



15800 Calvary Rd
Kansas City, MO 64147

Syllabus

COURSE: BI607 E/EN Hermeneutics/Inductive Bible Study
CREDIT: 3 Semester Hours
SEMESTER: Fall 2022 (Cycle 2) [August 22 – October 14]
TIME: Monday (6:00-9:00 pm)
[Meets in CABRE 100]
INSTRUCTOR: Dr. Thomas S. Baurain
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I. DESCRIPTION

This course examines the steps of inductive Bible study (observation, interpretation, application, and correlation) and equips the student to correctly understand and interpret the Bible using the literal, grammatical, historical method of interpretation. (Catalog)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person. Online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES

- A. General competencies to be achieved. The student:
 1. Discovers the challenging task of correctly interpreting Scripture.
(PLO: 1, 2, 3, 4) [A: 1, 2, 3, 4]
 2. Develops an understanding of the inductive method of Bible study.
(PLO: 1, 2, 3, 4, 5) [A: 1, 2, 3, 4]
 3. Develops skills in applying principles for the accurate interpretation of Scripture. (PLO: 1, 2, 3, 5) [A: 1, 2, 3, 4]
- B. Specific competencies to be achieved. The student will:
 1. Develop skill in recognizing which hermeneutical principles need to be applied to a passage of Scripture. (PLO: 1 – 5) [A: 1, 2, 3, 4]
 2. Demonstrate skill in applying the principles of interpretation. (PLO: 1 – 5) [A: 1, 2, 3, 4]
 3. Demonstrate skill in analyzing epistolary, poetic, parabolic, prophetic, and narrative literature in Scripture. (PLO: 1 – 5) [A: 1, 2, 3, 4]
 4. Develop the skill of inductive Bible study. (PLO: 1 – 5) [A: 1, 2, 3, 4]

III. REQUIREMENTS (subject to revision by the instructor)

Assumptions: One of the basic assumptions of this course is that the student has been exposed to basic Bible study methods, particularly the inductive method. The student should then be able to review the basics, demonstrate ability in the inductive method of Bible study, and apply the principles to the interpretation of Scripture. Another assumption is that the student will work hard to master the skills needed for this course. This is not a theoretical type course; it is a *skill development* course. The student learns how to do inductive Bible study by doing it, not by reading about it. Therefore, the emphasis in this course will be on doing assignments on selected passages of Scripture and discussing the process and results. The assignments are:

1. **Reading:** The student will read three textbooks. The first is by Howard and William Hendricks, *Living by the Book*; the second is by Roy Zuck, *Basic Bible Interpretation*; and the third is by Robert Thomas, *Evangelical Hermeneutics*. The Hendricks text is to refresh us on inductive Bible study and should be read before the class begins. (At the very least, the book should be read by the time the class concludes.) The main text will be the one by Zuck and establishes basic hermeneutics. The Thomas text is supplemental to Zuck and alerts us to what some of the contemporary issues are in evangelical hermeneutics.
2. **Exercises:** The student will complete Bible study exercises for each week in the *Living by the Book Workbook* to develop the skills of observation, interpretation, and application. The work may be completed using the biblical text only (unless specifically directed otherwise in the exercise). CAUTION: DO NOT USE OUTSIDE SOURCES! (Your workbook will self-destruct if you do.) Students will then enter into discussion over the exercises.
3. **Brain Teaser Assignments:** The student will complete seven (7) specific assignments (Brain Teasers) as assigned by the instructor from week to week. These will be in addition to the exercises in the *Workbook* above. These assignments will be typed to hand in. Be prepared to discuss them. No late assignments here. NOTE: Critical thinking is required.
4. **Final Project:** The student will complete either exercise 74 (Book of Ruth) or 75 (Book of James) in the *Workbook*, Part 4, Putting It All Together. Do not do the work in the workbook. Create a file in Word and do the daily study, answering the questions. When completed, upload the file into Canvas. Again, DO NOT USE OUTSIDE SOURCES . . . ESPECIALLY COMMENTARIES . . . UNLESS SPECIFICALLY DIRECTED TO DO SO IN THE WORKBOOK! Remember the self-destruct sequence will still be active.

Housekeeping Issues:

1. 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 Bible (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.*
2. Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.
 3. 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.
 4. The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for 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.
 5. 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, 2019 update.

IV. METHODS

We will utilize lecture, discussion, assignments, projects, research, writing, and student interaction as the methodologies for this course. Remember that this is a skill development course, not merely knowledge acquisition.

Grade determination will be based on the following point system:

Workbook exercises (8 weeks @ 25 pts.)	200 points
Brain Teasers (7 @ 100 pts. Each)	700 points
Final project on Ruth or James	175 points
Reading of textbooks (expected)	100 points

The grade will be determined as a percentage of possible points earned and assigned according to the grading scale in the University Catalog.

V. MATERIALS (required for all students)

- A. An English Bible with clearly indicated paragraph divisions is needed. The NASB/95 will be used by the instructor. The student may use his/her translation of choice. It is recommended that a formal equivalence translation be used. Study Bibles with notes are discouraged (interpret that literally).
- B. Course textbooks
 1. Hendricks, Howard G. and William D. Hendricks. *Living by the Book*. Revised and Updated, Moody Publishers, 2007. (ISBN-13: 9780802408235)
[Retail \$18.99 paperback]
 2. Hendricks, Howard G. and William D. Hendricks. *Living by the Book Workbook*. Moody Publishers, 2007. (ISBN-13: 9780802495389)
[Retail \$16.99 paperback]

3. Thomas, Robert L. *Evangelical Hermeneutics*. Kregel, 2002. (ISBN-13: 9780825438394) [Retail \$28.99]
4. Zuck, Roy B. *Basic Bible Interpretation*. David C. Cook, 1991. (ISBN-13: 9780781438773) [Retail \$26.99 hardback]

VI. COURSE SCHEDULE

		<u>Reading</u>
Week 1	Introduction to the Course Review of Inductive Bible Study Inductive Bible Study and Hermeneutics <u>5 exercises: 2, 3, 5, 8, 11 (read 1)</u>	Hendricks 1-48 (all) (enjoy it!) Examine <i>Workbook</i>
Week 2	Introduction to Biblical Hermeneutics History of Biblical Interpretation Whose interpretation is correct? <u>5 exercises: 13, 16, 17, 22, 25</u> <i>Brain Teaser #1 is due</i>	Zuck 1-3 Thomas 1-2
Week 3	Historical-Cultural context <u>5 exercises: 27-31</u> <i>Brain Teaser #2 is due</i>	Zuck 4 Thomas 3-4
Week 4	Grammatical-Literary context <u>5 exercises: 33, 34, 36, 37, 39 (read 45-48)</u> <i>Brain Teaser #3 is due</i>	Zuck 5-6 Thomas 5-6
Week 5	Figures of Speech Types and Symbols <u>5 exercises: 49-53</u> <i>Brain Teaser #4 is due</i>	Zuck 7-8 Thomas 8
Week 6	Parables and Allegories <u>5 exercises: 56-60</u> <i>Brain Teaser #5 is due</i>	Zuck 9 Thomas 10
Week 7	Application of Scripture <u>5 exercises: 61-65</u> <i>Brain Teaser #6 is due</i>	Thomas 7 Zuck 12
Week 8	Interpreting Prophecy Use of OT in NT <u>5 exercises: 66, 68, 69, 71, 72</u> <i>Brain Teaser #7 is due</i> Final Project is due at the end of the cycle	Zuck 10-11 Thomas 9, 11