



On-Campus Course Syllabus

BIB 105 L2

Hermeneutics

Fall 2020

Class Information

Day and Time: Tuesday/Thursday 9:30 AM – 1045 AM

Room Number: E208

Contact Information

Instructor Name: Dr. Jim Larsen

Instructor Email: jlarsen@criswell.edu

Instructor Office Hours: Contact Professor for Appointment

Course Description and Prerequisites

A study of the transmission and translation of the Scriptures and of the principles and procedures of their interpretation and application. There are no prerequisites for this course.

Course Objectives

This course is designed to introduce students to the aforementioned topics. While it will include classroom lectures, it also will include reading, research, and interaction with fellow classmates. Furthermore, at the end of this course, students should demonstrate the ability to:

1. Provide a brief history of the formation of the English Bible, including the process of canonization, the transmission of original language texts, and strengths and weaknesses of major translation philosophies.
2. Recognize and define pertinent issues, fundamental terms, and theological categories that are used when discussing the process of biblical interpretation.
3. Discuss historical movements, current trends, and controversial issues in hermeneutics.
4. Distinguish different genres of biblical literature and demonstrate proficiency in applying the basic rules that govern the interpretation of each kind.
5. Analyze and interpret a given passage of Scripture using the steps of the “Interpretive Journey” described in the course text.

Required Textbooks

- *The Bible* – The professor typically uses the *English Standard Version* for course lectures.
- Duvall, J. Scott and J. Daniel Hays. *Grasping God’s Word*. 3rd ed. Grand Rapids: Zondervan, 2012. ISBN 978-0-310-49257-3.

Course Requirements and Assignments

Reading Assignments (20%): The course text forms the foundation upon which lectures are built, thus it is imperative that students thoughtfully read assigned chapters prior to the beginning of class each Tuesday. The percentage of assigned reading completed will be reported at the beginning of class on Tuesday. If a student is unable to attend class on a particular day, the percentage of assigned reading completed must be reported to the professor via email *prior* 9:30 AM on the specified day if credit is to be received.

Assignments (20%): Since this course is intended to provide the student with both knowledge and skills associated with biblical hermeneutics, homework will be assigned as identified on the Course Schedule below, to be submitted in Canvas (unless otherwise instructed) by the start of class on Tuesday of the indicated week. These assignments not only help the student to meet specified course requirements, but are designed to help the student acquire skills necessary to successfully complete their hermeneutics project (see below). In preparation for assignments and the hermeneutics project, the student is required to select a biblical passage, in consultation with the professor, by the date specified on the “**Course Outline/Calendar**” below. No late assignments will be accepted, except as approved by the professor on a case by case basis.

Quizzes: It is not expected that quizzes will be given in this course, but the professor reserves the right to administer quizzes as deemed appropriate.

Exams (30%): There will be a midterm and a final exam in this course. The midterm exam will cover required reading and lesson material discussed up to that point in the course. The final exam will cover the remaining required reading and lesson material as well as significant concepts presented during the first portion of the course.

Hermeneutics Project (25%): Students will be required to produce a 12-15 page, detailed examination of a selected biblical passage. The passage to be examined must be approved by the professor by the date indicated on the “**Course Outline/Calendar**” below. The student is to demonstrate both understanding *and use* of the “Interpretive Journey” as presented in the course text, class discussions, and course assignments. In addition to the course text, the student must use *at least* three additional sources such as books and journal articles. All sources used in this project *must be properly cited* as indicated in the *Criswell College Manual of Style* (CCMS), 3rd ed., available online at http://www.criswell.edu/current_students/library/, as well as in print form on reserve at the Wallace Library circulation desk. With the exception of online journal articles, no internet sources are to be used. This project must include a title page and be generally structured as identified in the CCMS. A bibliography is *not required*. The total page count for this project does not include the title page or bibliography (if included).

Class Participation (5%): Students must show up on time and must be adequately prepared to contribute to the conduct of class sessions. This may be demonstrated by asking questions, interacting with the professor and/or other students during class discussions, and/or by responding to questions posed by the professor. As one needs to be present in order to participate in class discussions, absences will affect the class participation grade.

Course/Classroom Policies and Information

Textbooks and Supplemental Bibliography: The selection of textbooks and items on the Supplemental Bibliography should not be interpreted as implying the professor’s endorsement of any of the views of the authors. Textbooks and supplemental sources are selected for their perceived value in helping to meet course goals and objectives.

Recording: As a general policy, students may not record class sessions for this course. If a student has a particular need that necessitates recording class sessions, please contact the Director of Student Services. If permission is granted to record class sessions, under no conditions may recordings be duplicated, given, lent, or shared with anyone else. Further, permission is ***expressly denied*** to upload these recordings to the internet ***in any form*** or to use them for purposes other than the student's own personal study to meet the requirements of this course. For additional information, see the "**Disabilities**" section below.

