is the student's option for making up the missing quiz.

Note that ½ - 1/3 of the reading is labeled as "extra credit". For those who are able and interested in giving more time to the class readings, there will be extra quiz questions, and an extra 2 pp. in the reading report, related to this extra credit reading.

Time required: 40 hours outside class, or 3.1 hrs/wk across 13 weeks (excluding extra-credit reading.)

### **Written Assignments**

There will be written homework assignments due every class after the first class to give the student practice in interpretive procedures introduced in class. All written assignments must be typed (excluding Scripture "charts" – to be explained) and include a title page with your name and box number on it. Specific directions for and details of the assignments will be given in class.

Time required: 55 hours outside of class, or 4.2 hours/wk across 13 weeks.

### **Final Paper**

There will be a final paper that is **due in the seminary office or on the professor's e-mail server by 5 p.m., Saturday, April 25**. It is intended to exercise all the interpretive skills discussed and practiced in class. Some of the required skills will be acquired early in the class schedule, so that it is possible to work on the paper throughout the semester. The professor is willing to look at portions of your initial work informally throughout the quarter and indicate whether your work is headed in the right directions, should you work ahead.

**Time required: 25 hours outside of class, or 1.7 hrs/wk across 15 weeks.**

The assignment is as follows:

"The statement 'The righteous shall live by faith' occurs a record four times in the Bible. Using all the methods for interpretation taught in this class that you deem relevant, provide a separate interpretation and two applications for the two occurrences in Habakkuk and Galatians."

**The purpose of the paper body is to state a carefully crafted "message statement"** (to be explained and practiced in class) **for each passage and defend the specifics of the message statements.** Appendices should provide the supportive material such as word studies. The introduction should set out the message statements. The conclusion should draw out the results and implications of the paper. Qualities valued include clarity, succinctness, and precision. The length of the paper less appendices should be 10-20 pages, with no inherent benefit to a longer paper.

The paper should include:

- cover page
- body (with subheads)
- bibliography
- Charts, word studies, etc. should be added as appendices

The paper must cite a minimum of five secondary (i.e. outside of the Bible) sources, two of which must be from a physical library or from Western library's online journal collection (see the library information below). **Note the physical location of each book or other resource as an addendum to each bibliographical entry in your final paper.**

### **General Information**

All work must reflect master's-level use of the English language. Plagiarism will result in failure of the first assignment so discovered. A second instance will result in failure in the course.

Please identify each written assignment clearly with a title page that indicates your mailbox number in the upper right corner, and in the case of the reading reports a clear description of the reading selections involved. If you are turning in a written assignment late, indicate the original due date as well as the current date. Time the professor spends trying to figure out which assignment you have turned in or the readings to which you are referring from page to page, or spends trying to reassemble loose pages, will impact your grade.

If you choose to e-mail written work, do not put the paper itself into the body of the email. Each assignment (not each reading selection) should be one email attachment - do not send title pages as separate attachments, paper bodies as separate attachments, multiple assignments as a single attachment, etc. Do not send e-mails without a subject – the professor does not appreciate the mystery – use the clearest e-mail subjects possible, like "John Jones – Hermeneutics reading report due 9-15-05." Your mailbox number should appear in the upper right corner of page 1 of every attachment, just as with any physical paper turned in.

It is to your benefit to make your e-mails and attached papers easy to identify and track within the sea of e-mails and attachments the professor will receive. E-mails that are mysteriously titled, email attachments that are other than one assignment per attachment, emails that are missing mailbox numbers, and any other outputs that complicate the professor's life will affect the student's grade.

Papers turned in as hard copies will generally be corrected and returned as hard copies. Papers sent electronically will generally be graded and returned electronically.

## STANDARDS FOR WRITTEN WORK (MLA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes
- Page numbers appear at the upper right on every text page
- Use footnotes rather than paragraph citations
- Footnotes follow a standard format.

