Biblical Hermeneutics

(BT 5208)

Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth. 2 Timothy 2:15

Assignment-syllabus

Course Description: BT 5208 Biblical Hermeneutics - A study of the principles of biblical interpretation from a historical-grammatical, contextual viewpoint with emphasis on the unity of scripture as the inspired history of redemption. The history of interpretation, interpretive principles, and contemporary issues of interpretation will be considered. Special attention will be given to the interpretation of the forms of biblical history, narrative, literature, law, poetry, prophecy, parables, and prophecy.

Program: Master of Divinity
Professor: Stephen T. Hague
Location: Faith Theological Seminary, 529 Walker Avenue, Baltimore, MD, 21212
Contact: shague@faiththeological.org
Time/Dates: Spring, 2015– Tuesdays, Jan 27 – May 5, from 9:00-11:30 am

The General Curriculum Program Learning Objectives of this Course:
As part of the Faith Theological Seminary curriculum this course is designed to assist the student in achieving the following objectives of the curriculum:

1. To proclaim the full truthfulness of the Word of God to challenge all forms of unbelief, including philosophical naturalism and determinism, postmodernist relativism, historical-critical hermeneutics, and all such that undermine confidence in the inerrant Word of God.
2. To gain in biblical and theological knowledge, recognizing the Word of God as the ultimate authority for life and godliness.
3. To increase in the ability to interpret scripture adequately and faithfully, and to develop critical thinking skills and problem solving abilities.

The Specific Student Learning Objectives of this Course (in relation to the general objectives above):
After successful completion of this course the student will have increased in

1. Love of God, his word, and of proclaiming his word.
2. Skills of interpreting and preaching the word of God.
3. Understanding the history of interpretation and proper principles of interpretation.
4. Understanding the correlations between interpretation and theology, revelation and history, culture and scripture, interpreter and text, genre and meaning, language and meaning, and philosophy and
5. Discernment of error, fallacies, and truth in interpretation.  
6. Understanding of sound/unsound exegetical principles, genre, terminology, interpretive problems, current hermeneutical issues.  
7. Understanding and appreciation of Reformational hermeneutical principles of sola scriptura.  
8. Understanding the redemptive-historical meaning of scripture and the Christocentric nature of all revelation.

Curriculum Objectives and Demonstration of Learning

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<tr>
<th>Course assignments</th>
<th>Related Course Objectives</th>
<th>% of Course Grade</th>
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</table>
| **1. Readings** PLO 1,2,3 SLO 1,2,3,4 | **Required Reading:** to learn basic background & principles of Hermeneutics  
**Recommended Reading:**  
| **Quizzes** PLO 1,2,3 SLO 1,2,3,4 | **On reading:** to complement the lectures on major hermeneutical issues, read Graeme Goldsworthy, *Gospel Centered Hermeneutics* | 25% |
| **2. Writing** PLO 1,2,3 SLO 1,2,3,4,5,6 | **Write:** to find application for principles learned. One exegetical-theological exposition on a biblical text applying appropriate hermeneutical principles learned in class (include a syntactical diagram of the text). (10-15 pages double-spaced). To plagiarize = F for course, of course | 25% |
| **3. Final** PLO 1,2,3 SLO 1,2,3,4,5,6 | **Review:** to reflect on, and apply, what was learned in the course  
On course lecture content and readings from *Gospel Centered Hermeneutic*. | 25% |

Information Resources and Technology Needed for this Course:  
- Purchase the *Gospel Centered Hermeneutic* text above before class begins.  
- Email me in advance for the OneDrive link to the class Syllabus-notes. *Bring to class the course-syllabus notes in hard-copy or digitally on a device*.  
- Information technology for use in this course: Logos Bible, Bible Works, or other equivalent Bible software program for doing research and exegesis.

