I. Course Objectives

- The first part of the course concerns the theological basis of interpreting the Bible, whereas the second division of the courses focuses on the exegetical method. Students will develop a method that will furnish them with an ability to interpret Scripture.

II. Texts


III. Course Requirements

- **Course Grading Scale**
  - Weekly Assignments 30%
  - Quizzes 25%
  - Reading 30%
  - Classroom Participation/Attendance 15%
Weekly Assignments- For the second portion of the course, students will be required to turn in weekly assignments. These assignments will cover that week’s topic. Late assignments will result in one letter grade per class.

Reading- Students are required to read from the course textbooks. The professor will ask how much was read from Beale (Handbook) at the end of each online quiz. Reading must be completed at the time of the quiz. Students do not receive credit if the reading is late. Poythress (In the Beginning) is required to be read by May 2.

“Barbarians”- Though this class is tailored for MDiv students who have a working knowledge of Greek, it is possible for those who do not know Greek to take the class. “Non-Greek” students are required to do all the assignments except translations. Additional reading will be assigned to non-Greek students, however. When doing discourse analyses, non-Greek students must take their translation from NASB (1995).

Quizzes- Students will take online quizzes based on the reading.

In-Class Computer Use- Students are prohibited from using computers during class.

Attendance- Each student is expected to attend all lectures, which comprises 15% of the total grade. Students who have more than two unexcused absences will be penalized 5 points off the total grade. Presbytery meetings and all conferences (ETS/SBL, T4G, Twin Lakes, etc.) are unexcused. Students should consult their calendar at the beginning of the semester and discuss any conflicts with the professor. Any additional unexcused absences will result in 5 more points, and so on. If you are sick or have a family emergency, you must email the professor asap.

<table>
<thead>
<tr>
<th>0-2 Unexcused Absences</th>
<th>No Penalty</th>
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<tbody>
<tr>
<td>3-5 Unexcused Absences</td>
<td>-5 Points</td>
</tr>
<tr>
<td>6-8 Unexcused Absences</td>
<td>-10 Points</td>
</tr>
<tr>
<td>9-11 Unexcused Absences</td>
<td>-20 Points</td>
</tr>
</tbody>
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Grading Scale: The grading scale for this course is the seminary’s grading scale. You may find it listed at the RTS Catalog, p.44.

IV. Assigned Reading/Lecture Topic

January 28 Guest Lecture-Bruce Baugus

February 4 Guest Lecture-Bruce Baugus

February 11 Guest Lecture-Bruce Baugus
February 18 Discourse Analysis

February 25 Research Methods: Using Cross References
Quiz #1: Beale, pgs. 95-102

March 4 Use of the OT in NT-Part 1
Weekly Assignment #2: D.A./Translation of 1 Peter 1:22-25
Short Essay Question: Write a half-page summary (16 sentences) of the immediate OT context of Isa 40:6-8 (single spaced). Also, trace the cross references of Isa 40:8 (stay within the book of Isaiah) and write a half-page (16 sentences) analysis of your findings.
Quiz #2: Beale, pgs. 41-54

March 11 SPRING BREAK

March 18 Use of the OT in NT-Part 2
Weekly Assignment #3: D.A./Translation of Eph 5:29-32
Short Essay Question: Write a one-page summary (32 sentences) of the immediate OT context of Gen 2:24 and its hermeneutical use in the NT text (analogical, abiding authority, etc.). Be sure to justify your conclusions regarding the hermeneutical use of Gen 2:24.
Reading: Beale, “Primary Ways the New Testament Uses the Old Testament,” 55-93
Quiz #3: Beale, pgs. 55-93

March 25 Making Observations
Reading: Beale, “A Case Study Illustrating the Methodology of This Book,” 133-148
Short Essay Question: Write a one-page summary (32 sentences) of the immediate OT context of Hos 11:1 and its hermeneutical use in the NT text (analogical, abiding authority, etc.). Be sure to justify your conclusions regarding the hermeneutical use of Hos 11:1.
Quiz #4: Beale, pgs.133-148

April 1 Translation Comparison

April 8 Dictionaries and Maps
Weekly Assignment #6: D.A./Translation/Comparison of 1 Corinthians 15:50-53

April 15 The Use and Abuse of Commentaries
Short Essay Question: Using a few dictionaries, write two-paragraphs (16 sentences) on the Festival of Tabernacles and one paragraph (8 sentences) on its significance in John 7:1-5. The essay will, therefore, be three single-spaced paragraphs.

April 22 From Text to Sermon-Part 1
Weekly Assignment #8: D.A./Translation/Comparison/Consult Commentaries on Gal 1:15-17.
Short Essay Question: Using two major commentaries (New International Greek Testament Commentary, Word Biblical Commentary, Zondervan Exegetical Commentary, New International Commentary on the New Testament), compare and contrast your conclusions based on your D.A. of Gal 1:15-17 to the commentaries. Look for similarities and differences between your D.A. and what you find in the commentaries. The commentary may not use “DA lingo,” but it will interact, to some degree, with the logical flow of the text. Your essay should be at least three single-spaced paragraphs (24 sentences).

April 29 From Text to Sermon-Part 2
Weekly Assignment #9: D.A./Translation/Comparison/Sermon Outline on Galatians 2:19-21. Your sermon outline must be at least ¾ of a page and include three sub points per main point and three illustrations.
Reading: Poythress, In the Beginning, pgs. 9-300.
### Course Objectives Related to M.Div. Student Learning Outcomes

<table>
<thead>
<tr>
<th>MDiv Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
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<tr>
<td><strong>Scripture</strong></td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Strong</td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Moderate</td>
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<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student's sanctification.</td>
<td>Moderate</td>
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<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Minimal</td>
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<td><strong>Winsomely Reformed</strong></td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Minimal</td>
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<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Moderate</td>
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<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Minimal</td>
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<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Moderate</td>
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<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Minimal</td>
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