



# Online Course Syllabus

## BIB 505 L1

### Biblical Hermeneutics

### Spring 2025

#### Contact Information

**Instructor Name:** Dr. Tamra J. Sanchez

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

**Instructor Phone:** (817) 343-4132

**Instructor Office Hours:** M-W-F 8:30 – 11:00 a.m.; Mon. and Fri. 1:30 – 3:30 p.m. Otherwise, I will do my best to be flexible. 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. Develop an outline for presenting a coherent overview of the history of the Bible's composition, transmission, and canonization, including key moments in the history of the Bible's translation into English.
3. 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.
4. Follow a comprehensive exegetical process as the basis for faithful ministry applications of the Scriptures.
5. Avoid misinterpreting Scripture (a) by applying sound hermeneutical principles and knowledge of the interpretive process and (b) by carefully giving attention both to biblical and contemporary readers' cultural perspectives.
6. 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

Gordon, Bruce. *The Bible: A Global History*. New York: Basic Books, 2024. ISBN: 9781541619739

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

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. ISBN: 9780830837823

- **Consistent access either to Turabian or Chicago is necessary for this course.** (See “Research Writing and Standards” section below.)

## 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:

<b>(1) Weekly Assignments</b>	<b>10 of these, 25 points each</b>	<b>250 points</b>
-------------------------------	------------------------------------	-------------------

These assignments will vary but typically include:

- (1) reflection on, response to, and/or enrichment of the week’s assigned reading and/or class meeting
- (2) steps toward the completion of the larger assignments, including research/reading logs
- (3) additions to and applications of 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 3:00 p.m. on Tuesday of Weeks #2, 3, 4, 5, 6, 7, 8, 10, 11, 12.

<b>(2) Attendance</b>	<b>15 hours, 5 points each</b>	<b>75 points</b>
-----------------------	--------------------------------	------------------

See “Online Course Information” below. We will schedule **at least** 15 hours of “direct faculty interaction” online. For this course, meeting weekly for an hour will be most beneficial to students’ sustained progress in successfully completing the major assignments. Students will have input as we add sufficient Zoom meetings to the course calendar, but we will give first consideration to Tuesday evenings. Attendance (as described in the section on “Attendance” below) will be awarded *up to* 5 points for each of these 15 hours. If additional Zoom sessions are scheduled with required attendance, students will be informed of the impact on their grade.

## **(2) Exegetical Paper**

**325 points**

This assignment assesses especially [Objectives # 4, 5, and 6](#) and involves guided research.

This paper represents the culmination of the exegetical and research process described in Michael J. Gorman's *Elements of Biblical Exegesis* and will form the basis for writing the [Practical Ministry Project](#).

- **NOTE:** Students should plan to spend time with library resources as directed for this assignment.

Research will be a major part of the coursework, so I strongly encourage planning ahead.

DUE: Must be posted in Canvas by **11:59 p.m. on Thursday, May 1 (Week #14)**.

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

## **(4) Practical Ministry Project**

**250 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, 4, 6, and 7](#).

DUE: Must be posted in Canvas by **11:59 p.m. on Wednesday, May 14, of Final Exam Week (Week #16)**.

## **(5) Final Exam**

**100 points**

An "open book" series of practical application questions due by **11:37 p.m. on Friday, May 16**.

## **Online Course Information**

In an online course at Criswell College:

1. To meet 25–30% of the direct faculty interaction required by the college's Credit Hour policy, instructors and all students enrolled in an online course will meet at scheduled class times throughout a semester/term using the video conferencing app, Zoom, found in the left-hand global menu in Canvas. Student cameras must remain on during the entirety of these video-conferencing sessions. (In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*.)
2. The remaining direct faculty instruction is delivered using other means such as:
  - Lectures/instruction for students to watch at their convenience but in accordance with assignment due dates
  - 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 Management System (LMS). In online courses at Criswell College, instructors 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 with the students rather than by broadcasting to a class email listserv outside of Canvas.
- use Zoom in Canvas for all “live” (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.

## Identity Verification

Students enrolled in online courses must verify their identity through the term for each course. Identity confirmation occurs through scheduled video conference calls, scheduled submission of assignments, quizzes or exams, participation in online discussions, student/instructor communication, and a picture ID submitted in the Canvas profile. For instructions on how to upload a profile picture, [click here](#).

