



# On-Campus Course Syllabus

## BIB 505 L1

### Biblical Hermeneutics

### Fall 2022 (8/15-12/9)

#### Class Information

**Day and Time:** Monday 7:30-10:00 PM

**Room Number:** E205

#### Contact Information

**Instructor Name:** Dr. Scott Shiffer

**Instructor Email:** [sshiffer@criswell.edu](mailto:sshiffer@criswell.edu)

**Instructor Phone:** 214-818-1316

**Instructor Office Hours:** [M-F 8:30 AM – 3:30 PM](#)

#### Course Description and Prerequisites

This course will provide a study of the transmission and the translation of the Scriptures as well as the principles and procedures of their interpretation and application.

#### Course Objectives

This course is designed to introduce students to the aforementioned topics. While it will include documented 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 do the following:

1. Outline a brief history of the formation of the English Bible, giving strengths and weaknesses of major modern translations in English.
2. Recognize and define the pertinent issues, fundamental terms, and theological categories that are used when discussing the process of biblical interpretation.
3. Explain 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 a given passage of Scripture using the basic steps of inductive Bible study.

#### Required Textbooks

\* *The Bible*: The professor typically uses the *English Standard Version* in course lectures.

\* Carson, D. A. *Exegetical Fallacies*. 2nd ed. Grand Rapids: Baker, 1996. ISBN: 978-0801020865

\* Corley, Bruce. Ed. *Biblical Hermeneutics: A Comprehensive Introduction to Interpreting Scripture*. 2<sup>nd</sup> Ed. B&H Academic, 2002. ASIN: B002YFC1N8.

\* Duvall, J. Scott, and J. Daniel Hays. *Grasping God's Word*. 4th ed. Grand Rapids: Zondervan, 2020. ISBN: 978-0310109174

#### Recommended Reading

- \* Barton, John, Ed. The Cambridge Companion to Biblical Interpretation. Cambridge University Press, 1999. ISBN: 0521485932
- \* Bush, L. Russ and Tom J. Nettles, Baptists and the Bible. B&H Academic, 1999. ISBN: 978-0805418323
- \* Doriani, Daniel M. Putting Truth to Work: The Theory and Practice of Biblical Application. P&R Publishing, 2001. ISBN: 0875521703
- \* Froehlich, Karlfried. Biblical Interpretation in the Early Church. Fortress Press, 1984. ISBN: 0800614143
- \* Goldsworthy, Graeme. *According to the Plan: The Unfolding Revelation of God in the Bible*. Downers Grove: Intervarsity, 2002. ISBN: 9780830826964
- \* Klein, William W., Craig Blomberg and Robert L. Hubbard, Jr. Introduction to Biblical Interpretation, 3<sup>rd</sup> Ed. Zondervan Academic, 2017. ISBN: 978-0310524175
- \* Plummer, Robert. *40 Questions about Interpreting the Bible*. Grand Rapids: Kregel, 2010. ISBN: 9780825446665
- \* Sproul, R.C. Knowing Scripture. InterVarsity Press, 1977. ISBN: 0877847339
- \* Stuart, Douglas. Old Testament Exegesis: A Handbook for Students and Pastors, 3<sup>rd</sup> Ed. Westminster John Knox, 2001. ISBN: 066422315x

## Course Requirements and Assignments

Quizzes	10%
Exams	20%
Written Assignments	30%
Bible Study	5%
Devotional Presentation	5%
Exegetical Paper	10%
Reading	10%
Class Discussion/Participation	10%
Total	1,000 Pts.

### Course Requirements in Detail:

#### Quizzes:

Quizzes will be given according to the dates on the Course Schedule. Students will have one week to complete each quiz within the specified dates on the course schedule. Quizzes will evaluate the student's familiarity with the reading assignments and course material for each week. Each quiz will consist of true/false, multiple choice, matching, and/or short answer questions. No late quizzes will be accepted.

#### Exams:

There will be a midterm and a final exam in this course. The midterm will cover materials discussed in the first six sessions, and the final will include materials discussed in the last seven sessions. The exams will be made up of true/false, multiple choice, short answer, and essay type questions. The exams are to be closed book and should be completed without the use of notes or other resources.

**Written Assignments:**

Written assignments (12) will demonstrate critical thinking and reflection on the assigned questions each week as they correlate with the material covered in the textbook. Each assignment must be typed and submitted each week by the date indicated on the Course Schedule. Late assignments will be accepted, but there will be a 5-point penalty for each day it is past due. Assignments submitted over one week late will not be accepted.

