



Online Course Syllabus

BIB 505 L1

Biblical Hermeneutics

Spring 2024

Contact Information

Instructor Name: Dr. Tamra J. Sanchez

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Instructor Phone: (817) 343-4132

Instructor Office Hours: M-F 9:00 – 11:30 a.m., 1:30 – 4:00 p.m. Contacting me first is best, either by email or voicemail. Include: (1) the general topic (e.g., question about ____, request appointment, etc.) and (2) whether you prefer a phone call or Zoom meeting.

Course Description and Prerequisites

An advanced study of the transmission and translation of the Scriptures and of the principles and procedures of their interpretation and application.

Course Objectives

By the end of this course, each student should be able to:

1. Study the Bible with increasing depth of love for the triune God who reveals Himself therein and for the people who bear His image – both those who desperately need the gospel and those who need good biblical instruction and training.
2. Articulate a coherent overview of the history of the Bible's composition, transmission, and canonization.
3. Summarize key moments in the history of the Bible's translation into English.
4. Explain the differences among English translations and effectively guide others in (a) selecting a translation for a particular purpose, (b) appropriately using multiple translations for studying and teaching the Bible, (c) navigating contemporary controversies involving translation procedures and priorities.
5. Read Scripture more effectively, and guide others to do so, by identifying the genre(s) involved and applying interpretive principles and guidelines appropriate for those genres.
6. Follow a comprehensive exegetical process as the basis for faithful ministry applications of the Scriptures.
7. Avoid misinterpreting Scripture by applying sound hermeneutical principles and knowledge of the interpretive process and by carefully giving attention both to biblical and contemporary readers' cultural perspectives.
8. Explore what God is communicating through the intertextual themes that connect the Old and New Testaments, and apply insights appropriately.

Required Textbooks

A hard copy of [the Bible](#) (i.e., printed as a book), preferably one that is *not* a study Bible. This physical Bible should be the one you use when you teach or preach.

Clémenceau, Laurent. *The Old and the New: Christ as the Center of Both Testaments*. Translated by Damon Di Mauro. Peabody, MA: Hendrickson, 2022. ISBN: 9781496475145

Fee, Gordon D., and Mark L. Strauss. *How to Choose a Translation for All Its Worth*. Grand Rapids: Zondervan, 2007. ISBN: 9780310278764

Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. 3rd Edition. Grand Rapids: Baker Academic, 2020. ISBN: 9781540960313

Meade, John D., and Peter J. Gurry. *Scribes & Scripture: The Amazing Story of How We Got the Bible*. Wheaton, IL: Crossway, 2022. ISBN: 9781433577895

Strauss, Mark L. *How to Read the Bible in Changing Times: Understanding and Applying God's Word Today*. Grand Rapids: BakerBooks, 2011. ISBN: 9780801072833

Course Requirements and Assignments

The final grade for this course will be determined by the total number of points earned out of 1,000 possible points (divided by 10) distributed as follows:

(1) Weekly Assignments **10 of these, 25 points each** **250 points**

These assignments will vary but typically include (1) steps toward the completion of the larger assignments, (2) reflection on, response to, and/or enrichment of the week's assigned reading and/or class meeting, (3) additions to students' course glossary and bibliography. As a set, these assignments touch on all course objectives.

DUE: Completed weekly assignments must be posted in Canvas by 11:59 p.m. on Friday of Weeks #2, 3, 4, 5, 6, 7, 8, 12, 13, 15.

(2) Exegetical Paper **250 points**

This assignment assesses especially Objectives # 5, 6, and 7 and involves guided research.

This paper represents the culmination of the exegetical and research process conducted in the Weekly Assignments. It will form the basis for writing the Practical Ministry Project.

Drawing from a particular biblical genre that has been assigned, each student will select a text dealing with prayer.

- PAPER (100 points) must be submitted to Canvas by 11:59 p.m. on Thursday of Week #10.

Length: 4,000 words (approximately 15 double-spaced pages) *plus* endnotes and bibliography.

(3) Contribution to Biblical Genre Handbook **100 points**

In conjunction with the research performed for the Exegetical Paper, each student will conduct guided research on the assigned biblical genre. Students will synthesize their research and shape it according to a prescribed template as a "chapter" in this collaborative handbook for interpreting biblical genres. This assignment assesses especially Objectives # 5, 6, and 7.

DUE: by 11:59 p.m. on Friday of Week #11

(4) Practical Ministry Project

150 points

Using primarily the exegetical paper as a basis, students will produce a sermon manuscript or Bible lesson for a specific audience. Other ministry applications for this assignment can be substituted *in advance* and *with professor's approval*. This assignment assesses especially Objectives # 1, 5, 7, and 8.

