



Queensland
Theological College



RYP31/51

Principles of Interpretation

Day Class

Unit Outline

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Principles of Interpretation**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2019

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at the ACT website: www.acttheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **“Guidelines for Essays in Coursework Units”** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Census Date: Saturday 31 March 2019

This is the last day on which you may withdraw from the **Day** Classes in *Principles of Interpretation* without academic penalty (a Fail), or without being liable for the tuition fees.

Information about this unit

Unit description

'Principles of Interpretation' is the foundation of everything we seek to do at QTC. This unit aims to go 'back to basics' to ensure that everyone is handling the Bible in a helpful and responsible way, before we throw ourselves into the detail of studying the text in earnest. In this unit, you will be introduced to a way of reading and studying the Bible which is coherent, flexible and will shape the way in which you interpret the Bible in every context – whether reading it for personal study or studying the text in order to teach it to others.

We will examine in turn the importance of History, Literature and (Biblical) Theology in reading the Bible, before giving some attention to the way in which this will affect how we seek to communicate the message of any text in the context of the flow of the whole Bible. After completing this unit, every student should be equipped to understand how the Bible fits together, how Jesus Christ is the key to all the Scriptures and how to approach the task of interpreting any part of the Bible.

Learning Objectives

1. To introduce the general principles of the interpretation of Biblical documents.
2. To assist students to gain a basic appreciation of the various genres of literature in scripture and a how such genres should be interpreted.
3. To impart an awareness of foundational considerations for the exposition of biblical texts.
4. To develop skills of biblical interpretation that will form a basis for personal study of the scriptures, expository preaching, and group Bible study.

Learning outcomes

Upon completion of this unit students will be able to:

1. Exegete a passage of scripture in a manner which is sensitive to its original context, literary genre and the flow of biblical theology;
2. Explain to someone else the way in which they would go about interpreting a passage in such a way as to show its significance for a Christian audience;
3. Prepare to deliver a Bible Study or preach a sermon that reflects sound exegetical and hermeneutical principles and an awareness of Biblical theology.

How this Unit Contributes to the Course

We are very aware that our students start at very different places – some come to us straight from studying another course, whereas others have been in the workplace for years and are petrified about the challenge of tertiary level study! But we are also mindful of the fact that our students come from a variety of church backgrounds, and have had very different spiritual journeys. As if that weren't all, some of us have (often unconsciously) picked up some very bad habits over the years when it comes to reading and studying the Bible! That is why 'Principles' is very deliberately set up as a 'back to basics' course, in which we strip away our presuppositions and rebuild from the ground up, in order to ensure that every student is well-equipped to study ensuing courses (and to serve well in the church) over the years ahead.

Pre-requisites and Co-requisites

This subject is a Type B Elective. It caters for students studying for the following accredited courses of the Australian College of Theology: BTh/BMin/AssocDegTh/DipTh/DipMin and MDiv/GradDipDiv/GradCertDiv

This unit is being taught at QTC at foundation level (300/500 level); therefore there are no prerequisite requirements.

How this unit is organized & what we expect of you

This unit is taught over nine weeks, with two hours of contact time each week involving lectures, class discussion time and work in small groups.

The **Lecture Dates** for this unit on **Wednesday** afternoons, commencing at 1.25pm, are:

13 February
20 February
27 February
06 March
13 March
20 March
27 March
03 April
24 April

This is a half-unit, worth 2 credit points towards your qualification.

Students are required to attend all lectures, complete any set pre-reading and complete any assessment tasks by the relevant due date.

Teaching staff

LECTURERS

Rev Dr Gary Millar

Email: gmillar@qtc.edu.au

Please feel free to contact me if you have any problems or concerns about the course.

