

**Course:** BI 115 CUA  
Course Name: Bible Study/Hermeneutics (CUA)  
**Credit:** 3 Semester Hours  
**Semester:** Fall 2020, Cycles 2-3 (August 17-December 11)  
**Time:**  
**Instructor:** Ian Bacon [ian.bacon@calvary.edu](mailto:ian.bacon@calvary.edu)  
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## I. DESCRIPTION

An introduction to Bible study methods from a dispensational framework, including inductive study involving the steps of observation, interpretation, application, and correlation. The course is designed to clarify progressive revelation, biblical covenants, and the distinction between church and Israel, which is expressed in a premillennial theology.

*\* This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

## II. OBJECTIVES

### A. General competencies to be achieved:

1. Discover a new appreciation for the wonder and precision of God's Word (PLO 1,3) (A 1,2,3,4,5,6,7)
2. Develop a competence in interpretation of Scripture that will enhance a lifetime of service to our Lord (PLO 1,2,3,4,5) (A 1,2,3,4,5,7)
3. Discern the complexities involved in correctly interpreting Scripture from a Biblical Hermeneutic (PLO 1,2,3,4,5) (A1,2,3,4,5,6,7)
4. Determine the indispensable nature of inductive Bible study for faith and practice, for life and ministry (PLO 1,2,3,4,5) (A 1,2,3,4,5,6,7)
5. Demonstrate a knowledge of the distinction between hermeneutics and exegesis (PLO 1,2,5) (A 7)

<p><b>Our Mission: To prepare Christians to live and serve in the church and in the world according to a Biblical worldview</b></p>
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**B. Specific competencies to be achieved:**

1. Acquire skills in the inductive method of Bible study that will lead to accurate exposition of the Word of God, and then to personal application (PLO 1,2,3,4,5) (A 1,2,3,4,5,6,7)
2. Learn to apply the grammatical-historical-contextual principles of hermeneutical analysis to the whole of Scripture (PLO 1,2,3,4,5) (A 1,2,3,4,5,6,7)
3. Demonstrate skill in analyzing words, verses, segments, and books of Scripture (PLO 1,2,3,4,5) (A 2,3,4,7)
4. Demonstrate skill in dealing with different genres of Scripture (PLO 1,2,3,4,5) (A 4,7)
5. Learn new ways to study the Bible for personal devotions (PLO 1,2,3,4,5) (A 2,3,4,6,7)

**III. ASSIGNMENTS**

**Assignment #1: Discussion Board Post # 1**

The student will participate in EIGHT discussion board posts with classmates. The instructor will issue a prompt through Canvas the week of the assignment that the student is to respond to. The student will write a 500-word post about the topical question the instructor issues. This initial post is to be completed no later than Wednesday of the week of the assignment. Then the student is to give a 250-word response to TWO classmates' posts. The response is due no later than Sunday of the week of the assignment.

The first discussion board post will be due: **WEEK 2**

**Assignment #2: Discussion Board Post #2**

Due **WEEK 4**

**Assignment #3: Interpretative Projects (150 points)**

The student will complete eight projects that involve the interpretive skills gained through the course.

**Project 1:** Do a Bible book background of Jonah

**Project 2:** Do an outline of one chapter of Jonah

**Project 3:** Write an outline on what Paul says about giving from 2 Corinthians 8-9

**These projects will be due WEEK 6**

**Assignment #4: Discussion Board Post #3**

**Due WEEK 6**

**Assignment #5: Discussion Board Post #4**

**Due WEEK 8**

**Assignment #6: Discussion Board Post #5 (150 points)**

**Due WEEK 10**

**Assignment #7: Discussion Board Post #6 (150 points)**

**Due: WEEK 12**

**Assignment #8: Interpretative Projects 3-6 (150 points)**

**Project 4:** Write 50 observations on the book of Jonah

**Project 5:** Answer 50 questions on the book of Jonah

**Project 6:** Do a character study on Barnabas in the Bible

**These projects will be due WEEK 12**

**Assignment #9: Discussion Board Post #7**

**Due WEEK 14**

**Assignment # 10: Discussion Board Post #8**

**Due WEEK 16**

**Assignment #11: Reading of the Textbooks (100 points)**

The student will read through the textbooks assigned for the course. This assignment will be **due WEEK 16**

