

## **BIBL 306, Scripture: Reading & Interpretation, Syllabus (3 credits)**

### **COURSE DESCRIPTION**

This course helps students become more competent in using Scripture in ways that enhance their ability to engage the life of the local church, be spiritual leaders in their families, and influence their workplaces as persons of faith. Prerequisite: BIBL 102 Drama of Scripture.

### **REQUIRED TEXTS & RESOURCES**

Fee, Gordon D. and Douglas Stuart. How to Read the Bible for All Its Worth, Fourth Edition. Grand Rapids: Zondervan, 2014. ISBN: 978-0-310-51782-5

Witherington, Ben. Reading and understanding the Bible. New York: Oxford University Press, 2015. ISBN:978-0-19-934057-6

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at [www.pointuniversityshop.com](http://www.pointuniversityshop.com).

### **COURSE SCHEDULE**

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

<b>Learning Activities</b>	<b>Graded Assignments</b>	
<b>Week 1</b>	<b>How the Bible Emerged</b>	
	Reading Assignment #1	Due Week 1, Day 5
	Threaded Discussion # 1	Due Week 1, Day 5
	Threaded Discussion #2	Due Week 1, Day 5
<b>Week 2</b>	<b>Biblical Genres</b>	
	Reading Assignment #2	Due Week 2, Day 5
	Threaded Discussion # 3	Due Week 2, Day 5
	Threaded Discussion # 4	Due Week 2, Day 5
	Close Reading # 1	Due Week 2, Day 7
<b>Week 3</b>	<b>The Lenses I Bring to Scripture</b>	
	Reading Assignment #3	Due Week 3, Day 5
	Threaded Discussion # 5	Due Week 3, Day 5
	Threaded Discussion # 6	Due Week 3, Day 5
	Research Exercise Step 1	Due Week 3, Day 7
<b>Week 4</b>	<b>The Basics of Exegesis</b>	
	Reading Assignment #4	Due Week 4, Day 5

	Threaded Discussion # 7	Due Week 4, Day 5
	Threaded Discussion # 8	Due Week 4, Day 5
	Research Exercise Step 2	Due Week 4, Day 7
<b>Week 5</b>	<b>Characterization &amp; Biblical Narrative</b>	
	Reading Assignment #5	Due Week 5, Day 5
	Threaded Discussion # 9	Due Week 5, Day 5
	Threaded Discussion # 10	Due Week 5, Day 5
	Research Exercise Step 3	Due Week 5, Day 7
	Close Reading #2	Due Week 5, Day 7
<b>Week 6</b>	<b>The Gospels</b>	
	Reading Assignment #6	Due Week 6, Day 5
	Threaded Discussion # 11	Due Week 6, Day 5
	Threaded Discussion # 12	Due Week 6, Day 5
	Research Exercise Step 4	Due Week 6, Day 7
	Close Reading #3	Due Week 6, Day 7
<b>Week 7</b>	New Testament Letters	
	Reading Assignment #7	Due Week 7, Day 5
	Threaded Discussion # 13	Due Week 7, Day 5
	Threaded Discussion # 14	Due Week 7, Day 5
	Research Exercise Step 5	Due Week 7, Day 7

## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

### Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Threaded Discussions (14)	350
Close Readings (3)	150
Research Exercises (5)	500
<b>Total Points:</b>	<b>1000</b>

### Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

## COURSE LEARNING GOALS & OBJECTIVES

Goal 1: Students will critique the importance of preliminary knowledge important to interpreting Scripture.	Program Objective(s)
<b>Objective 1.1:</b> Students will analyze the history of the Bible from its time of writing until its translation into modern English.	2.1
<b>Objective 1.2:</b> Students will arrange the major movements within the plot line of Scripture into a coherent metanarrative.	1.1; 1.2; 4.4
<b>Objective 1.3:</b> Students will recognize and understand important vocabulary important in the discipline of biblical interpretation.	2.1; 2.2
<b>Objective 1.4:</b> Students will analyze the impact of modern culture on our understanding of ancient biblical texts.	3.2; 4.4
<b>Goal 2:</b> Students will demonstrate the ability to use the primary principles of language.	
<b>Objective 2.1:</b> Students will model the impact of historical setting on understanding biblical texts.	1.3; 1.7; 2.1; 2.2
<b>Objective 2.2:</b> Students will appraise the importance of literary context on the interpretation of biblical texts.	1.3; 1.7; 2.1; 2.2
<b>Objective 2.3:</b> Students will determine the impact of genre on the meaning of biblical texts.	2.1; 2.2
<b>Objective 2.4:</b> Students will examine biblical words in the context of the author and original readers and their understanding of these words.	1.3; 1.4; 1.7; 2.1; 2.2
<b>Goal 3:</b> Students will validate their appreciation for Scripture as God's revelation to His people.	
<b>Objective 3.1:</b> Students will examine Scripture as a resource for developing life in the context of pleasing God.	2.3; 3.2; 4.1
<b>Objective 3.2:</b> Students will apply the basic tools available for non-professional students of Scripture that can make the meaning of Scripture more accessible.	1.6; 2.1; 2.2; 2.3
<b>Objective 3.3:</b> Students will exhibit appreciation for the work of biblical scholarship today.	1.4; 1.6; 4.5

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## COURSE EXPECTATIONS

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums,

assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

#### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

#### *Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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