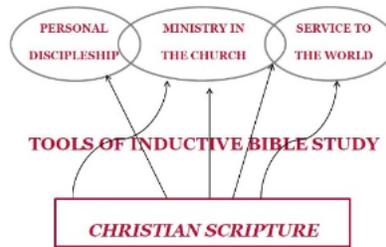




# Syllabus

## BIL-201: Methods of Bible Study



## Course Description

A study of assumptions, procedures, and guidelines to be used in understanding the Bible. Emphasis is upon refinement of the student's skills in observation and interpretation. The course is designed to develop the student's ability to study the Scriptures accurately, systematically, and independently as a basis for all further personal and professional use of the Bible. Not available to students with credit in BIL-202.

Credit Hours: 3

Prerequisite Courses: BIL-111: Introduction to the Old Testament and BIL-112: Introduction to the New Testament.

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## Course Outcomes

Upon successful completion of this course, students should be able to:

1. Explain the methodical steps of Inductive Bible Study.
  2. Identify structural relationships in an entire biblical book and shorter passages.
  3. Analyze short passages of scripture with detailed observations and questions.
  4. Interpret biblical passages using context, historical-cultural background, word studies, and commentaries.
  5. Discuss the theological foundations of the nature and authority of scripture.
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## Course Resources

Duvall, S. J., & Hayes, J. D. (2012). *Grasping God's word: A hands-on approach to reading, interpreting, and applying the Bible* (3rd ed.). Zondervan. **(used in future Bible courses as well)**

Thompson, D. (2000). *Bible study that works*. Warner Press. **(used in future courses Bible courses as well)**

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## IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

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## Grading Scale for this course

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Grade	Quality Points Per Credit	Percentage	Score
A	4.0	59.9%–63%	599-630
A-	3.7	58%–59.6%	580-596
B+	3.3	56.1%–57.9%	561-579
B	3.0	53.6%–56%	536-560
B-	2.7	51.7%–53.5%	517-535
C+	2.3	49.8%–51.6%	498-516
C	2.0	49.8%–51.6%	498-516
C-	1.7	47.3%–49.7%	473-497
D+	1.3	43.5%–45.3%	435-453
D	1.0	41%–43.4%	410-434
F	0.0	0%–40.9%	0–409

**Note:** In graduate level courses, a grade of C- or below will require the course to be repeated.

## Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

## Letter Grade Equivalencies

The chart below provides a broad overview of how Indiana Wesleyan University understands each grade level. Grade levels are primarily associated with the degree to which a student meets (or exceeds or fails to meet) the outcomes of a particular assignment. Scores and grades are based on the quality of student work as measured by stated rubrics. The pluses and minuses in each grade level allow the instructor some leeway as they apply their expertise in the evaluation of student work. Grades are often a delicate matter that involves both the instructor's sincere judgment and the student's effort and openness to feedback. If you have any questions about IWU's grading practices, please contact your instructor personally.

Grade	Category	Description
A	Excellent	The student's work exceeds some or all stated outcomes (with all outcomes being met). The work demonstrates original thinking, critical analysis, and probing beneath basic issues that result in fresh insights. The student shows an awareness of the breadth of the subject matter and integrates relevant points into his/her work in wise and creative ways.

Grade	Category	Description
B	Competent	The student's work either competently meets all stated outcomes or has a mixture of excelling on some outcomes while falling slightly below on others. The student's work demonstrates some critical thinking and analysis, dealing directly with the assigned topic and developing sound content. The student shows an awareness of some other dimensions of the subject matter and makes reasonable connections at a few points.
C	Needs Improvement	The student's work meets some outcomes and fails to meet others. Critical thinking and analysis have flaws or are applied inconsistently and incompletely, leading to gaps and mistakes. The work shows noticeable gaps in the awareness of the subject matter and does not make helpful connections, resulting in work that needs improvement.
D	Inadequate	The student's work fails to meet most of the stated outcomes. Critical thinking and analysis are either largely absent or regularly flawed, resulting in mere restating of content or problematic conclusions. The work shows little awareness or mistaken representations of the subject matter and misses obvious connections. This work demonstrates a lack of competence in this area.
F	Failing	The student's work fails to meet the stated outcomes, sometimes not even touching on some of the assignment requirements. Critical thinking and analysis are either entirely absent or seriously flawed. The work shows no connections to the broader subject matter or reiterates mistaken understandings. Such work demonstrates a severe lack of competence and suitability for passing an assignment or course.

**Note:** In graduate level courses, a grade of C- or below will require the course to be repeated.

## Workshop Outlines

### Workshop One Outcomes

- Explain in sequence the steps of inductive Bible study.
- Identify definitions and examples of major structural relationships.
- Explain the process and components of detailed observation.
- Reflect on your current view of and habits with scripture.