**Old Testament Bible Study:**

Each student will be responsible to write at least a 2-page, single-spaced, Times New Roman 12-point font Bible Study on an Old Testament text of the student's choosing. The student must receive approval from the professor before commencing the assignment. This will operate on a first-come, first-served basis so that once the text is chosen, it is off limits. The text should be no more than 1 chapter of a book in the Bible. The student should include a title page, which does not count toward the page limit. The student should feel free and creative to present the material as desired, though the following bits of information should be included to permit a fluid study of God's Word. The student should consult Bible Study materials and curriculum online or in the library to gain an idea of what is expected.

## Text

- Do not type out the entire text. Merely reference the text so that the reader can identify where to turn to in the Bible

## Opening story

- This should be a scenario, personal anecdote, historical record, or otherwise that engages the reader and connects to the theme of the biblical text

## Connect the story to the text

- Here connect the scenario with the reader and the reader with the biblical text
- Explain the text and the main point(s) that the text is teaching us
- Don't get too technical here; emphasize the highlights of the text and the grander themes that are being communicated
- Don't get lost in the details
- Perhaps a bit of retelling the story of the text is necessary here
- In the explanation of the text, weave in up to 10 questions for the reader to review and consider and answer while understanding the text
- These questions could be interpretation questions, application questions, personal questions, etc.
- Label your questions 1, 2, 3... for identification purposes
- Leave a line after each question with underlined space (e.g., \_\_\_\_\_) for your reader to answer the question
- It would be best if these questions were imbedded into the overall study as you explain the text. However, a list of questions at the end of the Bible Study is also permitted. It is best not to answer the question for the reader not to hinder reflection and meditation

## Close the Bible Study with a written prayer incorporating the points of the text with the reader's life

- This should be a prayer written in the first person so that the reader could read it aloud and pray that prayer to the Lord

**New Testament Devotional Presentation:**

Each student will be responsible to deliver a 6-7 minute presentation on a NT passage of the student's choice of approximately 4-5 verses of biblical text. The presentation is to be a devotional that could be delivered at a local

church, small group Bible Study, campus student organization, etc. The NT passage/text will have to be approved by the professor before preparation can commence. No two students may present on the same Bible text. This will operate on a first-come, first-served basis so that once the text is chosen, it is off limits. The presentation can include PPT visuals to assist in the explanation of the text, but should not detract from the presenter.

The presentation should follow this pattern:

- Introduction
- Read the text
- Explain your understanding of the text
- Illustrate the text from personal anecdotes or historical records
- Apply the text to the life of a DBU college student
- Closing

Time will be kept and the student should plan to complete the presentation between 6-7 minutes. A sharp grade deduction will be the result if the student's presentation is under or over this time parameter. The student will be graded based upon content and style. Content will count 70% of the total grade, while style will count 30%. The content grade consists of the presenter's depth of understanding of the text, clarity in explanation of the text, effectiveness in illustrating the text, and finally the precision of its application. The style grade consists of the presenter's eye contact, body posture, hand movement, transitions, time-filler words like "like" or "um" etc.

### **Exegetical Paper:**

Each student will be required to write a 15-20 page research page paper (*double-spaced*) that examines one of the following eight issues pertaining to various hermeneutical concerns:

1. Research a particular biblical passage that is heavily disputed among textual critics as to whether it is authentic or not; e.g., Mark 16: 9-20; John 8:1-11, 1 John 5:7.
2. Examine the hermeneutical approaches of a major thinker in Christian history; e.g., Origen of Alexandria, Augustine of Hippo, Thomas Aquinas, Martin Luther, etc.
3. Address modern-day objections to a particular passage in the Torah pertaining to slavery, genocide, marriage or uncleanness regulations. How should the passage of your choice be understood in its original context and in light of the New Testament?
4. Try to resolve a passage in the Old Testament that speaks about God repenting over a decision he made or changing his mind in light of diverging circumstances. How should such a passage be interpreted?
5. Write an exegetical paper that examines the meaning of a particular parable that Jesus told in one of the gospels.
6. Write a paper that examines one particular account that is mentioned by all of the Synoptic Gospels and show how they can possibly be harmonized exegetically.
7. Analyze the way a passage in the Old Testament is interpreted by a New Testament author.
8. Discuss the Old Testament background to a specific image that is prominent in the book of Revelation; e.g., The woman clothed in the sun, the four beasts before God's throne, the slain lamb who makes war with the nations, or Jesus coming in the clouds to judge the world, etc.

The paper will be 8-10 pages in length and written in Times New Roman font (12 Pt.), and it will be double-spaced. Page margins will be one-inch all the way around. The paper will need to include a Title Page and a

Bibliography in addition to the page limit. The paper should be written in Turabian unless approval is granted from the instructor to use a different style of formatting. Your thoughts should be supported by evidence in the paper and your propositions should be substantiated with the use of acceptable academic sources. The paper should be typed with 1 inch margins on each side of the page. Your thoughts should be supported by evidence in the paper. The paper should be typed with 1 inch margins on each side of the page. Refer to the research paper grading rubric to see how the research will be evaluated.

