

Course ID:	Course Title:	Fall 2017
PR 601	Interpreting Scripture for Teaching & Preaching	Prerequisite: NT 501 or OT 501 or Equivalent
		Credits: 3

ONLINE CLASS

Class Information		Instructor Information		Important Dates	
Days:	On Line Format	Instructor:	Terry C. Young, PhD	First day of classes: NOTE	August 16, 2017
		Email:	teyoung@ambrose.edu	Last day to add/drop, or change to audit:	End of first week of class
		Phone:	403-410-2000 Ext 7900	Last day to withdraw from course:	Thu, Nov 30
		Office:	L2079	Last day to apply for coursework extension:	Fri, Dec 1
		Office Hours:	By Appointment	Last day of classes:	Tue, Dec 12

Course Description

This course seeks to train students in the methods of exegesis of the various genres of the Bible for the purpose of preaching and teaching. Students will develop an intimacy with the core concepts of interpretation and test their skills in the preparation of portions of scripture for these purposes.

Expected Learning Outcomes

- **Nurturing Theological Depth** – To grasp core concepts for reading well the text of scripture and to explore the overarching principles that guide the science and art of interpretation.
- **Fostering Vocational Effectiveness** - To practice a process of preparation that will inform and guide future practice / To provide concepts and skills that will form the basis for future courses in preaching and teaching.
- **Cultivating Heart** - To so immerse your life in two specific texts of scripture that your heart and life are challenged and hopefully transformed.
- **Inspiring Redemptive Action** - To emerge from this course with greater humility AND confidence regarding the task of handling and then communicating the truth of scripture.

Textbooks

Edwards, K. (2009). *Deep Preaching: Creating sermons that go beyond the superficial*. Nashville, TN: B & H Publishing Group.

Gorman, Michael. (2008). *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Nashville, TN: Baker Books.

A Reader will also be provided with a selection of key articles on the work and art of interpreting scripture as it relates interpretation work for preaching and teaching. This Reader will add to the overall reading load so as to reflect the requirements for a graduate level course.

Course Design

For this On-Line course, we will be using a **Project Design**. The Project you will be engaged in is working on two texts of scripture – one text is to be selected from the four Gospels or Acts, the other text is to be from one of the NT Epistles (letters of Paul, John, Peter, James or Hebrews). Two texts that are off limits are Luke 18:1-8 and James 3:13-18. I will provide you with the Interpretive Lens Template on these two texts as examples for your finished work.

STEP ONE: Prior to or by August 16 select the two texts that you want to work on over the next eight weeks. Do not pick a text you have worked on before. Also, do not select too large of a passage - simply make sure it is a complete segment of narrative or epistle text. We will clarify this in our first ZOOM On-Line meeting.

STEP TWO: Gather the three or four commentaries that will be used as you study these texts. For distance student's you may need to borrow from your Pastor or make the investment and purchase some commentaries. For those in Calgary the Ambrose Library will give you a rich selection of commentaries to work from.

STEP THREE: Use Moodle as your weekly guide. All of the schedule that is outlined below in the **Course Schedule** will be posted in a week by week format on Moodle. The Moodle segment will guide you through the Project Process and will be consistent along the following lines each week:

Learn the Lenses*

- I will provide a brief audio file for each week to hopefully encourage and inspire you . . .
- Read the assigned portion from the Required Text (Gorman or Edwards)
- Engage with The Reader materials on the lens or lenses being covered

Use the Lenses*

- On your two texts record your insights and observations on the Interpretive Lens Template provided. If you do this work week by week the Project will be almost completed by week eight, other than some fine tuning you might want to do before you hand your work in.
- I am pushing you to work on two texts per week so you will need to set aside blocks of time to focus on each one separately. However, if you so choose, you can do your Gospel or Acts text over the eight weeks and then do the Epistle text near the end of the eight weeks (It is due one week after the Gospel/Acts Project).