### Workshop One Outline

Title	Due Dates	Time	Points
<b>1.1 Discussion: An Overview of IBS</b>	Post your initial response by the end of the fourth day of the workshop and your three responses by the end of the workshop.	4 hours	30
<b>1.2 Quiz: Major Structural Relationships</b>	Due by the end of the workshop.	3 hours	30
<b>1.3 Discussion: Denominational Statements on Scripture</b>	Post your initial response by the end of the fourth day of the workshop and your <b>three</b> responses by the end of the workshop.	3 hours	30
<b>1.4 Discussion: Reviewing Book Survey</b>	Post your initial response by the end of the fourth day of the workshop and your <b>three</b> responses by the end of the workshop.	4 hours	30
<b>Totals</b>		<b>14 hours*</b>	<b>120</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Two Outcomes

- Reflect on your view of and habits with scripture.
- Explain the process and components of book survey.
- Identify auxiliary relationships, elements of book survey, and features of New Testament letters.
- Analyze a short passage of scripture using detailed observation.

## Workshop Two Outline

Title	Due Dates	Time	Points
<b>2.1 Discussion: Doing Detailed Observation</b>	Post your two initial threads by the end of the <b>fifth</b> day of the workshop and your 5 required responses by the end of the workshop.	6 hours	60
<b>2.2 Assignment: Detailed Observation of Colossians 3: 1-4</b>	Due by the end of the workshop.	10 hours	70
<b>2.3 Discussion: The Bible on the Bible</b>	Post your two initial threads by the end of the <b>fifth</b> day of the workshop and your 5 required responses by the end of the workshop.	5 hours	60
<b>Totals</b>		<b>21 hours*</b>	<b>190</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Three Outcomes

Upon successful completion of this workshop, you will be able to:

- Explain the use of context, background, word studies and commentary in interpretation
- Discuss various perspectives on the inspiration, nature, and role of Scripture.

## Workshop Three Outline

Title	Due Dates	Time	Points
<b>3.1 Discussion: Interpreting with Context and Background</b>	Post your initial response by the end of the fourth day of the workshop and your three responses by the end of the workshop.	4 hours	30
<b>3.2 Discussion: Interpreting with Word Studies and Commentaries</b>	Post your initial response by the end of the fourth day of the workshop and your three responses by the end of the workshop.	4 hours	30
<b>3.3 Discussion: Perspectives on the Inspiration of Scripture</b>	Post your initial response by the end of the fourth day of the workshop and your three responses by the end of the workshop.	5 hours	30
<b>Totals</b>		<b>13 hours*</b>	<b>90</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Four Outcomes

Upon successful completion of this workshop, you will be able to:

- Interpret a specific element in a biblical passage using a variety of resources.
- Articulate one’s position on the nature and role of Scripture in the Christian faith.

## Workshop Four Outline

Title	Due Dates	Time	Points
<b>4.1 Discussion: Doing Interpretation</b>	Post your two initial threads on time (day 5 and 6 of the first week) and your 5 required responses by the end of the workshop.	5 hours	60
<b>4.2 Assignment: Interpretation of Colossians 3: 1-4</b>	Due by the end of the workshop.	10 hours	100
<b>4.3 Assignment: The Nature and Role of Scripture</b>	Due by the end of the workshop.	7 hours	70
<b>Totals</b>		<b>22 hours*</b>	<b>230</b>

\*These times are only estimates. Actual completion times will vary.

## Outline Totals

Total Time	Total Points
<b>70 hours*</b>	<b>630</b>

\* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

## Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student’s responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

## Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
School of Educational Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Wesley Seminary @ IWU	<a href="#">View School/Division Expectations, Policies, and Student Information</a>

School/Division	Link
Nursing - Undergraduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Graduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>

## Course References

Barber, C. (2004). *Unlocking the Scriptures: The key to inductive Bible study*. Eugene, OR: Wipf and Stock

*Blue Letter Bible* (2013). Retrieved from [www.blueletterbible.org](http://www.blueletterbible.org).

Coleson, J. (2009). *Treasure the word: A layperson's guide to interpreting scripture*. Indianapolis, IN: Wesleyan Publishing House.

Fee, G., & Stuart, D. (2003). *How to read the Bible for all its worth*. Grand Rapids, MI: Zondervan.

Fee, G. (2002). *New Testament exegesis: A handbook for students and pastors*. Louisville, KY: Westminster John Knox.

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Hendricks, H., & Hendricks, W. (2007). *Living by the Book: The art and science of reading the Bible*. Chicago, IL: Moody Publishers.

Klein, W., Blomberg, C., & Hubbard, Jr., R. (2004). *Introduction to Biblical interpretation*. Nashville, TN: Thomas Nelson.

Kaiser, W. (1998). *Toward an exegetical theology: Biblical exegesis for preaching and teaching*. Grand Rapids, MI: Baker Academic.

Richards, L., & Bredfedt, G. (1998). *Creative Bible teaching*. Chicago, IL: Moody Publishers.

Stuart, D. (2009). *Old Testament exegesis: A handbook for students and pastors*. Louisville, KY: Westminster John Knox.

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Traina, R. A., & Bauer, D. (2011). *Inductive Bible study: A comprehensive guide to the practice of hermeneutics*. Grand Rapids, MI: Baker Academic.