Student should choose to use the resources that are available in the Wallace Library and may access them at: [http://www.criswell.edu/current\\_students/library/](http://www.criswell.edu/current_students/library/)

The paper will be evaluated according to the following criteria in addition to the rubric below:

1. Content: The paper must be clearly defined and cover the material under consideration. It must be written in a logically coherent and readable manner, which includes an introduction, a body of the paper in which the ideas are developed, and then a conclusion. In addition, a bibliography of the works cited must be included at the end as well.
2. Research: At least 10 sources must be used and proper citation given. No Internet sources may be used other than on-line journals. Likewise, at least 3 sources must be essays found in theological journals, anthologies, and/or dictionaries. Finally, be aware of the rules against plagiarism that are discussed below.

**Research Paper Grading Rubric:**

Points	W (1) = Weak	D (3) = Developing	A (4) = Acceptable	E (5) = Exemplary
<b>Ideas/Thesis</b> (Does the Paper have a clear thesis statement?, Does the paper do what it claims to do?)	No main topic to theme, no clear purpose, ideas are incoherent	Limited theme, confused purpose, ideas are illogical and do not progress	Clear theme, consistent purpose, ideas are clear and progress	Engaging and confident theme, clear and enriching purpose  Reasoned progression of sophisticated ideas
<b>Parts of a Paper</b> (Does the paper have a clear introduction and conclusion? Are footnotes cited properly? Is there an appropriate cover page? Is the Bibliography correct? )	Few elements of formatting are correct, some are missing	Elements are present, but not clear, errors in formatting	Elements are present with few errors in formatting	Elements are present, clear, and free of errors
<b>Organization</b> (Is the paper well organized? Does it stay on Task? Are the writer's thoughts clear and easy to follow?)	Opening not present, no transitional phases, no paragraph breaks, no closing	Opening does not identify main idea, attempted inappropriate transitions, paragraphs unrelated or illogical, closing	Opening identifies main ideas, transitions sometimes missing, paragraphs related with	Opening draws reader into concern for main idea, ideas flow together, fascinating transitions, paragraphs purposeful and

		does not address the main ideas	correct breaks, closing addresses main ideas	focused, fascinating closing synthesizing main ideas
<b>Evaluation/ Evidence/ Claims</b> (Are the claims made by the writer supported with good academic resources? Does the writer present enough evidence to prove his or her claims?)	No appropriate information presented, no attempt to evaluate information	Information presented with inaccuracies, attempts judgment based on opinion	Accurate and appropriate information, compare and contrast strengths and weaknesses	Detailed accurate and compelling, several perspectives with synthesis
<b>Argumentation/ Analysis</b> (Does the writer deal effectively with the counterarguments? Does the writer analyze the evidence of the counterarguments as well as the arguments that support the thesis?)	No attempt to argue position	Limited and weak attempt to argue position	Focused and clear argument	Engaging and compelling arguments
<b>Application</b> (How does the research apply to the topic at hand? How does the topic apply to the church or the life of the believer?)	No attempt to apply information	Limited ineffectual attempt at application	Common and expected application	Unexpected, insightful application
<b>Grammar</b> (Are there few grammatical mistakes? Are there any spelling mistakes?)	Frequent mechanical and grammatical errors	Occasional mechanical and grammatical errors	Few mechanical and grammatical errors	Very few mechanical and grammatical errors
<b>Voice</b> (How are you conveying your point?, Is the writing academic or conversational?)	Consistently inappropriate for genre, many variations in writer's attitude	Occasionally inappropriate for genre, a few variations in writer's attitude	Voice is consistently appropriate for genre, very rare variations in writer's attitude	Perfectly and creatively tailored, perfectly tailored attitude
<b>Vocabulary</b> (Word Choice)	Careless, inappropriate, inaccurate, trite, vague, flat	Unvaried, unsure, common, redundant	Varied and appropriate, clear meaning	Purposeful, precise, effective and engaging, interesting and brilliance in meaning
<b>Fluency/Sentence Structure</b> (Are the sentences complete as opposed to fragmented? Is the format of the paper	Frequent run-ons and fragments, no variety, many	Some run-ons and fragments, little variety, some lack of	Simple compound sentences, no run-ons or	Varied and complex sentences, fluent transitions, no

consistent? Is there a title page, a table of contents, and a bibliography? Is the paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered?)	misplaced and dangling modifiers	agreement, some misplaced and dangling modifiers	fragments, few misplaced and dangling modifiers	misplaced and dangling modifiers
<b>Total Points:</b>				

**Reading:**

Students will be asked in session 13 to share what percentage of the required reading was completed from the textbooks. They will select the answer most closely associated with the amount of reading completed.