Rev Dr Nick Brennan

Email: nbrennan@qtc.edu.au

Mr. David Walter

Email: david.walter@es.org.au

Other Key Contacts

Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

E registrar@qtc.edu.au

Moodle functions and queries

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

E registrar@qtc.edu.au

Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

E library@qtc.edu.au

Unit timetable: topics & teaching and learning activities

College week	Lecture Topic
Week 1(GM) – 13 Feb	Learning to Read - the who, why and how of Interpretation
Week 2 (NB) – 20 Feb	Reading the Bible in context – why History matters
Week 3 (DW) – 27 Feb	Reading the Old Testament
Week 4 (DW) – 06 Mar	
Week 5 (NB) – 13 Mar	Reading the New Testament
Week 6 (NB) – 20 Mar	
Week 7 (NB) – 27 Mar	
Week 8 (NB) – 03 April	From text to theology - on critical thinking, reasoning and constructing an argument
Week 9 (GM) – 24 April	Introducing Biblical Theology

Readings (available on Moodle)

Week 1:

Piper, John. *Think: The Life of the Mind and the Love of God*, Wheaton, IL: Crossway, 2010. – **PAGES 41-56**

Köstenberger, Andreas J. and Richard D. Patterson. *An Invitation to Biblical Interpretation: Exploring the Hermeneutical Triad of History, Literature and Theology*. Grand Rapids, MI: Kregel, 2011. – **PAGES 57-81**

Week 2:

Provan Iain, V. Philips Long and Tremper Longman III. *A Biblical History of Israel*. Louisville, KY: Westminster John Knox, 2003. – **PAGES 51-74**

Week 3:

Giese, Ronald L. Jr., "Literary forms of the Old Testament" Pages 18-27 in *Cracking Old Testament Codes*. Edited by Sandy D. Brent and Ronald L. Giese. Nashville, TN: Broadman and Holman Academic, 1995.

Broyles, Craig C. *Interpreting the Old Testament: a guide for exegesis*. Grand Rapids, MI: Baker Academic, 2001. – **PAGES 104-111**

Kaiser, Walter C. Jr. *Preaching and Teaching from the Old Testament: a Guide for the Church*. Grand Rapids, MI: Baker Academic, 2003. – **PAGES 63-77**

Week 4:

Greidanus, Sidney. *The Modern Preacher and the Ancient Text*. Grand Rapids, MI: Eerdmans, 1988. – **PAGES 238-250**

Fee, Gordon and Douglas Stuart. "The Prophets: Enforcing the Covenant in Israel" Pages 181-204 in *How to read the Bible for all its worth*. 3rd ed. By Gordon Fee and Douglas Stuart. Grand Rapids, MI: Zondervan, 2003.

Broyles, Craig C. *Interpreting the Old Testament: a guide for exegesis*. Grand Rapids, MI: Baker Academic, 2001. – **PAGES 112-121**

Hutchinson, James Hely. "The Psalter as a Book" Pages 23-45 in *Stirred by a Noble Theme*. Edited by Andrew Shead. Nottingham: Apollos, 2013.

Klein, William W., Craig L. Blomberg and Robert L. Hubbard Jr., eds. *Introduction to Biblical Interpretation*. 3rd ed. Grand Rapids, MI: Zondervan, 2017. – **PAGES 387-397**

Weeks 5-7:

Silvia, Moisés. *Interpreting Galatians: Explorations in exegetical method*. 2nd ed. Baker Academic, 2001. – **CHAPTER 5** (Basic)

OR

Barclay, John M.G. "Mirror-reading a polemical letter: Galatians as a test case." *JSNT* 10, no.31 (1987) – **PAGES 73-93** (Advanced)

Marshall, I. Howard *Luke: Historian and Theologian*. Grand Rapids, MI: Zondervan, 1971. – **CHAPTER 2**

Hultgren, Arland J. *The Parables of Jesus: A commentary*. Grand Rapids, MI: Eerdmans, 2000. – **CHAPTER 1** (Basic)

OR

Blomberg, Craig L. *Interpreting the Parables*. Downers Grove, IL: InterVarsity, 2012. – **CHAPTER 2** (Advanced)

Week 8:

Billings, J. Todd. *The Word of God for the People of God: An entryway to the theological interpretation of Scripture*. Grand Rapids, MI: Eerdmans, 2010. – **CHAPTER 2**

Horton, Michael. *The Christian Faith: A systematic theology for pilgrims on the way*. Grand Rapids, MI: Zondervan, 2011. – **CHAPTER 5**

Week 9:

Hamilton, James M. *What is Biblical Theology? A Guide to the Bible's Story, Symbolism, and Patterns*. Wheaton, IL: Crossway, 2014. – **PAGES 15-23**

Goldsworthy, Graeme. *Gospel and Kingdom*. Milton Keynes, MK: Paternoster, 1981. – **PAGES 51-57**

