

## **Associated Canadian Theological Schools**

### **BIE 505A: INTRODUCTION TO BIBLICAL HERMENEUTICS**

Howard G. Andersen, Ph.D.  
Fall 2010  
3 credit hours  
Prerequisite: BIE 500

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September 14 to December 7, 2010  
Tuesdays 8:30 - 9:50 and 11:00 - 12:10

#### **I. Course Description**

This course will focus on the development of a systematic approach to the interpretation of Scripture. While various critical-interpretive systems and strategies will be considered, special attention will be given to the historical-grammatical method. The predominant literary genres of the Bible will be examined and relevant principles of interpretation highlighted. Emphasis will be placed on understanding the original intended meaning of Scripture in its canonical context as the basis upon which to prepare expositions and make appropriate contemporary applications. BIE 500 or its equivalent is a prerequisite to taking this course. Research Strategies 500 is recommended as a precursor to this course.

#### **II. Objectives**

By the end of this course, each student should be able to produce an expositional paper that shows:

- A. an appreciation of the unmistakable role interpretation plays in all of human life, and the risks associated therewith
- B. a good understanding of the appropriateness and necessity of Biblical interpretation, and especially of an incarnational approach to Biblical interpretation
- C. skill in producing syntactical, semantic, and grammatical analyses of a text
- D. skill in analyzing contextual, historical and literary dimensions of a text
- E. insight into current social and cultural issues and how the Biblical text is applicable
- F. skill in organizing and presenting the interpretation of a Biblical passage in a clear, persuasive, relevant, and effective manner

### **III. Course Textbooks**

Klein, W.W., Blomberg, C.L., and Hubbard, R.L. Jr.. *Introduction to Biblical Interpretation*. 2nd ed. revised and expanded. Dallas: Word, 2004. (Klein 543 pages).

Zimmermann, J. *Recovering Theological Hermeneutics: An Incarnational-Trinitarian Theory of Interpretation*. Grand Rapids: Baker Academic, 2004. (Zim 322 pages).

### **IV. Course Assignments**

#### **A. Weekly Reading and Response (25%)**

Weekly reading of the textbooks is required according to the Class Schedule below, along with a thoughtful response to be submitted at the beginning of each class. The purpose of the readings is to acquire not just information but an *understanding* of the fundamental reasons for, elements of, and techniques/systems used in, interpretation.

This response is to be submitted on one sheet of paper, printed both sides. It will *not* be a summary of content but rather an evaluation and analysis of content. It should demonstrate your serious engagement with the issues and ideas in the reading.

A separate 4 line piece at the end of this paper should propose a suitable (challenging, relevant, insightful) question for class discussion.

The first two lines of the front page should include, all in bold: your name, your box number, the name of the response (e.g. Zimmermann pp. 17-46) and the percentage of assigned reading actually read.

Thus, the format of this weekly one page paper will be:

**My coordinates:** 4 lines

**My analysis and response:**

**My proposal for class discussion:** 4 lines

Grading of this assignment will follow this pattern:

0 assignment not received

1.0 received but not satisfactory

1.5 satisfactory

2.0 good

2.5 outstanding

## **B. Weekly Analysis and Interpretation (25%)**

Interpretation is something you do, not something you acquire. Hence, about half of each day's class time will be devoted to Interpretive Method and Practice (IMP). This will involve explanation and demonstration of methods. An interpretive assignment is required each week. Each assignment, done on a passage selected by the Instructor, will need to give the "big idea," a general outline/structure, and a conclusion/application/engagement with culture. An appendix of up to several pages will include background supporting work. This is to be submitted at the beginning of class.

This assignment should be formatted as below, similar to the Weekly Reading and Response above. Grading of this assignment will also follow the pattern above.

**My coordinates:**

**My interpretation:**

**The big idea.**

**The structure.**

**The conclusion/application/engagement.**

**My questions:**

## **Appendix: for supporting work**

### **C. Major Paper (40%)**

An interpretive, expository paper of 2500 words, based on a passage selected from the Epistle to the Phillipians, is required and must be submitted to the ACTS office on or before 12:00 noon on Friday 10 December 2010.

The paper must include a title page, a table of contents the headings of which must also appear in the body of the paper, an introduction of about 1.5 pages, the exposition, a conclusion and general application of up to 2 pages, a bibliography of up to 2 pages, and an Appendix of 2 pages outlining your own expository method as developed throughout the course. The 2500 word count includes only the material from the introduction through the conclusion and application. It must be double spaced and of no less than 12 point type.

See further the Guide to Preparing an Expository Paper which will be distributed and discussed early in the course.

### **D. Class Participation (10%)**

This grade is determined based on punctuality, personal preparation, and participation in discussion during class sessions and response to questions.

### **Grading Scale**

The following grading scale will be used.

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Approximately equivalent qualitative terms are below.

Letter Grade	Percentage	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

## **V. Miscellaneous Notes/Policies**

Intensive work of the kind required to succeed in Biblical Interpretation requires disciplined scheduling and a systematic approach. For a 3 credit course, a minimum of 120 hours is expected, including class time. Any departures from scheduled due dates will require submission of an explanatory note from a responsible third party such as a physician in the case of medical issues.

## **VI. Course Outline**

### **Introduction**

Each class session will be divided into two parts: the first will deal largely with necessary theoretical issues and the second will deal with method and practice.

14 September Introduction to the course, syllabus, texts, people, schedules and methods. In preparation for this first meeting of the class, read Zimmermann (Zim) , Preface, pp. 7-12. Also read Klein, Blomberg and Hubbard (Klein) Introduction, pp xxv-xxvii.

### **The "why" of interpretation plus Interpretive Methods and Practice (IMP)**

Note that IMP in class times will deal with a selection of passages from the Epistle to the Phillipians. Assignments will be based on a selection of Biblical passages determined week by week that may include Genesis 1, Isaiah 44, Daniel 1,2, Lamentations, Jonah, Matthew 28, Romans, Phillipians, Hebrews, 10,11, and I John 4.

21	Zim	Chs 1,2
28	Zim	3,4
05 October	Zim	8,9,10
12		No class meeting
19	Klein	Chs 1,5,6
26		No class meeting. ACTS modular week.

### **The elements of interpretation plus IMP**

02 November	Klein	7,8
09	Klein	9
16	Klein	Annotated Bibliography
23	Klein	10

### **The techniques and methods of interpretation plus IMP**

30	Klein	2,3
07 December	Klein	11,12 Last class. Wrap up.

## **VII. Other**

### ***Supplement: Important Academic Notes from ACTS***

#### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

## **Campus Closure**

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

## **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or <http://www.dianahacker.com/resdoc/>. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition.

For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List. Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

## **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/>. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

## **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism

(see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html). Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

