



PR 601

Interpreting Scripture for Teaching and Preaching

Semester: Winter 2015

Days: Starts March 15th / Ends on May 8th

ON LINE FORMAT

Number of credits: 3

Prerequisite:

PR 501 or OT 501 or Equivalent

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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:

- To learn how to do practical exegesis with excellence
- To provide concepts and skills that will form the basis for future courses in preaching and teaching
- To master the core concepts related to the sound interpretation of scripture
- To practice a process of preparation focusing on several biblical genres using a template that will guide future teaching and preaching practice
- To emerge from this course with greater confidence in rightly handling the word of God
- To emerge with greater humility regarding the task of interpreting scripture
- To so immerse yourself in three specific texts of scripture that your heart and mind are altered, changed, transformed. This is the objective of learning to preach the gospel to ourselves before we ever preach to others!

Important Dates:

First day of classes: March 15, 2015

Registration revision period: End of first day of class – March 16, 2015

Last day to request revised examination: NA

Last day to withdraw from course: Friday 4pm of the sixth week of class

Last day to apply for time extension for coursework: One month prior to final due date (June 15, 2015)

Last day of classes: May 8, 2015

Required Texts:

Osborne, G. (2006). *The Hermeneutical Spiral: A comprehensive introduction to biblical interpretation.*

Edwards, K. (2009). *Deep Preaching: Creating sermons that go beyond the superficial.*

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 am I to stay in the text long enough for it to change me? How do I go deeper?
9. How do we get to **the best** interpretation of scripture? How do we get to an accurate base line for a text?
10. How do I best prepare to preach or teach so that it will result in life transformation?
11. 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?
12. 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 a sermon?
9. I do acknowledge – I have preferred readings of scripture – How do I handle my biases?
10. To get at the meaning of the scripture to the original readers
11. Bringing out the historical context of passages

What would you add to these questions and challenges??

Outline:

Moodle will provide the guide for each weeks posting and serve as the forum for group or huddle interaction and responses. Full instructions will be given on how to navigate on a weekly basis.

Go-To-Meeting Session #1 – Monday, March 16 @ 11am (MST)

March 16 Week One – March 16-20

Reading & Noting: Reading the Assigned Gospel text ten times or more / First Understanding (material provided on Moodle)

Listening & Reflecting: Listen to Audio File on Moodle for Segment One - *Wearing the Lenses of Interpretive Work*

Writing & Interacting: A Posting Guide for each week will be posted on Moodle. Use this guide to enter your reflections and work for group members to interact with in the Group Forum in Moodle.

Tues – 17th – Initial Response Post

Fri – 20th - Considered Response Post

March 23 Week Two – March 23-27

Reading & Noting: Genre Lens (Osborne pp. 181-183 and 200-221) / Context Lens (Osborne pp. 37-56) / The Context of Reality (Material Provided on Moodle)

Listening & Reflecting: Listen to Audio File on Moodle for Segment Two – *Moving from Context to The Context of Reality*

Writing & Interacting: Posting guide on Moodle

Tues – 24nd – Initial Response Post

Fri – 27th - Considered Response Post

Go-To-Meeting Session #2 – Monday, March 30 @ 11am (MST)

Mar 30 Weeks Three & Four – March 30 – April 6 - (Note the dates for this segment cover two weeks due to Easter Weekend schedule)

Reading & Noting: Word Analysis (Osborne pp. 83-112) / Structural Analysis (Osborne pp. 113-157) / Story (Literary) Analysis (Material provided on Moodle) / Fallen Condition Focus (Material provided on Moodle)

Listening & Reflecting: Listen to Audio File on Moodle for Segment Three and Four – *Tracing the Fallen Condition*

Focus

Writing & Interacting: Posting Guide on Moodle

Tues – 31st – Initial Response Post

Wed – 6th April - Considered Response Post

Apr 13 Week Five – April 13-17

Reading & Noting: Cultural and Historical Analysis (Osborne pp. 158-180) / Theological Analysis (Osborne pp. 347-409)

Listening & Reflecting: Listen to Audio File on Moodle for Segment Five – *The Fascinating Work of Theological Archaeology*

Writing & Interacting: Posting Guide on Moodle

Tues – 14th – Initial Response Post

Fri – 17th – Considered Response Post

Go-To-Meeting Session #3 – Monday, April 20 @ 11am (MST)

Apr 20 Week Six – April 20-24

Reading & Noting: Secondary Analysis (material provided on Moodle) / Getting the Big Idea (Edwards pp. 57-74) / Plus Haddon Robinson material posted on Moodle

Listening & Reflecting: Listen to Audio File on Moodle for Segment Six – *Exploring the Work of Others and Getting to the Big Idea*