Gentry, Peter J. and Stephen J. Wellum. *Kingdom through Covenant: A Biblical-Theological Understanding of the Covenants*. Wheaton, IL: Crossway, 2012. – **PAGES 591-652**

Robertson, O. Palmer. *The Christ of the Covenants*. Phillipsburg, NJ: P&R, 1980. – **PAGES 37-63**

Additional Readings (Optional)

Schreiner, Thomas R. *The King in His Beauty: A Biblical Theology of the Old and New Testaments*. Grand Rapids, MI: Baker, 2013. – **PAGES 630-646**

Hamilton, James M. *God's Glory in Salvation through Judgement: A Biblical Theology*. Wheaton, IL: Crossway, 2010. – **PAGES 37-65**

RVB31 Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT Late Penalties Policy, the assessment marks will be reduced at the rate of 3% of the total possible marks for the assessment item per calendar day, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a take-home exam, the assessment marks will be reduced at the rate of 6% of the total possible marks for the assessment item per calendar day, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within 10% of the required word limit, and failure to meet this requirement shall result in a penalty of 10% of the total possible mark being deducted. Please see the ACT Handbook for full details on what is included within your total word count. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

Assessment Task	Description
<p>Two exegetical summary pieces, EACH 1000 words in length, and of equal value.</p> <p>These pieces are together worth 85% of the total marks for this unit</p> <p>Sermon Plan worth 15% of the total marks for this unit</p> <p>(To be submitted in the same document as the two exegesis pieces)</p>	<p>1. Two exegetical summary pieces, one based on an Old Testament passage (1st assessment piece) and one on a New Testament passage (2nd assessment piece).</p> <p>The exegesis should contain short comments on how the following factors should control the interpretation of this passage:</p> <ul style="list-style-type: none"> (i) Historical factors (i) Literary factors (iii) Theological factors. <p>2. For ONE of your exegesis passages in Assessment 1, submit a 400-word Sermon Plan in bullet-point form for a 20-minute sermon to be based on this passage and for delivery to a congregation you know well.</p> <p>Remember that you will need to be selective in how much of your exegesis material can be included in a 20-minute sermon suitable for a local congregation, though all of</p>

	<p>that exegesis work should guide your sermon plan preparation.</p> <p>Complete the following tasks in devising your Sermon Plan :</p> <ul style="list-style-type: none">• Indicate the main sections of content in the passage, with their verse references.• Provide a concise summary of the meaning and significance of each section of the passage, in the light of historical, literary and theological factors.• Summarise in one or two sentences the overall key idea(s) of the passage.• Explain succinctly how this passage fits into the overall message of the Bible.• Indicate briefly possible application(s) of your passage, and if any application is particularly relevant to the congregation you have in mind, explain briefly why this is so.• Provide a title for the sermon, together with key ideas to be included in the Introduction and Conclusion of the sermon. <p>This sermon plan is to be submitted in the same document as your two exegesis pieces.</p>
--	---

Both the Old and New Testament exegetical summary pieces together with the sermon plan should be submitted together on the same due date **as one document** via Moodle. Moodle does not allow you to upload your final submission document twice.

RYB51 Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT Late Penalties Policy, the assessment marks will be reduced at the rate of 3% of the total possible marks for the assessment item per calendar day, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a take-home exam, the assessment marks will be reduced at the rate of 6% of the total possible marks for the assessment item per calendar day, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within 10% of the required word limit, and failure to meet this requirement shall result in a penalty of 10% of the total possible mark being deducted. Please see the ACT Handbook for full details on what is included within your total word count. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

Assessment Task	Description
<p>Two exegetical summary pieces, EACH 1200 words in length, and of equal value.</p> <p>These pieces are together worth 85% of the total marks for this unit</p> <p>Sermon Plan worth 15% of the total marks for this unit</p> <p>(To be submitted in the same document as the two exegesis pieces)</p>	<p>1. Two exegetical summary pieces, one based on an Old Testament passage (1st assessment piece) and one on a New Testament passage (2nd assessment piece).</p> <p>The exegesis should contain short comments on how the following factors should control the interpretation of this passage:</p> <ul style="list-style-type: none"> (i) Historical factors (i) Literary factors (iii) Theological factors. <p>2. For ONE of your exegesis passages in Assessment 1, submit a 500-word Sermon Plan in bullet-point form for a 20-minute sermon to be based on this passage and for delivery to a congregation you know well.</p> <p>Remember that you will need to be selective in how much of your exegesis material can be included in a 20-minute sermon suitable for a local congregation, though all of that exegesis work should guide your sermon plan</p>

