AZUSA PACIFIC UNIVERSITY
C.P. HAGGARD GRADUATE SCHOOL OF THEOLOGY
Course Instruction Plan

Prepared by: John E. Hartley, Ph.D. Fall 2004
Course: GBBL 511 Seminar in Biblical Interpretation 4 Units

Description: A study of general principles of Biblical interpretation with special emphasis on the types of literary forms and their significance for the hermeneutical task.

Mission Statement of the University:
Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Potential Outcomes: students will have opportunity to
1. Practice the principles of English Bible study.
2. Practice the skill of making observations on a variety of texts.
3. Do some structural outlines.
4. Use of several biblical dictionaries.
5. Become acquainted with a way of analyzing Hebrew poetry.
6. Write two theological essays.
7. Write two ethical essays.
8. Become acquainted with the messages of Amos and Hosea.
9. Discover the basic principles of form criticism.
10. Become acquaintance with the principles of doing a biblical word study.

Requirements: 1. The texts are W. W. Klein, C. L. Blomberg, and R. L. Hubbard, Jr., Introduction to Biblical Interpretation and D. Thompson, Bible Study that Works. Supplemental texts are G. Tucker, Form Criticism of the Old Testament and M. Silva, Biblical Words and their Meaning.
2. There needs to be a balance between reading about hermeneutics and the application of principles of interpretation to the biblical text. Each week selected passages will be assigned for study, putting into practice a particular step of the inductive method. Each student is expected to spend 4.5-5.5 hours each week on the biblical passage. No more than 5.5 hours will receive credit in a given week. Each assignment submitted will be evaluated from 1-5 points. The qualitative value will be multiplied by the number of hours spent on the assignment (e.g. 4 hours x 3 = 12 points). Additional points will be given for reading in secondary books on hermeneutics. Each 15 pages read or (1/2 hour) will receive one point. No more than 5 points a week will be credited to reading. A student should set a reading goal of at least 60 pages per week. To receive this credit the student must report the material read in correct bibliographic form. No lesson submitted will count as having completed the requirements for any given week’s lesson that does not have at least 7.5 hours of work.

Grading: Final grade 350+ = A; 340-300 = B; 285-250 = C; 245-210 D; 205> F. The spaces between the respective grades in the numbering system allows for the assigning of pluses and minuses to grades depending on how a particular class did. Any student may propose a contract for a different procedure of grading. A student may turn in no more than two late lessons without penalty. There will be an inductive final that will receive up to 25 points. Each student must submit 12 complete lessons that in total cover all parts of the three steps of the inductive method for two assigned chapters of the Bible. Any of the substeps under each step (except the number of steps of observation) not being done results in a penalty of 7 points per step omitted (for sections assigned in outlining the penalty will be 4 points). Failure to do a section of observation results in a penalty of 20 points. An optional thirteenth lesson may be submitted and the point total counts toward the final grade. A lesson never turned in results in a loss of 50 points per lesson. Also students may not submit for credit an essay done under understanding unless all steps of the concentration have been completed. Students need to use correct citation of
sources used. (In doubt check this web site). An assignment submitted with incorrect citations will be penalized from 1-5 points.

Each lesson needs to be clearly identified on the first page (see the models at the end of the syllabus). A student is to keep a copy of every lesson graded as a record in case there is any miscalculation of the points earned. Thus it is critical that the cover sheet to each lesson be accurate.

Unless a student files the proper form requesting an incomplete, the grading system closes at the final exam. No material submitted after that date may be used in determining the final grade for the course. The grade can only be changed after that date as the result of a discovery that the professor has made a miscalculation in determining the grade.

Since the design of this class is to learn by doing in a series of defined steps, no incomplete will be granted to any person who has failed to submit three of the twelve lessons, or in clearly extenuating circumstances four, lessons by the final exam. If an incomplete is granted in this course the "incomplete form" must be filled out by the final exam. Any student who has not successfully completed twelve assignments and taken the final examination receives a failing grade.