Course Outline/Calendar: The schedule provided below is intended to give the student a general idea of the flow of course topics/discussions. While the professor intends to keep as closely as possible to the indicated topic dates, he reserves the right to modify class topics as necessary to meet course objectives as well as deal with potential issues raised by students deemed appropriate to meet these objectives. Unless otherwise indicated, deviations from indicated topics *will not* affect due dates for listed assignments.

Class Seating: As a result of campus wide precautions being taken to maintain everyone's health and safety, students will be required to sit in the same seat throughout the semester, unless otherwise specified by campus authorities.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

TU/TH	Topic	Assignments
Aug 18/20	*Course Preliminary Matters *Introduction to Hermeneutics	
Aug 25/27	*How We Got Our Bible Part 1: Texts to Translation	Chapter 1/Appendix 1 Assignment #1
Sep 1/3	*How We Got Our Bible Part 2: Texts and Textual Criticism	Chapters 2-3 Assignment #2
Sep 8/10	*Biblical Interpretation: The Big Picture	Chapters 4-5 Study Passage Approved
Sep 15/17	*The Basics of Biblical Interpretation Part 1	Chapters 8-9 Assignment #3
Sep 22/24	*The Basics of Biblical Interpretation Part 2	Chapters 6-7 Assignment #4
Sep 29 Oct 1	*The Basics of Biblical Interpretation Part 3	Chapters 10-11 Assignment #5
Oct 6/8	*Historical & Contemporary Issues in Hermeneutics Part 1	Midterm Exam (Online)
Oct 13/15	*Historical & Contemporary Issues in Hermeneutics Part 2	Chapter 12 Assignment #6
Oct 20/22	*From the Text to Application	Chapter 13 Assignment #7
Oct 27/29	*Old Testament: Narrative and Law	Chapters 18-19 Assignment #8
Nov 3/5	*Old Testament: Poetry and Wisdom	Chapters 20, 22 Assignment #9
Nov 10/12	*Old Testament: Prophets	Chapter 21 Assignment #10
Nov 17/19	*New Testament: Letters and Gospels	Chapters 14-15
November 23-27 – Fall Break (26-27 – Thanksgiving)		
Dec 1/3	*New Testament: Acts and Revelation	Chapters 16-17 Hermeneutics Project
December 7-11 – Final Exams (Final Exam Online)		

Selected Bibliography

- Adler, Mortimer J., and Charles Van Doren. *How to Read a Book: The Classic Guide to Intelligent Reading*. Rev. ed. New York: Simon and Schuster, 1972.
- Aland, Kurt, and Barbara Aland. *The Text of the New Testament: An Introduction to the Critical Editions and to the Theory and Practice of Modern Textual Criticism*. Translated by Erroll F. Rhodes. 2nd ed. Grand Rapids: William B. Eerdmans, 1989.
- Arnold, Bill T., and Brent A. Strawn, eds. *The World around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids: Baker Academic, 2016.
- Bartholomew, Craig et al., eds. *"Behind" the Text: History and Biblical Interpretation*. Vol. 4 of The Scripture and Hermeneutics Series, edited by Craig Bartholomew. Grand Rapids: Zondervan, 2003.
- Bartholomew, Craig G. *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*. Grand Rapids: Baker Academic, 2015.
- Beale, G. K., and D. A. Carson, eds. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic, 2007.
- Bock, Darrell L., and Buist M. Fanning, eds. *Interpreting the New Testament Text: Introduction to the Art and Science of Exegesis*. Wheaton: Crossway Books, 2006.
- Bray, Gerald. *Biblical Interpretation: Past and Present*. Downers Grove: IVP Academic, 1996.
- Brotzman, Ellis R. and Eric J. Tully. *Old Testament Textual Criticism: A Practical Introduction*. 2nd ed. Grand Rapids: Baker Academic, 2016.
- Caird, G. B. *The Language and Imagery of the Bible*. London: Gerald Duckworth & Co. Limited, 1980.
- Carson, D. A. *Exegetical Fallacies*. 2nd ed. Grand Rapids: Baker Academic, 1996.
- Carson, D. A., and John Woodbridge, eds. *Hermeneutics, Authority and Canon*. Reprint, Eugene, OR: Wipf and Stock, 2005.
- Collins, John J. *The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature*. 3rd ed. Grand Rapids: William B. Eerdmans, 2016.
- Comfort, Philip W. *Essential Guide to Bible Versions*. Wheaton: Tyndale House Publishers, Inc., 2000.
- Corley, Bruce, Steve W. Lemke, and Grant I. Lovejoy, eds. *Biblical Hermeneutics: A Comprehensive Introduction to Interpreting Scripture*. 2nd ed. Nashville: B&H, 2002.
- deSilva, David A. *Introducing the Apocrypha: Message, Context, and Significance*. Grand Rapids: Baker Academic, 2002.
- Dockery, David S. *Biblical Interpretation: Then and Now*. Grand Rapids: Baker, 2000.
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- Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. 3rd ed. Louisville: Westminster John Knox Press, 2002.