	<p>preparation.</p> <p>Complete the following tasks in devising your Sermon Plan :</p> <ul style="list-style-type: none"> • Indicate the main sections of content in the passage, with their verse references. • Provide a concise summary of the meaning and significance of each section of the passage, in the light of historical, literary and theological factors. • Summarise in one or two sentences the overall key idea(s) of the passage. • Explain succinctly how this passage fits into the overall message of the Bible. • Indicate briefly possible application(s) of your passage, and if any application is particularly relevant to the congregation you have in mind, explain briefly why this is so. • Provide a title for the sermon, together with key ideas to be included in the Introduction and Conclusion of the sermon. <p>This sermon plan is to be submitted in the same document as your two exegesis pieces.</p>
--	---

Both the Old and New Testament exegetical summary pieces together with the sermon plan should be submitted together on the same due date **as one document** via Moodle. Moodle does not allow you to upload your final submission document twice.

Guide to Assessments

What are we looking for?

Exegesis Pieces:

1. It is important to remember that these assessments are designed *to test if you have grasped the basic principles of interpretation* (looking at the historical context, appreciating the kind of literature we are reading and how that works, and then how this part of the Bible fits into the whole flow of Scripture). We are not asking you to come up with the definitive (or exhaustive) interpretation of any particular Bible passage. Our concern is to make sure that you are *approaching the Bible properly and are aware of the issues and challenges of interpreting the text*, rather than testing your understanding of any given text *per se*.

2. The choice of passage has been left up to you, but here are some hints:
 - a. Don't choose something so long that you can never hope to cover the ground within the word limit, nor so short that you don't have enough to say! A good rule of thumb is to take an ESV paragraph (and to remember that often your Old Testament passage may be a little longer than your New Testament choice, especially if it is narrative).
 - b. Choose a part of the Bible that you are interested in or intrigued by! You will complete a better assessment if you are engaged.
 - c. Do not feel constrained to organise your assessment under the headings of 'History', 'Literature' and 'Theology' (although you should feel free to do so). What is most important is that these areas *are discussed*. [You will see, for example, that commentaries organise their material in a range of ways – using terms like 'setting', 'background', 'text', 'structure', 'meaning' etc. But behind those *organisational devices*, it's important to recognise that they are covering the same ground that we have described under 'History', 'Literature' and 'Theology'.

3. Students often ask 'How many other books should I refer to?' and 'How many footnotes or references do you want to see?' The short answer is that for these assessments, *the primary goal is to ensure that you are using the right strategies in interpretation, rather than interacting with others who have written on the particular text*. The assessments will be marked on the basis of your method and approach, rather than whether or not you are aware of how others have approached the text in the past. *However*, it will be necessary for you to refer to books (generally commentaries) for some help on historical details, literary structure and perhaps theological issues. Where you glean help from these sources, you should include a footnote, and also add the title to your bibliography.

4. In the final session of the unit, you will be shown a couple of representative examples of what we are expecting!

Sermon Plan:

You are to provide **a plan for a sermon** based on **ONE** of your exegesis passages. Write a sermon outline in bullet-point form, something like the notes you might take if listening to a sermon. You are NOT required to write the full text of a sermon.

A sermon seeks to convey, explain and apply the key truths of a passage to the listeners. It is not simply a verse-by-verse lecture about the content of the passage. It seeks to exhort as well as to describe and explain.

You should summarise the content of the passage so that it can be communicated to a congregation in a sermon. Indicate the key sections of the passage with their verse references. Provide a concise summary of the meaning of each section, in the light of historical, literary and theological factors. You will do this better if you think about how you would explain it to a congregation you know well, and you may like to include a sentence describing the location, age range and Christian experience of the congregation you have in mind.

You should summarise the key ideas of the passage in one or two sentences, and explain how the passage fits into the overall message of the Bible. Then think carefully about how the message of the passage applies to people today, and particularly to your congregation. Write down possible application(s), based on the main theme(s) of the passage.