*The Lens Metaphor is the essence of the Interpretive Lens Framework being used in this course. We are slowing down that actual practice that a teacher or preacher would use to prepare for a teaching moment and having you take out a lens or two per week and then using it to observe, examine, go deeper into the text you have chosen. In my work of teaching and preaching I would work through the Interpretive Lens Framework in its entirety over the course of a week or two prior to a teaching moment. We are taking the slow train on this and allowing you to focus on learning about each lens, seeing an example of its use (II KINGS 4:1-7 in The Reader), and then using the lenses on your text.

Course Schedule – Red = Readings from required text(s) / Green = Readings from the Course Reader

- Week 1 August 16 to 25 (A longer segment to cover introductory reading and to get our bearings)
ZOOM Session to Launch Our Course – Wednesday August 16th at 7:00 pm MST
Overview / Goals / Our Approach → Project Design
The First Understanding Lens – **Read Gorman Chapters 1-3 and Chapter 8 (pp. 139-144) / Read Edwards pp.1-42** **Read Lens Page #1 & “Reading As Thinking” & “Look At Your Fish” by Piper**
The Genre Lens – **Read Gorman pp. 83-87** **Read Lens Page #2**
- Week 2 August 28 to Sept 1 - **Instructor will arrange a brief one-on-one ZOOM call near the end of Session Two**
The Context Lens / The Context of Reality Lens – **Read Gorman pp. 69-82 / Read Lens Page #3 & #4 & Read “Preach What Is Real” by Eswine**
The Word Lens – **Read Gorman pp. 102-115 / Read Lens Page #5 & Read “Semantics” by Osborne**
- Week 3 Sept 5 to 8
The Structure Lens – **Read Gorman pp. 88-92 / Read Lens Page #6 & Read “Syntactical Analysis” by Kaiser**
The Literary Lens – **Read Gorman pp. 93-101 & pp. 116-126 / Read Lens Page #7 & Read “Biblical Narrative Preaching” by Eugene Lowry**
- Week 4 Sept 11 to 15 – **FORUM WEEK**
The Theology Lens / The Fallen Condition Focus Lens – **Read Gorman pp. 144-166 / Read Lens Page #8 & Read Material from Christ Centered Preaching” by Chapell & from Preaching To A Post Everything World” by Zack Eswine & from Shaping A Missional Hermeneutic by Christopher Wright**
- NOTE FOR THIS WEEK:** Engage with the **Forum** that is set up on Moodle. This will be a mid-point opportunity for us to interact around a few key questions and to voice some of our challenges with this work of immersing ourselves in a text. You will have time during the week to post AND to respond to one another.
- Week 5 Sept 18 to 22
The Cultural / Historical Lenses - **Read Lens Page #9 & Read “The Text Is A Joke” by Leithart**
The Secondary Sources Lens (GWO = Good Work of Others) – **Read Gorman pp. 167-173 (Chapter 9) and then skim through Gorman Chapter 11** **Read Lens Page #10**
Explore on your own bestcommentary.com
- Week 6 Sept 25 to 29 - **Instructor will arrange a brief one-on-one ZOOM call near the end of Week Six**
The Personal Lens – **Read Edwards pp. 43-89** **Read Lens Page #11**

Week 7 Oct 2 to 6
 The Teaching Framework Lens – [Read Edwards pp. 142-186](#) In the Reader you will find some final pages to read through and review – several ways of summarizing what we have covered plus a piece on Relevance and teaching, then a final segment from Osborne on the debate around inclusive language.

Week 8 Oct 8 to 13 [ZOOM Session to Wrap Up and set stage for Assignments – October 10 \(Wednesday @ 7pm MST\)](#)
 TOP TEN Lessons DUE in Moodle by Midnight October 11th.

Requirements:

Students will complete two projects following an interpretive template or guide for using the lenses for interpretation

Interpreting a Gospel text*	35% - Due Oct 20
Interpreting an Epistle text*	35% - Due Oct 27
10 Top Lessons	10% - Due Oct 11 (Thursday by Midnight)
Concept Mastery Quiz**	10% - Due Oct 12 (Friday by Midnight)
Reading & Self Evaluation	10% - Due Oct 20

* Interpretive Template will be provided on the first day of class and on Moodle

** Concept Mastery Quiz – A full overview of concepts to be mastered will be provided during the introductory weeks of the course. The quiz will cover these 30 concepts plus your grasp of the lenses for interpretation.