## 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 in Canvas 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.
- **STAYING UP TO DATE, ON TIME:** To stay up to date with the course and fully 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 a Weekly Assignment due by 3:00 p.m. on a Tuesday afternoon *after 3:00 that afternoon*, the maximum grade for it will be 20 points instead of 25. If the assignment is submitted more than 24 hours later (after 3:00 p.m. the next day), the maximum grade will be 15 points, and so on.
- **PLAGIARISM:** Carefully note the sections below on “Academic Dishonesty” and “Course Policy on the Use of Artificial Intelligence (AI).” Students are expected vigilantly to avoid plagiarism *of any kind* and therefore to seek out information and ask questions as needed to maintain unquestionable personal and 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.

## 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 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 “live” (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 an online 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

			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.”

**NOTE:** No end-of-semester extensions (i.e., “Incompletes”) will be granted for students taking Criswell College courses through Acadeum.

## Academic Honesty

Academic honesty is essential to the integrity of the College’s academic programs and to the success of its students. Defining and addressing academic dishonesty helps to ensure the maintenance of academic honesty among students.

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/her own,
- failing to credit sources properly in written work.

## Course Policy on the use of Artificial Intelligence (AI)

Given the particular content of this course and the particular academic context in which it is conducted, students are expected to do their own reading and original writing for all assignments. Consequently, generative AI tools must not be used (a) to circumvent the reading requirements, (b) to avoid the personal interaction with texts that is necessary for interpretation, or (c) to substitute AI results for thoughtful writing produced entirely by the human student. To do (a) is a form of cheating, robbing yourself of the benefits and satisfactions of reading. To do (b) is tantamount to refusing to relate to the authors and/or Author of the texts. To do (c) is a form of plagiarism involving self-deception and dishonest representation of oneself to others. Please see the sections above titled “Course/Classroom Policies and Information” (specifically, “Plagiarism”) and “Academic Dishonesty” for the consequences of misusing AI tools as described and for the institution’s position on cheating and plagiarism. Questions and dialogue are welcome.

## **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.

**NOTE:** Acadeum students should have their Home Institution contact Criswell's Acadeum Student Contact and [acadeum@criswell.edu](mailto:acadeum@criswell.edu)

## **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.

## Resources and Support

**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 can be found 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

**BGH** = *The Bible: A Global History*

**FS** = Fee & Stuart

**O&N** = *The Old and the New*

<b>Week #</b> <b>(Mon. date)</b>	<b>Focus</b>	<b>Required Reading / Assignment Due</b>
<b>1</b> (1/21 – Tues.)	<b>Words and the Word</b>	<b>BGH:</b> Introduction, Ch. 1: “Becoming a Book” <b>Gorman:</b> Appendix D <b>O&amp;N:</b> Introduction, “Questions,” Ch. 1: “Creation and New Creation”
<b>2</b> (1/27)	<b>Language(s) of Scripture</b>	<b>DUE 1/28:</b> Weekly Assignment #1 <b>BGH:</b> Ch. 2: “Tongues of Fire” <b>FS:</b> Ch. 1: “The Need for Translation” Ch. 2: “The Meaning and Task of Translation” <b>O&amp;N:</b> Ch. 2: “Adam and New Adam”
<b>3</b> (2/3)	<b>Text Selection for Exegesis</b>	<b>DUE 2/4:</b> Weekly Assignment #2 <b>FS:</b> Ch. 8: “The Question of the Original Text” <b>Gorman:</b> Ch. 2: “The Text” 213-20 (“Resources for Understanding the Text”) 267-68 (“1. Preparation”) <b>O&amp;N:</b> Ch. 3: “A Family Story”