**Assignment #12: Interpretative Projects 7-8 (150 points)**

**Project 7:** Write out 20 applications for your life from the book of Jonah.

**Project 8:** The student will write an application paper on one of the parables of Jesus that will be 2 pages in length (double spaced). In the paper, explain the context and meaning of the parable and give an application for our lives. Use a minimum of 4 references (including the textbooks). Use Times New Roman font (size 12). The application paper will be

These projects will be **due WEEK 16**

**IV. METHODS**

- A. In-class methods:** listening to lectures, participating in class discussions, and note-taking.
- B. Out-of-class methods:** reading, writing, research. Additional material may be added to Canvas by the instructor that the student will be required to read.
- C. Grading (final grade based on total points). See grading scale in college catalogue**

	<b>Points</b>
1. Reading of the Textbooks.....	100
2. Interpretative Projects .....	450
3. Discussion Board Posts.....	450
<b>Total</b>	<b>1000</b>

**V. Materials**

**A. Bible**

See “**Bible is required textbook**” statement below. My preferred translation is the NASB.

**B. Textbooks**

- a) Hendricks, Howard G. and William Hendricks. *Living by the Book*. Chicago: Moody Publishers, 2007, ISBN: 9780802408235 Retail: \$18.99

- b) Zuck, Roy B. *Basic Bible Interpretation*. Wheaton, IL: Victor Books, 1991. ISBN: 0896938190. Retail: \$26.99.

## **VI. Policies**

- A. The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- B. All class papers** must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2015 update.
- C. Late Assignments:** Assignments will be lowered **15%** if not turned on in on the due date.
- D. Plagiarism:** *Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.* Any assignment that includes plagiarism will receive a zero (0) grade.
- E. Disabilities:** *Students with disabilities have the responsibility of informing the DSS Director ([dss@calvary.edu](mailto:dss@calvary.edu)) of any disabling condition that may require support.*
- F.** The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
- G. Classroom Decorum:**
- Drinks** may be taken to class, but spills must be cleaned up by the student who brought the drink into the classroom.
  - Laptops** are only to be used for note taking; any student caught using a laptop for any other purpose will no longer be allowed to bring the laptop to class.
- H. Class Attendance:**

**BI 115 Bible Study/Hermeneutics  
Syllabus, Fall 2020, Cycles 2-3**

-All students are expected to attend all scheduled classes

-Each student is allowed one “Personal Day.” After one personal day, each day missed will result in a full letter grade drop off the final grade for the class.

-If you are out for a school function, those absences are excused.

-Any appeal of the attendance policy MUST BEGIN with the instructor prior to going to the ACC (Matthew 18:15).

**-Blended students:** You must watch the video for each class and write a summary of each class watched. Submit the summaries to the instructor for each week in the following Monday. This is how attendance is counted for blended students.

**VI. CLASS SCHEDULE**

Weeks 1-2: Introduction	Hendricks: pgs. 13-50 Zuck: pgs. 9-75
Weeks 3-4: Context/Observation	Hendricks: pgs. 51-65 Zuck: 76-142
Weeks 5-6: Reading Well	Hendricks: pgs. 66-99
Weeks 7-8: Reading Well	Hendricks: pgs. 100-144
Weeks 9-10: Observation	Hendricks: pgs. 145-195
Weeks 11-12: Interpretation	Hendricks: pgs. 199-226 Zuck: pgs. 143-193
Weeks 13-14: Interpretation	Hendricks: pgs. 229-272 Zuck: pgs. 194-278
Weeks 15-16: Application	Hendricks: pgs. 273-373 Zuck: pgs. 279-292