Rubric for Grading: Gospel Project and Epistle Project – 35 Credits Per Project – Due October 20 & 27

Project is completed as required in the assignment- All lenses addressed and engaged with at one of the following levels:	The story is comprehensive . The project is thorough and evidences deep wrestling with the text 30 credits	The project is completed in such a way that it is good . Time has been taken with each lens and addressed in a clear and concise manner 27-29 credits	The project is completed adequately . We can get a general sense of this text but the focus could have been sharper on a number of fronts 23-26 credits	The project is lacking in depth and breadth and is inadequate . Sorry, not quite sure I can grasp the full richness of this text through your work . . . <22 credits
Quality of writing	Quality is at the level expected of a graduate student. Thoughts are well framed and consistent. 5 credits	Quality is approaching the level expected of a graduate student. 4 credits	The message has been communicated but the quality of writing is not at the level expected of a graduate student. 3 credits	The quality of writing makes the message difficult to interpret. 2 or less credits

Rubric for Grading: Top 10 Lessons – 10 Credits – Due October 11

This paper is to be a simple declaration of the top ten lessons you have gleaned from this course. There may be many more things you learn from this journey but I want you to capture your top ten. This can be in a single-spaced format and can follow a simple numbered sequence with one paragraph dedicated to each lesson. What is the lesson learned? Why is this important? One scriptural example or passage that applies this lesson.

10 Credits for a thorough yet succinct treatment of the two questions above and the example

8-9 Credits for an adequate coverage of the questions and example

7 or below for a fair coverage of the questions and less than stellar examples for each lesson.

Submission Requirements

All work must be submitted in 12 point word-processed form, double spaced between lines. Graphics or embellishments are not acceptable unless the syllabus instructions call for creative formatting. Cover sheets featuring the student's name, the name of the paper, date of submission, course name and number and the instructor's name are required. Footnotes must be used wherever and as often as any secondary sources are used. Wherever footnotes are used they must conform to seminary academic requirements. Students may choose to include handwritten work along with and in addition to final word-processed work if they so desire.

All assignments are to be turned into the professor via Moodle on the due date. Submission of hard copy work is also permitted but must be turned in class at the due date. Papers will be returned via Moodle or email or through on campus mail if a mail box number is included in the right hand corner of the cover page of the paper.

Late Submission of Work

All papers and assignments have set due dates. **If work is submitted past the due date there will be a late submission penalty of one point for every two days that pass beyond the due date. So a project worth 35 points of your final grade will lose one point every two days that go by beyond the due date. If you score an 32/35 on your project and you are six days late, your score will be reduced by three points to 29/35. Don't be late!!**

Attendance:

The nature of the class is such that on line engagement with week by week readings and project work are the key to success. Students will interact with the instructor, the material, and with fellow classmates (at the mid point) – and this interaction is crucial to the design of this course. Set up a weekly discipline for leaning into the work and you will get the most out of this learning journey.

Grade Summary:

The available letters for course grades are as follows:

Percentage Equivalent Table:

<u>Letter Grade</u>	<u>Description</u>	<u>% Equivalent</u>
A+		97-100
A	Excellent	94-96
A-		90-93
B+	Good	87-89
B		84-86
B-		80-83
C+	Satisfactory	77-79
C		74-76
C-		70-73
D+	Poor	67-69
D	Minimal Pass	60-66
F	Failure	0-59

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

The Big Questions of This Course

1. How do we achieve the right balance in a message – establishing understanding and eliciting action?
2. How do I sharpen my skills in the work of interpreting scripture faithfully?
3. How can I best convey to a congregation my sincere love and hope for them in Jesus Christ?
4. What is the essence of exegetical insight?
5. How do I cross the bridge from the text to real daily examples? What do we do when we struggle to find life experiences tied to the passage we are teaching or preaching?
6. How can I best learn to exegete scripture without retreating to a purely scholastic perspective?
7. What methods or practices will help me to keep God central in my study?
8. How do we get to **the best** interpretation of scripture? How do we get to an accurate base line for a text?