- Fee, Gordon D., and Douglas Stuart. *How to Read the Bible Book by Book: A Guided Tour*. Grand Rapids: Zondervan, 2002.
- Fee, Gordon D., and Douglas Stuart. *How to Read the Bible for All Its Worth*. 3rd. ed. Grand Rapids: Zondervan, 2003.
- Geisler, Norman L., and William E. Nix. *From God to Us: How We Got Our Bible*. 2nd ed. Chicago: Moody, 2010.
- Gignilliat, Mark S. *A Brief History of Old Testament Criticism: From Benedict Spinoza to Brevard Childs*. Grand Rapids, MI: Zondervan, 2012.
- Goldsworthy, Graeme. *According to Plan: The Unfolding Revelation of God in the Bible; An Introductory Biblical Theology*. Universities and Colleges Christian Fellowship, 1991. Reprint, Downers Grove: IVP Academic, 2002.
- Goldsworthy, Graeme. *Gospel-Centered Hermeneutics: Foundations and Principles of Evangelical Biblical Interpretation*. Downers Grove: IVP Academic, 2010.
- Gorman, Michael J., ed. *Scripture and Its Interpretation: A Global, Ecumenical Introduction to the Bible*. Grand Rapids: Baker Academic, 2017.
- Grant, Robert M., and David Tracy. *A Short History of the Interpretation of the Bible*. 2nd ed. Minneapolis: Fortress Press, 2005.
- Green, Joel B., and Lee Martin McDonald, eds. *The World of the New Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker Academic, 2013.
- Greenwood, Kyle. *Scripture and Cosmology: Reading the Bible between the Ancient World and Modern Science*. Downers Grove: IVP Academic, 2015.
- Halton, Charles, ed. *Genesis: History, Fiction, or Neither? Three Views on the Bible's Earliest Chapters*. Counterpoints: Bible and Theology, edited by Stanley N. Gundry. Grand Rapids: Zondervan, 2015.
- Hays, Richard B. *Echoes of Scripture in the Letters of Paul*. New Haven: Yale University Press, 1989.
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- Klein, William W., Craig L. Blomberg, and Robert L. Hubbard Jr. *Introduction to Biblical Interpretation*. 3rd ed. Grand Rapids: Zondervan, 2017.
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- Metzger, Bruce M. *The Bible in Translation: Ancient and English Versions*. Grand Rapids: Baker Academic, 2001.
- Metzger, Bruce M. *Manuscripts of the Greek Bible: An Introduction to Greek Palaeography*. Corrected ed. New York: Oxford University Press, 1991.
- Metzger, Bruce M., and Bart D. Ehrman. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. 4th ed. New York: Oxford University Press, 2005.
- Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Rev. ed. Downers Grove: IVP Academic, 2007.
- Parker, Robert Dale. *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*. 3rd ed. New York: Oxford University Press, 2015.
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- Porter, Stanley E., and Andrew W. Pitts. *Fundamentals of New Testament Textual Criticism*. Grand Rapids: William B. Eerdmans, 2015.
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- Vanhoozer, Kevin J., Craig G. Bartholomew, and Daniel J. Treier, eds. *Theological Interpretation of the Old Testament: A Book-by-Book Survey*. Grand Rapids: Baker Academic, 2008.
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- Wallace, Daniel B., ed. *Revisiting the Corruption of the New Testament: Manuscript, Patristic, and Apocryphal Evidence*. Grand Rapids: Kregel Academic & Professional, 2011.
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- Yarchin, William. *History of Biblical Interpretation: A Reader*. Grand Rapids: Baker Academic, 2004.
- Zuck, Roy B. *Basic Bible Interpretation: A Practical Guide to Discovering Biblical Truth*. Colorado Springs: David C. Cook, 1991.



In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a strike through the font and replacement or new information is placed in italics.

Course Requirements and Assignments

Reading Assignments (15%): The course text forms the foundation upon which lectures are built, thus it is imperative that students thoughtfully read assigned chapters prior to the beginning of class each Tuesday. The percentage of assigned reading completed will be reported at the beginning of class on will be reported to the professor each Tuesday during the Zoom check-in session discussed below. If a student is unable to attend class on a particular day, the percentage of assigned reading completed must be reported to the professor via email prior 9:30 AM on the specified day if credit is to be received.