Indicate ideas for an interesting Introduction that will attract the attention of the listeners. Also write down the main points you would mention in a Conclusion that emphasises the key message of the sermon. Provide a title for the sermon.

Learning Resources

Biblical Interpretation:

Billings, J. Todd. *The Word of God for the People of God: An entryway to the theological interpretation of Scripture*. Grand Rapids, MI: Eerdmans, 2010.

Broyles, Craig C. *Interpreting the Old Testament: a guide for exegesis*. Grand Rapids, MI: Baker Academic, 2001.

Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its' Worth: A Guide to Understanding the Bible*. 3rd ed. Grand Rapids: MI: Zondervan, 2003.

Giese, Ronald L. Jr., and Sandy D. Brent, eds. *Cracking Old Testament Codes*. Nashville, TN: Broadman and Holman Academic, 1995.

Greidanus, Sidney. *The Modern Preacher and the Ancient Text*. Grand Rapids, MI: Eerdmans, 1988.

Kaiser, Walter C. Jr. *Preaching and Teaching from the Old Testament: a Guide for the Church*. Grand Rapids, MI: Baker Academic, 2003.

Klein, William W., Craig L. Blomberg and Robert L. Hubbard Jr. *Introduction to Biblical Interpretation*. 3rd ed. Grand Rapids, MI: Zondervan, 2017.

Köstenberger, Andreas J. and Richard D. Patterson. *An Invitation to Biblical Interpretation: Exploring the Hermeneutical Triad of History, Literature and Theology*. Grand Rapids, MI: Kregel, 2011.

Long, V. Philips, M. Silva, Tremper Longman III, Richard A. Muller and Vern S. Poythress. *Foundations of Contemporary Interpretation: six volumes in one*. Grand Rapids, MI: Zondervan, 1996.

Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Guide to Biblical Interpretation*. 2nd ed., Downers Grove, IL: IVP Academic, 2006.

Piper, John. *Think: The life of the mind and the love of God*. Wheaton, IL: Crossway, 2010.

Key books on Biblical Theology:

Alexander, T. D. and Brian S. Rosner, eds. *New Dictionary of Biblical Theology*. 1 vol. Leicester: IVP, 2000.

Goldsworthy, G.L. *Gospel and Kingdom*. Exeter: Paternoster, 1981.

Goldsworthy, G. L. *Preaching the Whole Bible as Christian Scripture: the application of biblical theology to expository preaching*. Grand Rapids, MI: Eerdmans, 2000.

Goldsworthy, G. L. *Christ-centred Biblical Theology: hermeneutical foundations and principles*. Nottingham: Apollos, 2012.

Klink, Edward W. and Darian R. Lockett. *Understanding Biblical Theology: a comparison of theory and practice*. Grand Rapids, MI: Zondervan, 2012.

Roberts, Vaughan. *God's Big Picture*. Leicester: IVP, 2009.

Biblical Theologies:

Gentry, Peter J. and Stephen J. Wellum. *Kingdom through Covenant: a biblical-theological understanding of the covenants*. Wheaton, IL: Crossway, 2012.

Hamilton, James M. Jr. *God's Glory in Salvation through Judgment: A Biblical Theology*. Wheaton, IL: Crossway, 2010.

Schreiner, T. *The King in his beauty: a Biblical theology of the Old and New Testaments*. Grand Rapids, MI: Baker, 2013.

New Testament Interpretation

Barclay, John M.G. "Mirror-reading a polemical letter: Galatians as a test case." *JSNT* 10, no.31 (1987)

Blomberg, Craig L. *Interpreting the Parables*. Downers Grove, IL: InterVarsity, 2012.

Hultgren, Arland J. *The Parables of Jesus: A commentary*. Grand Rapids, MI: Eerdmans, 2000.

Marshall, I. Howard *Luke: Historian and Theologian*. Grand Rapids, MI: Zondervan, 1971.

Silvia, Moisés. *Interpreting Galatians: Explorations in exegetical method*. 2nd ed. Baker Academic, 2001.

Old Testament Interpretation

Shead, Andrew, ed. *Stirred by a Noble Theme*. Nottingham: Apollos, 2013.

Books on Systematic Theology

Horton, Michael. *The Christian Faith: A systematic theology for pilgrims on the way*. Harper Collins, 2011

ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4