9. How do I best prepare to preach or teach so that it will result in life transformation?
10. How do I so interpret that it is understandable – taking a passage that is difficult and moving it into something that is easier to understand?
11. Have I learned enough from this course to make me “dangerous” as a teacher of God’s Word?

Our Most Challenging Areas: Surfaced in previous classes in PR601

1. Have I done justice to this passage? When is enough research enough?
2. Grasping the techniques and skills to interpret correctly
3. To understand correctly the meaning and intent of scripture within its own context of time and space and to distinguish the various genres and to then treat them appropriately.
4. Allowing the Word to penetrate my own heart rather than preparing for the sake of others and missing the need for the Word of God to go deep into me
5. Trusting that I can find valuable insights in my own research and analysis
6. The conflict between what has been said by others and experiencing a different perspective
7. The meaning / significance of the words in the original text, particularly when they are difficult to understand and apply (like OT passages that read like “hate passages”)
8. How much time should I spend on preparing a sermon?
9. I do acknowledge – I have preferred readings of scripture – How do I handle my biases?

Our Challenges . . .

References & Resources

- Carson, D. (1984). *Exegetical fallacies*. Grand Rapids: Baker Book House.
- Chapell, B. (2005). *Christ-Centered preaching: Redeeming the expository sermon*. Grand Rapids: Baker Academic.
- Edwards, J. K. (2009). *Deep preaching: Creating sermons that go beyond the superficial*. Nashville, TN: B & H Publishing Group.
- Fee, G. & Stuart, D. (2003). *How to read the bible for all its worth*. (3rd Ed.). Grand Rapids, MI: Zondervan Publishing.
- Greidanus, S. (1988). *The modern preacher and the ancient text: Interpreting and preaching biblical literature*. Grand Rapids, MI: William B. Eerdmans.
- Kaiser, Walter C. (1981). *Toward an exegetical theology: Biblical exegesis for preaching and teaching*. Grand Rapids, MI: Baker Book House.
- Klein, W.W., Blomberg, Craig, & Hubbard, R.L. (2004). *Introduction to biblical interpretation*. Nashville: Thomas Nelson
- Liefeld, W. (1984). *New testament exposition: From text to sermon*. Grand Rapids, MI: Zondervan Publishing.
- Osborne, G. (2006). *The hermeneutical spiral: A comprehensive introduction to biblical interpretation*. (2nd Ed.). Intersity Press.
- Porter, S. E. & Stovell, B. Eds. (2012). *Biblical hermeneutics: Five views*. Downers Grove, IL: IVP.
- Quicke, M. J. (2003). *360 degree preaching: Hearing, speaking, and living the word*. Grand Rapids, MI: Baker Book House.
- Robinson, H. (2002). *Biblical preaching: The development and delivery of expository messages*. Grand Rapids, MI: Baker Book House.
- Stott, J. (1982). *Between two worlds: The art of preaching in the twentieth century*. Grand Rapids, MI: William B. Eerdmans.
- Thistleton, A. C. (1980). *The two horizons: New testament hermeneutics and philosophical description*. Grand Rapids, MI: William B. Eerdmans.
- Ward, T. (2009). *Words of life: Scripture as the living and active word of God*. Downers Grove, IL: IVP.
- Webb, William. (2001). *Slaves, women and homosexuals: Exploring the hermeneutics of cultural analysis*. Downers Grove, IL: InterVarsity Press.
- Wright. C. (2006). *The mission of God: Unlocking the Bible's grand narrative*. Downers Grove, IL: IVP Academic.

This is a sampling of texts that address the interpretation process – by no means exhaustive. The course on Advanced Hermeneutics deals with the classic works on the art and science of interpretation

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.