Helpful web sites on MLA style include:

- <http://wwwold.ccc.commnet.edu/mla>
- <http://owl.english.purdue.edu/handouts/research/index.html>
- [http://www.english.uiuc.edu/cws/wworkshop/writer\\_resources/citation\\_styles/mla/mla.htm](http://www.english.uiuc.edu/cws/wworkshop/writer_resources/citation_styles/mla/mla.htm)

[These websites are expanded and pasted into Western Seminary's "How to Write a Research Paper"]

A good website with footnote/bibliography entries is

<http://www.wisc.edu/writing/Handbook/>

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

Western Seminary's *How to write a research paper* can be found at:

<http://www.westernseminary.edu/papers/Faculty/WGuideNu.doc>

## GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Activity	Percent of Final Grade	Estimated Time to Complete
Reading (Quizzes or Reports)	25%	40 hrs.
Written assignments	40%	55 hrs.
Final paper	20%	25 hrs
Class participation	15%	- -

<b>Total</b>	<b>100%</b>	<b>120 hrs</b>
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## **CLASS POLICIES**

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor so that the absence can be considered excused, which will allow the student to turn in work a session late with no loss of grade. Students who miss two or more classes will not pass the course without completing additional assignments beyond what is listed in this syllabus. Assignments submitted after the due date and time (unexcused) constitutes a drop in the student's letter grade for that assignment.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The instructor's expectations will be stated in the course syllabus. The latest possible deadline available to the professor for all course work is the last day of the school term (regardless of the date of the last class session) as noted in the Academic Calendar (see current class catalog). In the case of serious illness, family emergency, or other extenuating circumstances, the instructor may grant an extension **at the initiation of the student**. A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. The maximum extension permissible is six weeks, **with all work due to the prof for grading on Fri, 5/29/09 at the latest**. All course assignments not completed by the extended deadline will be given a failing grade. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student

Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

## **LIBRARY AND INTERNET RESEARCH**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu](http://www.westernseminary.edu) .
- Click the link "Sacramento Campus" in the left navigation pane.
- Click the link "Library Resources" in the left navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Search the Library Collection Online".

### **Periodical & Research Databases**

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Research Databases" from the bottom menu.
- Click the link "Ebsco Host Research Databases".
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link "EBSCOhost Web".
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

### **Course Packs (if applicable)**

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link 'Course Packs'.

**Reference and Research Contact Information**

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## COURSE OUTLINE AND SCHEDULE

KBH = Klein/Blomberg/Hubbard

HF = Hans Finzel

Conc = NASB exhaustive concordance

EHCOT= The Englishman's Hebrew Concordance of the Old Testament

CO = The Concepts Overview handed out in class

JA = journal articles

Date	Topic	Assignment (the last chapter/journal article assigned each week is extra credit) (HF reading never involves doing the exercises – read only)
#1 Wed. 1/7	Introduction: Syllabus, Text, Journal articles, Concepts Overview handout Key concepts: <ul style="list-style-type: none"> <li>• Presuppositions for the class (Concepts Overview section 1:#1-4)</li> <li>• Effective Bible application (C.O. section 2, outline pt III.B.; section 3, outline pt III.B.)</li> <li>• Skill: Text observation (C.O. section 1: #6, #8; section 2, outline pt I.; section 3, outline pt I.)</li> </ul>	Bring to class: Bible, HF, KBH
#2 Wed. 1/14	Key concepts: <ul style="list-style-type: none"> <li>• History and evaluation of discarded hermeneutical methods (C.O. section 1, #7)</li> <li>• Strengths of inductive Bible study method (C.O. section 1, #5)</li> <li>• Skill: Grammatical Observation (C.O. section 3, outline pt I.C.7)</li> </ul>	Read beforehand: <ul style="list-style-type: none"> <li>• KBH ch. 1 [rdg, quiz section #1]</li> <li>• KBH ch. 2 [rdg, quiz section #2]</li> <li>• JA: Robinson (extra credit) [rdg, quiz section #3]</li> <li>• CO section 1, #1-7</li> <li>• CO section 2, outline points I.C.2., I.C.7, III.B.</li> <li>• CO Section 3, outline points I.C.2., I.C.7, III.B.</li> </ul> Bring to class: Bible, HF, KBH, CO, JA