Writing & Interacting: Posting Guide on Moodle

Tues – 21st – Initial Response Post

Fri – 24th – Considered Response Post

Apr 27 Week Seven – April 27 – May 1

Reading & Noting: Getting Personal (Edwards pp. 43-56, 75-89) / Teaching Analysis (Material Provided on Moodle)

Listening & Reflecting: Listen to Audio File on Moodle for Segment Seven – *Avoiding the Great Disconnect*

Writing & Interacting:

Tues - 28th – Initial Response Post

Fri – 1st of May – Considered Response Post

Go-To-Meeting Session #4 – Monday, May 4 @ 11am (MST)

May 4 Week Eight – May 4-8

Reading & Noting: Material posted on Moodle for this Week

Listening & Reflecting: Listen to Audio File on Moodle for Segment Eight –

Writing & Interacting: A final week posting guide is provided for you and your group – interact briefly over questions posed.

Take this week to polish your Groups Gospel Project for final submission by May 15

Wed – May 6th – Final Posting Reflections

Requirements & Evaluation:

#1 – Weekly Interaction with My Group on Postings– 40% of Final Grade (see Rubric)

<p>Saturday – Tuesday</p> <p>Read the Concept Paragraph and Assigned Segment from TEXTS</p> <p>Begin to write out your initial responses to the questions provided</p>	<p>Tuesday Night</p> <p>POST your initial reflections and response</p>	<p>Tuesday to Thursday</p> <p>Read the posts of those in your group / Post some brief comments / interact / engage with what has been written</p>	<p>Thursday & Friday</p> <p>Write our your considered response through the questions provided</p>	<p>Friday Night</p> <p>POST your considered reflections and response</p>
<p>Outside of these weekly POSTS and Group Interactions – Work on framing of your OT Project for Interpretation</p>				

Group Formation:

Students will be formed into groups of three (triads) at the start of the course and it will be in these groups that your postings will be read, reviewed, and interacted with. Instructions and group settings will be provided on Moodle at the start of the course. The instructor will also engage across all groups and with all students on their weekly postings. The key to making the most of this course is to set aside time weekly to focus and engage fully with your own thoughts and the thoughts of your fellow group members.

Rubric for Grading: Weekly Postings – 40 Credits Total – Final Assessment May 12th

<p>Quality of Posting</p> <p>You are expected to enter each discussion at least once to contribute to the construction of understanding around the topic in view. Do so by citing the authors, your own experience, and any other reading that you have engaged in around the topic. You are expected to be critically reflective and to demonstrate engagement with the others in your group.</p>	<p>Your discussion contributions are of the highest standard all the time. You often respond more than once.</p> <p>20 credits</p>	<p>Your discussion contributions are of the highest standard most of the time.</p> <p>15-19 credits</p>	<p>Your discussion contributions are acceptable all of the time.</p> <p>10-14 credits</p>	<p>Your discussion contributions are acceptable most of the time.</p> <p>6-9 credits</p>	<p>Your discussion contributions rarely build into the construction of understanding.</p> <p><6 credits</p>
<p>Expectations</p> <ol style="list-style-type: none"> 1. Presents in postings to group members a critical and personal response to material from readings 2. Supplement the reading with links to other resources and ideas as necessary. 3. Focus the discussion and move it forward. 4. Give feedback & encouragement to group members weekly. 	<p>Outstanding</p> <p>20 credits</p>	<p>Very Good</p> <p>15-19 credits</p>	<p>Satisfactory</p> <p>10-14 credits</p>	<p>More Engagement Expected</p> <p>< 10 credits</p>	<p>I will provide each student with a mid course evaluation of their posting quality so as to improve participation and value in this course.</p>

#2 - Combined Gospel Project – 25% of Final Grade (see Rubric) – May 22 due date

This on line course is designed to be a kind of lab for you and several others to:

1. Work together on one biblical passage over a nine week period
2. Individually put on the lenses for interpretive work and to then share your thoughts with one another
3. Work together to combine your work into one integrated overview of the text assigned.
4. This work will be shared with the other groups as a take-away from this course so that all of you will end up with three other texts that have been explored deeply using the lenses from this course.

#3 – Individual OT Project – 25% of Final Grade (see Rubric) - May 29 due date

Having done your group work on a biblical passage and having had an example provided for you on a NT Epistle – the final project is for you to select an OT passage and shape the “teaching / preaching file” for this passage. The work is to follow the format of the James 3:13-18 example so formatting is allowed to be as shown – bullet point /

Rubric for Grading: Gospel (Group) and OT (Individual) Projects – 25 Credits Per Project – Due May 15 & May 29 Respectively

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 20 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 18-19 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 15-17 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 . . . <15 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

#4 – Reading of Assigned Texts and Additional Postings on Moodle – 10% - June 15 due date

There are two texts to be covered in this course – The Hermeneutical Spiral by Grant Osborne and Deep Preaching by Kent Edwards. Read the Edwards text in its entirety. The Osborne Text will be read in segments and only these segments will be required reading. We will also have some readings posted on Moodle for you to read and reflect upon. The Reading Report will be provided on Moodle with all page segments and other materials clearly laid out for you to check off in terms of your reading focus.

