



DIVISION OF ADULT LEARNING

SYLLABUS

MMST-536: Methods of Bible Study

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Table of Contents:	
UNIVERSITY MISSION STATEMENT:	3
CATALOG DESCRIPTION:	3
REQUIRED TEXT(S) AND/OR SUPPORTING RESOURCES:	3
PREREQUISITE SKILLS AND KNOWLEDGE:	3
COURSE GOALS AND LEARNING OUTCOMES:	3
MAJOR TOPICS:	4
COURSE ASSESSMENTS:	4
EVALUATION:	5
GRADING SCALE:	5
LETTER GRADE EQUIVALENCIES:	5
UNIT AND TIME DISTRIBUTION:	6
POLICIES	6
ATTENDANCE POLICY:	6
ACADEMIC HONESTY POLICY/INFORMATION:	6
LATE POLICY:	7
EXPECTATIONS	7
FACULTY EXPECTATIONS OF STUDENTS:	7
STUDENTS' EXPECTATIONS OF FACULTY:	8
IMPORTANT STUDENT INFORMATION	8
SPECIAL NEEDS:	8
BIBLIOGRAPHY	8
KNOWLEDGE BASE/WORKING BIBLIOGRAPHY (READING LIST):	8

University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course prepares students for personal and community Bible study, using the Inductive Study Method. The inductive method utilizes a canonical approach and focuses on the rhetorical aspects of the biblical text. The method seeks to understand the author's intent as well as its relevance to the contemporary world. The course emphasizes direct engagement with biblical texts through the disciplined use of sound hermeneutical principles.

Required Text(s) and/or Supporting Resources:**Required Text:**

Bible

Gordon D. and Douglas Stuart. *How to Read the Bible for All It's Worth: A Guide to Understanding the Bible*. 4th edition. Grand Rapids: Zondervan, 2014. **(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)**

Bauer, David R. and Robert A. Traina. *Inductive Bible Study: A Comprehensive Guide to the Practice of Hermeneutics*. Grand Rapids, MI: Baker Academic, 2014. **(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)**

Additional Supporting Resources:

School of Religion Manual of Style for Papers in the first section of the course.
Resources provided in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

This course is intended to train students in the skill of inductive Bible study. It provides both the knowledge base and the experience to do viable biblical interpretation. A variety of principles for interpreting the Bible will provide the foundation for understanding the inductive method

General Learning Objectives (Course Goals):

This course seeks to:

1. Demonstrate the inductive Bible study method.
2. Explain the various principles for interpreting the biblical text.
3. Introduce the students to outlining a book of the Bible.
4. Explain how to do a character study on a person in the Bible.

5. Demonstrate how to do a word study from the text.
6. Relate ways of fostering inductive Bible study for personal and community spiritual growth.

Specific Behavioral Objectives (*Learning Outcomes*):

As a result of the activities and study in this course, the student should be able to:

1. Explain the inductive study method.
2. Demonstrate the use of the inductive study method in a book of the New Testament.
3. Outline a biblical book, using proper procedure and form.
4. Discuss the significance of genre for doing biblical interpretation.
5. Identify essential components of biblical interpretation and explain their significance.
6. Describe and demonstrate three types of inductive study: exegetical study, word study, and character study.
7. Demonstrate the ability to do viable research which reflects scholarly content and constructive application.

Major Topics:

- A. Principles of hermeneutics
 1. Hermeneutics as a discipline
 2. Canonicity of Scripture
 3. Issues of context
 4. Tools of study
- B. Essentials of inductive Bible study
 1. General observation
 2. Specific interpretation
 3. Practical application
- C. Skills for inductive Bible study
 1. Outlining biblical texts
 2. Character studies
 3. Word studies
 4. Textual studies

Course Assessments:

- A. **Participation:** You are required to participate in this course on a weekly basis. Your participation is assessed as you engage in discussions and complete the written assessment activities. A key aspect of your participation is the timely completion of all assigned readings, corresponding written activities, papers, threaded discussions, etc. The assignments must be completed within the timeframe specified in the assignment instructions. All times should be understood as Eastern Time.
- B. **Turabian Format:** The School of Religion requires Turabian formatting as the style for all written assignments. Please see the *School of Religion Manual of Style for Papers* (on LMS) for a current guide to Turabian format.
- C. **Gender Inclusive Language:** The School of Religion supports and expects the use of gender inclusive language in written and oral communication. Examples of gender inclusive language include: humankind rather than mankind; people rather than men or women, etc. Obviously, if gender specificity is appropriate, as in referring to a mother as “she,” that is acceptable.
- D. **Text/Media:** The text/media is used to facilitate understanding of hermeneutics in general and the inductive study method in particular. Its primary use in this course is in lieu of lecture

material. Comprehension of readings will be assessed by summative writing assignments, threaded discussions, and, most significantly, by the student's ability to do various components of an inductive Bible study. These reading assignments will facilitate the accomplishment of learning outcomes 1 through 7.

- E. **Threaded Discussions:** The threaded discussions are an opportunity for you to demonstrate your knowledge of the material and to interact with other students. They will facilitate the accomplishment of learning outcomes 1-7. Discussions will be evaluated as follows: 1) on the demonstration of understanding the discussion topic; 2) on the level of engagement with the discussion topic; 3) on the purposeful interaction with other students. An initial and original post is required, and then a minimum of two posts in response to other students' initial posts.
- F. **Unit Assignments:** Each unit contains a unit assignment. Beginning in Unit 3, assignments provide the opportunity for students to use the inductive study method, engage in biblical interpretation of specific passages of scripture, and evaluate and appropriate these interpretations. Specific instructions for each assignment is embedded in the unit instructions.
- G. **Course Project:** In Units 3-6, you will work toward completing an Exegetical Paper on 2 Peter 1:3-15. You will compile sources in Unit 3, assimilate your research in Unit 4, create a sentence outline in Unit 5, and turn in your final paper in Unit 6. The Course Project will facilitate the accomplishment of learning outcomes 2, 3, 5, 6 and 7.

Evaluation:

A. Threaded Discussions	125
B. Unit Assignments	550
C. Course Project	325

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 - 869
B-	2.7	800 - 829
C+	2.3	770 - 799
C	2.0	730 - 769
F	.0	0 - 7299

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all

cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair

attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.

- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

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