DUE: Must be posted in Canvas by 11:59 p.m. on Tuesday of Final Exam Week (Week #15).

(5) Book Forum

150 points

Book assignments will be determined during the class meeting for Week #3. Each student will read one of the following books, but all four will be represented in our forum. Specific reading guidelines and instructions for preparation for the forum (including rubric) will be provided along with the book assignment. This assignment assesses especially Objectives # 1, 7, and 8.

NOTE: This forum will be scheduled in advance as an extended class meeting during Week #14.

>>> 6:00-9:00 p.m. on Monday, April 29 <<<

- ❖ Hall, Christopher A. *Reading Scripture with the Church Fathers*. Downers Grove, IL: InterVarsity Press, 1998.
- ❖ McCaulley, Esau. *Reading While Black: African American Biblical Interpretation as an Exercise in Hope*. Downers Grove, IL: IVP Academic, 2020.
- ❖ Richards, E. Randolph, and Brandon J. O'Brien. *Misreading Scripture with Western Eyes: Removing Cultural Blinders to Better Understand the Bible*. Downers Grove, IL: IVP Books, 2012.
- ❖ Richards, E. Randolph, and Richard James. *Misreading Scripture with Individualist Eyes: Patronage, Honor, and Shame in the Biblical World*. Downers Grove, IL: IVP Academic, 2020.

(5) Final Exam

100 points

An "open book" series of questions due by midnight on Friday, May 10.

Online Course Information

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college's Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch asynchronously
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,

- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

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.

Course/Classroom Policies and Information

In addition to the policies and information outlined above and below, please note the following policies:

- **ANNOUNCEMENTS**: Students are responsible for accessing and heeding announcements posted for this course.
- **QUESTIONS**: If you have *any* questions about the course – including its content, assignments, expectations, procedures, your grade, or anything else relevant to the course – please *do not hesitate* to contact me. However, for some questions, *first* consulting this syllabus, course materials (e.g., assignment instructions and rubrics) and other resources provided by Criswell College may prove to be efficient and considerate.
- **ATTENDANCE**: In addition to the paragraph below on “Attendance,” note that a student’s formal attendance in (“showing up for”) this course will be marked (and points earned or lost) according to each week’s requirements. The assignments for this course are structured and sequenced to maintain student engagement in and regular attendance to the course content. The course is deliberately designed to maximize student participation and accountability, which naturally result in maximal achievement of the course objectives.
- **STAYING UP TO DATE, ON TIME**: To stay up to date with the course and fully to achieve the objectives, submitting assignments on time is crucial. An assignment submitted after its due date/time will be penalized 5 points per day, beginning the day due. For example, if a student submits an assignment due by 9:00 a.m. on a Tuesday morning *after 9:00 that morning*, the maximum grade for it will be 20 points instead of 25. If the assignment is submitted more than 24 hours later (after 9:00 the next morning), the maximum grade will be 15 points, and so on.
- **PLAGIARISM**: Carefully note the paragraph below on “Academic Dishonesty.” Students are expected vigilantly to avoid plagiarism of any kind and therefore to seek out information and ask questions as needed to maintain unquestionable academic integrity. *No credit* will be given for assignments deemed to be the work (in part or whole) of someone (or *something*) other than the student or, for particular assignments, other than the collaborating team.

Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Grading Scale

A	93-100	4.0 grade points per semester hour
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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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Course Outline/Calendar