**Plagiarism:** Anyone who plagiarizes (i.e., presents as one's own work something which has been taken from someone else) will receive an automatic zero on that piece of work and a warning. A second like offense will result in an "F" for the final course grade. While collaboration is good, the passing off somebody else’s work as your own (because you copied it out of a book, paraphrased it out of a book, copied another student’s paper or any portion of that student’s paper, whether student is currently in the class or not, bought a paper from a research paper service, downloaded it from the internet, wrote down ideas that someone else was dictating to you, recycled an essay written by someone else, or had someone else rewrite your paper for you) is plagiarism. Following are some definitions:

1. **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
   - Students completing any examination should assume that external assistance (e.g., books, notes, calculators, and conversations with others) is prohibited unless specifically authorized by the instructor.
   - Students may not allow others to conduct research or prepare work for them without advance authorization from the instructor.
   - Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

2. **Fabrication** - Intentional falsification or invention of any information or citation in an academic exercise.

3. **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

4. **Plagiarism** - Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

**Tuition** The student is responsible to check the official university calendar as to the last day to drop this class and as the last day to withdraw. The student must be aware of the financial responsibilities that attend making any of these changes.

**Disabilities:** Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an advisor in the Learning Enrichment Center (LEC) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements. (The LEC does not provide assessment for students who have a suspected learning disability. Students are required to obtain this information from an outside source such as a licensed psychologist or qualified educational therapist.) Students may not delay in initiating disability verification at the entry into enrollment in the course.

**Late Exams:** No possibilities save for serious illness. Final Exam: Monday, Dec. 13, 2004 during class time.
Attendance: Attendance in class is most important. In each of the classes in the first half of the semester the professor presents a specific step or two of the inductive method that the student puts into practice in the next assignment. In missing any of these classes the student will lose some orientation to the process and will not be able to submit a weekly lesson that attains the highest standard. Some students who miss any of these weeks find that they are at a loss and need to drop the course. The student who misses a class is fully responsible on their own for all material presented in that class. A student who misses more than three classes is encouraged to withdraw from the course. Students who miss the first class session will not be admitted as members of the class.

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BIBLIOGRAPHY

I. Method - Basic

II. Method - Philosophical
III. Social Application

IV. Literary Criticism

V. Form Criticism

VI Redaction Criticism

VII. Rhetorical Criticism

VIII. Structuralism

IX. Hebrew Poetry

X. Textual Criticism

XI. Biblical Theology

**XII Typology**


**XIII. Backgrounds**


**XIV. Introductions to the Old Testament**


**XV. Prophets**


**XVI. Encyclopedias and Dictionaries**


**XVII. Theological Dictionaries**


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**Lesson Assignments for the Semester**

**Inductive Assignment 1 due September 20**

**Reading:**
- D. Thompson, *Bible Study that Works*, pp. 11-43, 106-109

**Inductive:**
- recording observations of all of Amos from each reading of the entire book
- most students will do 3 to 5 readings

**Inductive Assignment 2 due September 27**

**Reading:**
- D. Thompson, *Bible Study that Works*, pp. 44-47.
- R. A. Traina, *Methodical Bible Study*, on survey and observations and charts

**Inductive:**
- survey all of Amos 2.5-3 hours, picking up the survey at the step you finished assignment #1 with reading you left off
- number the observations recorded with this continuation number
- be sure to have completed the steps on questions, divisions by the end of this survey time
- survey Amos 7:1-8:3 3 -2.5 hours
- work methodically form step 1 through to the point your time is exhausted
- make a chart either of the Book of Amos or Amos 7:1=8:3

**Inductive Assignment 3 due October 4**

**Reading:**
- elective from bibliography section I.

**Inductive:**
- survey all of Amos 1x ½ to ¾ hour
- Amos 7:1-8:3 2 times 1-1 ¾ hours
concentration on Amos 7:1-8:3  2 ½ - 3 hours
  #1 key words
  #2 key verse give reason
  #4 outline Amos 7:1-6

Inductive Assignment 4 due October 11

Reading:
D. Thompson, *Bible Study that Works*, pp. 49-61 (optional).
elective

Inductive:
concentration on Amos 7:1-8:3
  outline Amos 7:10-17  2 hrs
  #3 list theological themes ½ hour
  #8 poetic analysis of 7.9, 16-17 ½ hour
  survey all 1 Kgs 12 one time and
  survey 1 Kgs 12:25-33 2-3 times 1½-2 hrs
  #5 if there is time you may begin work with introductions; you may include reading time under
  reading if need be or you may do this step in one of the next two lessons