OTHER DETAILS:

Go-To-Meeting Sessions: This information is posted on Moodle

The Course Outline highlights FOUR sessions for on-line interaction. NOTE these dates and times and set aside one hour for being on-line through the GTM portal. Please do not do this in a coffee shop or any other noisy environment. The Ambrose IT department can help you to make sure that your computer is compatible with GTM and that your audio and microphone functions will work properly. Please take care of this prior to our first GTM session on March 16, 2015 @ 11am (Monday Morning). We will give you full instructions as to how to navigate into these sessions on Moodle before Session #1.

Use your microphone and speakers (VOIP) for audio. You'll sound best with a headset. Log in a few minutes before the start time. Meetings will last less than one hour. They will be recorded so if you miss something or have technical difficulties you can log on to Moodle and listen to the audio file of the meeting.

Mon, Mar 16, 11:00 AM MDT

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/861677253>

Mon, Mar 30, 11:00 AM MDT

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/150403813>

Mon, April 20, 11:00 AM MDT

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/176323061>

Mon, May 4, 11:00 AM MDT

Please join my meeting from your computer, tablet or smartphone

<https://global.gotomeeting.com/join/718081365>

Submission of Assignments:

Students are expected to stay current week by week with the posting schedule as outlined in the syllabus. Students are also expected to attend each of the on line session via Go-To-Meeting. Given that this is an on-line course, it is extremely important that you log in to these sessions. It is also vital that you post every week as the schedule directs – for the sake of your own learning and the learning of those in your small group.

Late Submission of Assignments:

The due dates for three assignments are posted clearly in the syllabus. These are to be submitted via Moodle on the date noted prior to midnight. **Any late submissions will receive a one credit deduction for every forty eight hour period beyond the due date.**

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>% Equivalent</u>	
A+		97-100	4.0
A	Excellent	94-96	4.0
A-		90-93	3.7
B+		87-89	3.3
B	Good	84-86	3.0
B-		80-83	2.7
C+		77-79	2.3
C	Satisfactory	74-76	2.0
C-		70-73	1.7
D+		67-69	1.3
D	Minimal Pass	60-66	1.0
F	Failure	0-59	0.0

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 no longer mailed out.

Policies:

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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to 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. These courses will not appear on the student's transcript. 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 by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's 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.

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) 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 engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please 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. 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, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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 Office of the Registrar in writing 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 to review final grades. 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 College 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 give credit 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.

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

Other

Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, schedule of lectures/topics, or reporting form.

References & Resources

Interpreting Scripture for Teaching and Preaching

- Diduit, Michael (Ed.), (2006). *Preaching with power: Dynamic insights from twenty top pastors*. Grand Rapids, MI: Baker Books.
- Edwards, J. K. (2009). *Deep preaching: Creating sermons that go beyond the superficial*. Nashville, TN: B & H Publishing Group.
- Eswine, Z. (2008). *Preaching to a post everything world: Crafting biblical sermons that connect with our culture*. Grand Rapids, MI: Zondervan.
- Fee, G. & Stuart, D. (2003). *How to read the bible for all its worth*. (3rd Ed.). Grand Rapids, MI: Zondervan Publishing.
- Green J. & Pasquarello, M. (2003). *Narrative reading, narrative preaching: Re-uniting new testament interpretation and proclamation*. Grand Rapids: Baker Academic.
- Greidanus, S. (1988). *The modern preacher and the ancient text: Interpreting and preaching biblical literature*. Grand Rapids, MI: William B. Eerdmans. (Greidanus has written a number of other books on interpretive work – Preaching Christ from the OT / Preaching Christ from Daniel / Preaching Christ from Ecclesiastes)
- Johnson, Darrell (2009). *The glory of preaching: Participating in God's transformation of the world*. Downers Grove, IL: Intervarsity Press.
- Kaiser, Walter C. (1981). *Toward an exegetical theology: Biblical exegesis for preaching and teaching*. Grand Rapids, MI: Baker Book House.
- 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.). Intervarsity Press.
- Motyer, A. (2013). *Preaching? Simple teaching on simply preaching*. Christian Focus Publications: Ross-shire, Scotland.
- 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.
- Sire, J. (1978). *The joy of reading: A guide to becoming a better reader*. Portland, OR: Multnomah Press.
- Stott, J. (1982). *Between two worlds: The art of preaching in the twentieth century*. Grand Rapids, MI: William B. Eerdmans.
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Sweet, L. (2014). *Giving blood: A fresh paradigm for preaching*. Grand Rapids, MI: Zondervan.

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.

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. Your other courses on NT and OT exegesis will also give you tools for sound and faithful interpretive work.