<b>Date</b>	<b>Topic</b>	<b>Assignment</b> (the last chapter/journal article assigned each week is extra credit) (HF reading never involves doing the exercises – read only)
#3 Wed. 1/21	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Authorial intent (C.O. section 1: #9)</li> <li>• Concept: Preunderstandings (C.O. section 1): <ul style="list-style-type: none"> <li>○ of author vs. current reader (#10)</li> </ul> </li> <li>• Info: OT preunderstandings of the Messiah</li> <li>• Skill: Statement-level outlining</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>• C.O. section #1, items #9 &amp; #10</li> <li>• KBH ch. 7 (pp. 257-272) [rdg, quiz section #1]</li> <li>• HF pp. 12-30, 38-41 [rdg, quiz section #2]</li> <li>• JA: Scorgie (extra credit) [rdg, quiz section #3]</li> </ul> <p>Bring to class: Bible, HF, KBH, CO, JA</p>
#4 Wed. 1/28	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Concept: Preunderstandings (C.O. section 1): <ul style="list-style-type: none"> <li>○ of author due to “progressive revelation” (item #14.e.)</li> <li>○ gaps caused by “theological distance” (item #16)</li> </ul> </li> <li>• Info: OT preunderstandings via the Mosaic Law code</li> <li>• Skill: Statement-level outlining (cont)</li> <li>• Skill: Charting (C.O. section 2, outline point I.A.,B.; section 3, outline point I.A.,B.)</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>• KBH ch. 5 (pp. 135-153) [rdg, quiz section #1]</li> <li>• KBH ch. 7 (pp. 213-228) [rdg, quiz section #2]</li> <li>• JA: Richard (extra credit) [rdg, quiz section 3]</li> <li>• CO section 1: items #11, #14, #16;</li> </ul> <p>Bring to class: Bible, HF, KBH, CO, JA</p>
#5 Wed. 2/4	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Passage Macro-context (C.O. section 1, item #11)</li> <li>• Info: OT preunderstandings via the Mosaic Law code (cont)</li> <li>• Skill: Message statements (C.O. section 2, outline point I.C.7.; section 3, outline point I.C.7.)</li> <li>• Skill: Charting (cont) (C.O. section 2, outline point I.A.,B.; section 3, outline point I.A.,B.)</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>• CO sections 2 &amp; 3, outline point I.A.-I.B.</li> <li>• JA: Zuck [rdg, quiz section #1]</li> <li>• JA: Stein [rdg, quiz section #2]</li> <li>• HF pp. 31-37 (extra credit) [rdg, quiz section #3]</li> </ul> <p>Bring to class: Bible, HF, KBH, CO, JA</p>

<b>Date</b>	<b>Topic</b>	<b>Assignment</b> (the last chapter/journal article assigned each week is extra credit) (HF reading never involves doing the exercises – read only)
#6 Wed. 2/18	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Info: OT preunderstandings of the Messiah (cont)</li> <li>• Info: OT preunderstandings via the Mosaic Law code</li> <li>• Rhetorical questions (C.O. section 1: #14.h.ii.)</li> <li>• Skill: Charting (cont) (C.O. section 2, outline point I.A.,B.; section 3, outline point I.A.,B.)</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>• KBH ch. 7 (pp. 229-239) [rdg, quiz section #1]</li> <li>• JA: Longman: “Literary Approaches – Basic Principles” [rdg, quiz section #2]</li> <li>• KBH ch. 5 (pp. 154-168) (extra credit) [rdg, quiz section #3]</li> </ul> <p>Bring to class: Bible, HF, KBH, CO, JA</p>
#7 Wed. 2/25	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Info, Skill: Word studies (C.O. section 1, item #9)</li> <li>• Info: OT preunderstandings of the Messiah (cont)</li> <li>• Info: OT preunderstandings via the Mosaic Law code (cont)</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>• KBH ch. 3 (pp. 63-70) [rdg, quiz section #1]</li> <li>• KBH ch. 4 (pp. 125-134) [rdg, quiz section #2]</li> <li>• JA: Silva #1 (extra credit) [rdg, quiz section #3]</li> </ul> <p>Bring to class: Bible, KBH, CO, JA, Conc, EHCOT</p>
#8 Wed. 3/4	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Info, Skill: Word studies (C.O. section 1, item #9) (cont)</li> <li>• Info: OT preunderstandings of the Messiah (cont)</li> <li>• Info: OT preunderstandings of their relat. w. God - The Divine, OT covenants</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>• KBH ch. 7 (pp. 240-256) [rdg, quiz section #1]</li> <li>• JA: Johnson [rdg, quiz section #2]</li> <li>• KBH ch. 6 (extra credit) [rdg, quiz section #3]</li> <li>• CO section 1, items #12-14; sections #2&amp;3, outline points I.C.4-5., II.A.</li> <li>• CO section 1, item #9</li> </ul> <p>Bring to class: Bible, KBH, JA, Conc, EHCOT, CO</p>