“When wisdom enters the heart, knowledge is pleasant to the soul,” Prov. ii. 10
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Preparation</th>
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<tbody>
<tr>
<td>1.January 27</td>
<td>Introduction</td>
<td>• Bring to class the course-syllabus in hard-copy or digitally</td>
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<td>2.February 3</td>
<td>Course-syllabus</td>
<td>• Quiz on chapter 1-2 Gospel Centered Hermeneutics</td>
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<td>3.February 10</td>
<td>Course-syllabus</td>
<td>• Quiz on chapter 3-4 Gospel Centered Hermeneutics</td>
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<td>4.February 17</td>
<td>Course-syllabus</td>
<td>• Quiz on chapter 5-6 Gospel Centered Hermeneutics</td>
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<td>5.February 24</td>
<td>Course-syllabus</td>
<td>• Quiz on chapter 7-8 Gospel Centered Hermeneutics</td>
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<td>6.March 3</td>
<td>Course-syllabus</td>
<td>• Quiz on chapter 9-10 Gospel Centered Hermeneutics</td>
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<td>7.March 10</td>
<td>Course-syllabus</td>
<td>• Quiz on chapter 11-12 Gospel Centered Hermeneutics</td>
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<td>8.March 17</td>
<td>Course-syllabus</td>
<td>• Quiz on chapter 13-14 Gospel Centered Hermeneutics</td>
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<td>9.March 24</td>
<td>Course-syllabus</td>
<td>• Quiz on chapter 15-16 Gospel Centered Hermeneutics</td>
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<td>10. April</td>
<td>Course-syllabus</td>
<td>• Quiz on chapter 17-18 Gospel Centered Hermeneutics</td>
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<td>11. April 14</td>
<td>Course-syllabus</td>
<td>• Quiz on chapter 19 of Gospel Centered Hermeneutics</td>
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<td>12. April 18</td>
<td>Spring Seminar</td>
<td>• Exegetical-expository paper due</td>
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<td>13. April 21</td>
<td>Course-syllabus</td>
<td>• Final Review on course-syllabus notes</td>
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<td>14. April 28</td>
<td>Course-syllabus</td>
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<td>15. May 5</td>
<td>Course-syllabus</td>
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March 30-April 4 Spring Break

Policies and Procedures:
- It is expected that the student will be on time for all classes. Repeated lateness is not acceptable: 3x late = 1 absence; one unexcused absence will result in a lowered course-grade.
- Class participation will be expected. Non-participation is not acceptable.
- Cell phones and similar electronic devices will be turned off or silent.
- No in-class texting, web-surfing, gaming. Computer use for in-class work only.
- Late assignments are graded “F” unless a variance is granted for extenuating circumstance: e.g., illness/death.

FTS Seminary Statement on Academic Dishonesty and Plagiarism: Plagiarism means representing any work (including “original” ideas and opinions) as your own that is not your own. All information, quotes, and paraphrasing from all sources must be properly documented. All work submitted for this course must be your own and written exclusively for this course. Academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work. It includes, but is not limited to:
- Cheating – giving or receiving answers on assigned material, using materials or aids forbidden by the instructor, alteration of academic records, unauthorized possession of examinations, falsification of admissions, registration or other related college materials, or any other intentional use or attempted use of unauthorized materials, information, or study aid.
- Plagiarism – the offering of someone else’s work, words, or idea as one’s own or using material from another source without acknowledgement. Exclusive use of internet web sites for research content is discouraged. All references must be cited, NO paraphrased information. It is best to use the library databases/books for all research.
- Interference – interfering without permission with the work of another student either by obtaining, changing or destroying the work of another student.
- Buying or selling of term papers, homework, examinations, laboratory assignments, computer programs, etc.
- Falsifying of one’s own or another’s records.
- Knowingly assisting someone who engages in A-E above.

Committing plagiarism may result in the following consequences:
Faculty may impose the following disciplinary actions within the context of a course,
- lowering of a grade or failure for a particular assignment.
- lowering of a grade, failure and/or dismissal from the course.

The Division Dean or Campus Administrator responsible for the student’s curriculum may impose harsher measures within the context of the seminary such as:
- disciplinary probation may include a limitation on credits, mandatory repeat of a course, etc.
- suspension from a curriculum.
Reading % Sheet for Biblical Hermeneutics (PH 521)

Name is signature: __________________________ honestly read the following percentage of:

- D.L. Jeffrey, “(Pre) figuration: Masterplot and Meaning in Biblical History,” in Bartholomew, Evans, and Healy, Behind the Text, pp. 363-393. (30 pages) (on OneDrive): _____
- Class-Syllabus notes (mostly in-class work): _____

Total Reading: _____

Due Dates:
- Exegetical-expository paper: April 28
- Reading % Sheet: May 5
- Final review: May 5

Any practical suggestions for improving this class, or comments about the class, can be added here:

Please send hard-copies of this reading sheet and all writing assignments to:

STEPHEN T. HAGUE
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EMAIL: SHAGUE@FAITHTHEOLOGICAL.ORG