<p><b>4</b> (2/10)</p>	<p><b>Translation(s) of Scripture</b></p>	<p><b>DUE 2/11:</b> Weekly Assignment #3  <b>FS:</b> Ch. 9: "Issues of Style and Format"  Ch. 11: "Contemporary Bible Versions"  <b>Gorman:</b> Ch. 1: "The Task"  205-13 ("Resources for Understanding the Task")  Appendix B  <b>O&amp;N:</b> Ch. 4: "Old and New Covenant"</p>
<p><b>5</b> (2/17)</p>	<p><b>Process of Writing the Exegetical Paper</b></p>	<p><b>DUE 2/18:</b> Weekly Assignment #4  <b>Gorman:</b> Ch. 3: "Survey"  268 (2. "Initial exegesis" / a. "Survey," (only i - ii)  221-27 ("3. Resources for Surveying the Text")  251-56 ("8. Resources for Reflection – Theological Interpretation")  <b>FS:</b> Ch. 3: "Translating Words"  Ch. 4: "Translating Figurative Language"  <b>O&amp;N:</b> Ch. 5: "One People: Israel and New Israel"</p>
<p><b>6</b> (2/24)</p>	<p><b>Power of Scripture</b></p>	<p><b>DUE 2/25:</b> Weekly Assignment #5  <b>BGH:</b> Ch. 5: "Renaissance and Reformation"  <b>FS:</b> Ch. 10: "A Brief History of the English Bible"  <b>O&amp;N:</b> Ch. 6: "Land, Homeland, and New Earth"</p>
<p><b>7</b> (3/3)</p>	<p><b>Context(s) of Scripture</b></p>	<p><b>DUE 3/4:</b> Weekly Assignment #6  <b>BGH:</b> Ch. 6: "Science and Reason"  <b>Gorman:</b> Ch. 4: "Contextual Analysis"  227-32 ("4. Resources for Contextual Analysis")  269 ("b. Contextual analysis")  <b>O&amp;N:</b> Ch. 7: "Exodus and New Exodus"</p>
<p><b>8</b> (3/10)</p>	<p><b>Victorious Vernacular</b></p>	<p><b>DUE 3/11:</b> Weekly Assignment #7  <b>BGH:</b> Ch. 7: "The King James Bible"  Ch. 8: "The Transatlantic Bible"  <b>O&amp;N:</b> Ch. 8: "Prophets and <i>the</i> Prophet"</p>

**SPRING BREAK**

<p><b>9</b> (3/24)</p>	<p><b>Formal Analysis Biblical Genres</b></p>	<p><b>(Nothing due this week)</b>  <b>BGH:</b> Ch. 9: "The American Bible"  <b>Gorman:</b> Ch. 5: "Formal Analysis"  232-33 ("5. Resources for Formal Analysis")  269 ("c. Formal Analysis")  Appendix C: Sample Exegesis Paper #3  <b>O&amp;N:</b> Ch. 9: "Sacrifices and <i>the</i> Sacrifice"</p>
----------------------------	---	--

<b>10</b> (3/31)	<b>Detailed Analysis</b>	<b>DUE 4/1:</b> Weekly Assignment #8 <b>Gorman:</b> Ch. 6: “Detailed Analysis” 234-50 (“6. Resources for Detailed Analysis”) 269 (“d. Detailed Analysis”) <b>FS:</b> Ch. 6: “Cultural Issues in Translation” <b>O&amp;N:</b> Ch. 10: “Priests and <i>the Priest</i> ”
<b>11</b> (4/7)	<b>Synthesis</b>	<b>DUE 4/8:</b> Weekly Assignment #9 <b>Gorman:</b> Ch. 7: “Synthesis” 250 (“7. Resources for Synthesis”) 270 (“e. Synthesis”) Ch. 10: “Exegesis and the Exegete” <b>Misreading:</b> Introduction Part 1: “Above the Surface” + Ch. 1-3 <b>O&amp;N:</b> Ch. 11: “Temple and <i>the Temple</i> ”
<b>12</b> (4/14)	<b>Reflection</b>	<b>DUE 4/15:</b> Weekly Assignment #10 <b>Gorman:</b> Ch. 8: “Reflection—Theological Interpretation” 250-56 (“8. Resources for Reflection . . .”) 270 (“f. Reflection”) Appendix C: Sample Exegesis Paper #1 <b>O&amp;N:</b> Ch. 12: “David and New David”
<b>13</b> (4/21)	<b>Relevance for Ministry</b>	<b>Gorman:</b> Ch. 9: “Expansion and Refinement” 270-72 (“3. Research”) <b>O&amp;N:</b> Ch. 13: “Wisdom and <i>the Wise One</i> ”
<b>14</b> (4/28)	<b>Application</b>	<b>DUE 5/1: Exegetical Paper</b> <b>Misreading:</b> Part 2: “Just Below the Surface” + Ch. 4-6 <b>FS:</b> Ch. 7: “Gender and Translation” <b>O&amp;N:</b> Ch. 14: “The Servant of the Lord”
<b>15</b> (5/5)	<b>Cultural Intelligence</b>	<b>Misreading:</b> Part 3: “Deep Below the Surface” + Ch. 7-9 Conclusion <b>O&amp;N:</b> Ch. 15: “The Son of Man” Ch. 16: “When All the Threads Come Together”
<b>16</b> (5/12)	FINAL EXAMS WEEK	<b>DUE 5/14: Practical Ministry Project</b> <b>DUE 5/16:</b> Final Exam

## Selected Bibliography

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