<b>Date</b>	<b>Topic</b>	<b>Assignment</b> (the last chapter/journal article assigned each week is extra credit) (HF reading never involves doing the exercises – read only)
#9 Wed. 3/11	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>OT Genres (C.O. section 1, item #14.c.)</li> <li>Skill: Word studies (C.O. section 1, item #9) (cont)</li> <li>Info: OT preunderstandings of the Messiah (cont)</li> <li>Info: OT preunderstandings of their relat. w. God - The Divine, OT covenants (cont)</li> <li>Skill &amp; Info: Research and research tools in interpretation, cont: Bible backgrounds issues (C.O. section 2&amp;3, outline point II.A.)</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>KBH ch. 8 [rdg, quiz section #1]</li> <li>HF pp. 42-49, 50-55 [rdg, quiz section #2]</li> <li>KBH ch. 9 (extra credit) [rdg, quiz section #3]</li> <li>CO section 1, item #14.c</li> </ul> <p>Bring to class: Bible, KBH, JA, CO, Conc, EHCOT</p>
#10 Wed. 3/18	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>Skill &amp; Info: Research and research tools in interpretation (C.O. section 1: #12; section 2: II.A; section 3: II.A.)</li> <li>Skill: NT genres – parables, promises (C.O. section 1: #14.c.)</li> <li>Possible expanded meanings on the part of the Divine Co-Author (C.O. section 1: #13)</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>JA: McQuilkin [rdg, quiz section #1]</li> <li>KBH ch. 10 [rdg, quiz section #2]</li> <li>JA: Long (extra credit) [rdg, quiz section #3]</li> <li>JA: Zondervan’s Pictorial Encyclopedia article on “Palestine” – topography, climatology issues re: rivers, rainfall, trees</li> </ul> <p>Bring to class: Bible, KBH, CO, HF, JA</p>
#11 Wed. 3/25	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>Info: theological distance of OT/Gospels/NT</li> <li>The “integration” step in interpretation (C.O. sections 2 &amp; 3, outline point II.B.)</li> <li>Possible expanded meanings on the part of the Divine Co-Author (cont) (C.O. section 1, item #13)</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>Ryrie ch. 2 [rdg, quiz section #1]</li> <li>Ryrie ch. 7 [rdg, quiz section #2]</li> <li>JA: Waltke (extra credit) [**to be distributed; rdg, quiz section #3]</li> <li>CO section 1: #14.a,b; sections 2&amp;3: II.B.</li> </ul> <p>[Other homework: it will be to students’ benefit to have made some progress on your final paper by today, so you can get questions answered]</p> <p>Bring to class: Bible, Ryrie, CO, HF</p>

<b>Date</b>	<b>Topic</b>	<b>Assignment</b> (the last chapter/journal article assigned each week is extra credit) (HF reading never involves doing the exercises – read only)
#12 Wed. 4/1	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Interpretation of figures of speech (C.O. section 1, item #15)</li> <li>• Info: theological distance of OT/Gospels/NT (cont)</li> <li>• The impact of dispensationalism on interpretation</li> <li>• Interpretation of prophecy</li> <li>• Possible expanded meanings on the part of the Divine Co-Author (cont) (C.O. section 1, item #13)</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>• Ryrie ch. 5 [no addendum; rdg, quiz section #1]</li> <li>• Ryrie ch. 8 [rdg, quiz section #2]</li> <li>• Ryrie ch. 6 (extra credit) [rdg, quiz section #3]</li> <li>• CO section 1, item #15</li> </ul> <p>Bring to class: Bible, Ryrie, CO, JA, HF</p>
#13 Wed. 4/15	<p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Application and “theological/dispensational distance” between author and interpreter (C.O. sections 2 &amp; 3, outline point III.A.)</li> <li>• Interpreting selected passages in the Sermon on the Mount</li> </ul>	<p>Read beforehand:</p> <ul style="list-style-type: none"> <li>• The Sermon on the Mount (Matt. 5-7) [rdg, quiz section #1]</li> <li>• Ryrie ch. 5 addendum [rdg, quiz section #2]</li> <li>• HF pp. 56-67 (extra credit) [rdg, quiz section #3]</li> <li>• CO sections #2 &amp; 3, outline point III.A.</li> </ul> <p>Bring to class: Bible, Ryrie, CO, JA, MOSAIC LAW CODE</p>