**Class Participation/Class Discussion:**

Students must show up on time and participate in the class discussion by asking questions, sharing experiences, providing insight, or answering questions asked by the professor. Students may receive up to 10 points per class session and up to 12 points when the discussion is utilized within Blackboard.

**When Online:**

In order to receive full credit for class participation every week, each student must respond to the professor's Class Discussion question for that week by Wednesday at 11:55 P.M. of that week. Next, the student must respond to at least two other students' posts by Friday at 11:55 P.M. of that same week. Finally, the student must answer any questions that are asked of him/her by other students by Sunday at 11:55 P.M. in your time zone at the end of that week. Please be courteous to other classmates by not waiting until the last minute each week to post on the Discussion Board.

**Additional Discussion Board Guidelines (Maria Puzziferro):**

- An acceptable post to the Discussion Board would contain accurate, original, and relevant comments. The comments should stimulate additional thought about the issue being discussed. A simple "I agree" or "I disagree" will not be counted as an adequate comment.
- Your postings should reflect a) facts, b) logical reasoning, c) be related to the topic, d) be written well (no spelling errors, etc.), and e) be on time. Try to avoid sharing your personal opinions if you cannot back them up with facts and/or statistics.
- You may certainly express your views and beliefs in the context of the discussion topic, but DO NOT use your views to attack others. Simply use your best judgment and treat others with respect. This will be important to bear in mind as we discuss very sensitive and controversial issues.
- Read the assigned chapters before you post your response to the question so that you can tie in the main ideas and facts in the readings to your postings.
- You will be evaluated on the quality and thoughtfulness of how you present your point of view. A quality message is well thought out, clearly presented, and well-formulated.
- When posting, be sure to present your thoughts and point of view in an unbiased way. You can and should cite evidence for your assertions where appropriate. Use your textbook, and other selected web resources as educational aids.

- Your postings should be clear, yet concise. Please do not feel as though you have to write a lot. Think quality over quantity.
- Please try to keep messages to one paragraph (150-200 words), if possible.
- Once you have posted, check back frequently to see if anybody has responded to you.

## Course/Classroom Policies and Information

### 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.

### Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

### Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week/ Date	Topic	Reading	Assignments	Due Date
Week 1 August 15	Introduction Bible Translations The interpretive Journey	GGW: Preface- Chapter 2  BH: Preface- Chapter 1	Assignment 1	August 21
Week 2 August 22	Reading Sentences, Paragraphs, and Discourse	GGW: Chapters 3- 5  BH: Chapters 2- 3	Assignment 2  Quiz 1	August 28
Week 3 August 29	Context: Historical-Cultural, Literary, and Word Studies	GGW: Chapters 6- 9	Assignment 3  Quiz 2	September 4
September 5	Labor Day			September 11
Week 4 September 12	Historical Hermeneutics	BH: Chapters 4- 7  EF: Preface- Chapter 2	Assignment 4	September 18
Week 5 September 19	Historical Hermeneutics	BH: Chapters 8- 11	Assignment 5	September 25

		EF: Chapters 3-5		
Week 6 September 26	Authority, Inspiration and Language	BH: Chapters 12-16	Midterm Exam	October 2
Week 7 October 3	Meaning and Application	GGW: Chapters 10-13	Assignment 6	October 9
October 10	Student Development Week			October 16
Week 8 October 17	New Testament Letters and Gospels	GGW: Chapters 14-15 BH: Chapters 21-22	Assignment 7 Devotional Presentation	October 23
Week 9 October 24	New Testament Acts and Revelation	GGW: Chapters 16-17 BH: Chapter 23	Assignment 8 Quiz 3	October 30
Week 10 October 31	Old Testament Narrative and Law	GGW: Chapters 18-19 BH: Chapters 17-18	Assignment 9	November 6
Week 11 November 7	Old Testament Poetry, Prophets, and Wisdom	GGW: Chapters 20-22 BH: Chapters 19-20	Assignment 10 Bible Study	November 13
Week 12 November 14	Exegesis to Proclamation: Theological Formulation and Contextualization	BH: Chapters 24-25	Assignment 11 Quiz 4	November 20

November 21	Fall Break			November 27
Week 13 November 28	Exegesis to Proclamation: Criticisms and Sermons	BH: Chapters 26-28	Exegetical Paper Due	December 4
Week 14 December 5	Final Exam Week		Final Exam	December 9

## Selected Bibliography

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- Alter, Robert. *The Art of Biblical Narrative*. Basic Books, 1983.
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