Assignments (20%): No change to this requirement. Since this course is intended to provide the student with both knowledge and skills associated with biblical hermeneutics, homework will be assigned as identified on the Course Schedule below, to be submitted in Canvas (unless otherwise instructed) by the start of class on Tuesday of the indicated week. These assignments not only help the student to meet specified course requirements, but are designed to help the student acquire skills necessary to successfully complete their hermeneutics project (see below). In preparation for assignments and the hermeneutics project, the student is required to select a biblical passage, in consultation with the professor, by the date specified on the “**Course Outline/Calendar**” below. No late assignments will be accepted, except as approved by the professor on a case by case basis.

Quizzes: No change to this requirement. It is not expected that quizzes will be given in this course, but the professor reserves the right to administer quizzes as deemed appropriate.

Exams (30%): No change to this requirement. There will be a midterm and a final exam in this course. The midterm exam will cover required reading and lesson material discussed up to that point in the course. The final exam will cover the remaining required reading and lesson material as well as significant concepts presented during the first portion of the course.

Hermeneutics Project (25%): No change to this requirement. Students will be required to produce a 12-15 page, detailed examination of a selected biblical passage. The passage to be examined must be approved by the professor by the date indicated on the “**Course Outline/Calendar**” below. The student is to demonstrate both understanding *and use* of the “Interpretive Journey” as presented in the course text, class discussions, and course assignments. In addition to the course text, the student must use *at least* three additional sources such as books and journal articles. All sources used in this project *must be properly cited* as indicated in the *Criswell College Manual of Style* (CCMS), 3rd ed., available online at http://www.criswell.edu/current_students/library/, as well as in print form on reserve at the Wallace Library circulation desk. With the exception of online journal articles, no internet sources are to be used. This project must include a title page and be generally structured as identified in the CCMS. A bibliography is *not required*. The total page count for this project does not include the title page or bibliography (if included).

Class Participation (10%): Students must show up on time and must be adequately prepared to contribute to the conduct of class sessions. This may be demonstrated by asking questions, interacting with the professor and/or other students during class discussions, and/or by responding to questions posed by the professor. As one needs to be present in order to participate in class discussions, absences will affect the class participation grade.

As a consequence of our inability to meet on campus due to Covid-19 restrictions, students will participate in online discussions in lieu of classroom dialogue. Discussions will be conducted as follows:

- The professor will post an item for discussion on Canvas for which all students must provide an appropriate response.
- Once the student has provided a response to the professor's post, he/she must then interact with the post of at least two other students as well as respond to comments relating to his/her own post. Keep in mind that these posts are intended to promote discussion, and thus grades for these discussions will reflect the quality and thoughtfulness of these interactions.
- Your postings should reflect a) facts, b) logical reasoning, c) be related to the topic, d) be written well, and e) give other students adequate time to respond.
- While it is acceptable to disagree with the posts of either the professor or another student, disagreement must be civil and gracious. Remember: challenge the thought/idea, not the person.
- When posting, be sure to present your thoughts and point of view clearly, concisely, and graciously. Try to avoid sharing your personal opinions if you cannot back them up biblically or by citing other appropriate sources.

- Your initial posts should be adequate to answer the initial question or comment posted by the professor, but not be too lengthy: at most 200-300 words. As well, responses/interactions need not be overly lengthy but should be adequate to answer questions raised or interact with comments provided. Remember, your interaction with the work of others needs to be more than simply "good job," "I agree," or similar short responses. You should phrase your interaction with others in a way that requires a response. For example, you might ask a question, or perhaps ask them to elaborate on a particular point raised in their post. Again, the goal of these interactions is quality discussion.

- Make sure and check discussion threads frequently enough to respond to those who interact with your posts.

Class Attendance

In accordance with the course schedule below, students must log in to the Canvas Zoom conference sometime between the hours of 9:30 AM and 10:45 AM each Tuesday and Thursday. During this conference, students will report the percentage of assigned reading completed, and/or report any problems or issues that the professor should be aware of. Additionally, this is a dedicated time during which the student may ask questions relating to personal wellbeing, course conduct, or other issues of concern. As always, the student may contact the professor at jlarsen@criswell.edu any time, an address that is checked multiple times each day.

Remote Class Sessions: Identity and Participation Verification

During the Zoom sessions indicated above, students will be expected to check in using both audio and video. Students having difficulty meeting this requirement must contact the professor in order to work out an acceptable alternative.

Course Outline/Calendar: No changes have been made to original course schedule.