Inductive Assignment 5 due October 18

Reading:
R. Traina, *Methodical Bible Study*, pp. 97-135 on questions
article by Campbell on outlining
elective

Inductive:
  outline Amos 7:7-9 and 8:1-3 1½ hrs
  concentration #10 connective terms 1 hr
  concentration #6 encyclopedic work 1½-2 hrs
  additional poetry analysis Am 5:4-5, 6.4, 3:14-15, 5.10-11

Inductive Assignment 6 due October 25

Reading:
D. Thompson, *Bible Study that Works*, pp. 65-84
elective

Inductive:
  finish concentration of Amos 7:1-8:3
  #7 cultural-historical 1 hr
  #8 interpretive question 2 hr
  you may start survey of all of Hosea 2-3 hr

Inductive Assignment 7 due November 1

Reading:
D. Thompson, *Bible Study that Works*, pp. 85-100.
elective

Inductive:
  write message essay on Amos 7:1-8:3
  start survey of all of Hosea
Inductive Assignment 8 due November 8

Reading:
G. Tucker, *Form Criticism of the Old Testament.*
 elective

Inductive:
write values essay on Amos 7:1-8:3
work through hand out on analogies
continue or start survey steps for all of Hosea

Inductive Assignment 9 due November 15

Reading:
M. Silva, *Biblical Words,* ch. 4-5
H.-J. Zobel, "Hesed," *TDOT* 5:45-64.
 elective

Inductive:
survey all of Hosea at least 1 time; for others finish the steps of survey  1¾ hrs
survey Hosea 11:1-11, noting in assignment clearly the findings for each reading  2 hrs
concentration Hosea 11:1-11
  outline Hos 11:5-7  1 hr
  concentration #1, #2, #3  ¾ hr

Inductive Assignment 10 due November 22

Today the professor is attending the annual meeting of the Society of Biblical Literature
An assignment is due; it needs to be submitted to Ms. Barbara Hayes, faculty secretary by Wednesday morning Nov. 24.

Reading:
M. Silva, *Biblical Words*
 elective

Inductive:
concentration on Hosea 11:1-11
  outline Hos 11:1-4  2 hr
  concentration steps #5, #6, #8  3½ hr

Inductive Assignment 11 due November 29

Reading:
 elective

Inductive:
concentration on Hosea 11:1-11
  outline Hos 11:8-11  1-1½ hrs
  concentration steps #6 (finish), #8, #9  4-4½ hrs

Inductive Assignment 12 due December 6

Reading:
other selections:
articles on typology in  C. Westermann, ed. *Essays on OT Hermeneutics.* Richmond:  John Knox, 1966:
  W. Eichrodt, "Is Typological Exegesis an Appropriate Method?"
  G. von Rad, "Typological Interpretation of the Old Testament."
  W. Zimmerli, "Promise and Fulfillment."
chapters on typology in
A.B. Mickelsen, *Interpreting the Bible.*

**Inductive:**
write message essay of Hosea 11:1-11
survey Hosea 12:1-6
include a reading or place in the inductive assignment where you have noted how Hosea makes use of
Jacob’s experience to move the audience.
those who work faster may survey all of Hosea 12 and proceed with concentration steps

**Inductive Assignment 13  due December 13**

**Reading:**
elective

**Inductive: 13**
finish all steps of inductive study for Hosea 11
some may write values essay
others will have more steps to finish
those who have done all of Hosea 11 are to go ahead either
with Hosea 12 or 12:1-6
Pattern for the Front Page of Each Assignment Submitted
an example, reading done recorded by pages read

Assignment I

James Joseph  

Reading:
  Traina, R. A.  *Methodical Bible Study: A New Approach to Hermeneutics*.  

TOTAL 42

Hours spent on inductive assignment 5.5  

observations of Amos steps 1-5

Or if you record the reading done by hours

Assignment I

James Joseph  

Reading:
  Traina, R. A.  *Methodical Bible Study: A New Approach to Hermeneutics*.  

TOTAL (hours) 2.2

Hours spent on inductive assignment 5.5  

observations of Amos steps 1-5