FS = Fee and Stuart

O&N = *The Old and the New*

SS = *Scribes & Scripture*

Week # (Mon. date)	Lecture / Class session focus	Required Reading, Assignment Due
TEXT		
1 (1/16 – Tues.)	Words and the Word Biblical hermeneutics & spiritual formation Christian presuppositions	Gorman: 3-16, 26-35, 37-43, 205-10 SS: 17-23 (Introduction) FS: 119-31 (Ch. 9: “Issues of Style and Format”) O&N: 1-3 (Intro.), 5 (Qs), 7-14 (“Creation and New Creation”)
2 (1/22)	Language(s) of Scripture Roles of language in Scripture, life, ministry Tools and principles for using biblical languages	DUE 1/23: Weekly Assignment #1 Gorman: 44, 69-72 (Ch. 3: “Survey”), 213-20, 267-68, 315-19 FS: 19-23 (Ch. 1: “The Need for Translation”) 25-41 (Ch. 2: “The Meaning and Task of Translation”) 111-18 (Ch. 8: “The Question of the Original Text”) O&N: 15-21 (“Adam and New Adam”)
3 (1/29)	Text(s) of Scripture “Analytical” approaches to exegesis	DUE 2/2: Weekly Assignment #2 Gorman: 221-27, 259-64 SS: 27-48 (Ch 1: “Writing the Bible”) 51-82 (Ch. 2: “Copying the Old Testament”) 83-104 (Ch. 3: “Copying the New Testament”) O&N: 23-29 (“A Family Story”)
4 (2/5)	Canon(s) and Context(s) Canonical approaches Literary considerations	DUE 2/9: Weekly Assignment #3 Gorman: 75-87 (Ch. 4: “Contextual Analysis”), 227-32, 269 SS: 107-31 (Ch. 4: “Canonizing the OT to the Reformation”) 133-45 (Ch. 5: “The OT in the Reformation Period”) 147-65 (Ch. 6: “Canonizing the New Testament”) O&N: 31-39 (“Old and New Covenant”)
5 (2/12)	Words of Scripture Guidance for word studies	DUE 2/16: Weekly Assignment #4 Gorman: 89-107 (Ch. 5: “Formal Analysis”), 232-33 FS: 45-60 (Ch. 3: “Translating Words”) 61-75 (Ch. 4: “Translating Figurative Language”) O&N: 41-47 (“One People: Israel and New Israel”)
6 (2/19)	Author(s) of Scripture	DUE 2/23: Weekly Assignment #5 Gorman: 109-34 (Ch. 6: “Detailed Analysis”) 234-50, 269, 315-19 O&N: 49-55 (“Land, Homeland, and New Earth”)

7 (2/26)	Theological Exegesis “Engaged” approaches to exegesis	DUE 3/1: Weekly Assignment #6 Gorman: 139-49 (Ch. 7: “Synthesis”), 250-56, 270 153-84 (Ch. 8: “Reflection—Theological Interpretation”) O&N: 57-64 (“Exodus and New Exodus”)
8 (3/4)	Readers and Hearers	DUE 3/8: Weekly Assignment #7 Gorman: 16-26, 264-66, 274-314 (Appendix C) O&N: 65-69 (“Prophets and <i>the Prophet</i> ”)
SPRING BREAK		
9 (3/18)	Translation(s) of Scripture Relevance for ministry	(Nothing due this week) SS: 169-90 (Ch. 7: “Early and Medieval Bible Translation”) 191-207 (Ch. 8: “English Bible Translation to the King James”) 209-23 (Ch. 9: “The English Bible after King James”) 225-35 (Ch. 10: Conclusion) FS: 135-43 (Ch. 10: “A Brief History of the English Bible”) O&N: 71-77 (“Sacrifices and <i>the Sacrifice</i> ”)
10 (3/25)	Translation Issues Ministry applications	DUE 3/28: Exegetical Paper Gorman: 50-65, 270-72 FS: 77-83 (Ch. 5: “The Greek Genitive: A Problem of Its Own”) 87-95 (Ch. 6: “Cultural Issues in Translation”) 97-107 (Ch. 7: “Gender and Translation”) 145-57 (Ch. 11: “Contemporary Bible Versions”) O&N: 79-85 (“Priests and <i>the Priest</i> ”) C. Kavin Rowe, “The Doctrine of God Is a Hermeneutic” (pp. 155-69 in <i>The Bible as Christian Scripture</i> , ed. Seitz and Richards)
11 (4/1)	Hermeneutic(s)	DUE 4/5: Biblical Genre “chapter” O&N: 87-92 (“Temple and <i>the Temple</i> ”) Peer reading, evaluation of class’s handbook on biblical genres *** <i>Book Forum reading</i> ***
12 (4/8)	Context(s) and Contextualization	DUE 4/12: Weekly Assignment #8 O&N: 93-99 (“David and New David”) *** <i>Book Forum reading</i> ***
13 (4/15)	Application	DUE 4/19: Weekly Assignment #9 O&N: 101-107 (“Wisdom and <i>the Wise One</i> ”) *** <i>Book Forum reading</i> ***
14 (4/22)	Interpreting Scripture across Cultures	4/22: Book Forum Strauss: 207-44 (Ch. 8: “When Cultures Collide”) O&N: 109-116 (“The Servant of the Lord”)

15
(4/29)

**Vocabulary of Christian
Hermeneutics**

DUE 5/3: Weekly Assignment #10
Strauss: 69-92 (Ch. 4: “A Heart-of-God Hermeneutic”)
93-105 (Ch. 5: “Seeking the Heart of God in Dialogue”)
O&N: 117-23 (“The Son of Man”)
125-34 (“When All the Threads Come Together”)

16
(5/6)

FINAL EXAMS WEEK

DUE 5/7: Practical Ministry Project
DUE 5/10: Final Exam

Selected Bibliography

Extensive bibliography is available in Gorman’s text. Additional sources will be added as we move through the course.