

**Note:**

**Course content may be changed, term to term, without notice.  
The information below is provided as a guide for course selection  
and is not binding in any form.**

## MOODY DISTANCE LEARNING

### Course Number, Name, and Credit Hours

BI2201, Interpreting Scripture, 3 Credit Hours

### Course Description

This course guides students in the interpretive techniques utilized in the study of the Scriptures. Emphasis is placed on understanding the primacy of the Scriptures in the intersection of text and experience, as well as the benefits and hindrances of one's own preunderstandings in the study of the biblical text. Necessity of interpreting culture and context to adequately apply the Scriptures will also be discussed.

### Course Objectives

1. Apply critical observation and interpretation strategies to various biblical texts (BL3)
2. Explain the use and importance of biblical genres in interpretation (BL4)
3. Utilize practices of cultural interpretation to relate scripture to the student's society (BL3 & 5)
4. Discuss evangelical interpretive approaches in light of recent philosophical and literary thought (BL2)
5. Explore the role and position of experience in the interpretive task

### Course Materials

Required textbooks for all Moody Online classes can be found on the [Required Textbooks](#) section of the Moody website.

### Assignments

All assignments are due according to the schedule listed on the Course Schedule.

**1. CLASS PARTICIPATION:** Active participation is expected in this online course. Participation includes two main areas: discussion boards and reading. Class Participation will account for 25% of final course grade.

**a. Discussion Boards:** You must maintain a significant presence in the discussion board. Please refer to the discussion board rubric included in the Documents section of this course for more information on how your participation in the discussion board will be assessed.

**b. Course Expectations:** The completion of the course reading, audio/video reviews, online articles, etc. is an important part of the course. You are expected to complete the weekly expectations prior to your discussion boards each week so you are able to discuss the concepts with others in the course.

**2. ASSIGNMENTS:** There will be several projects in this course requiring skills learned that may include work with Microsoft Word, Excel, PowerPoint, and beginner media production tools. Specific assignment instructions are provided under the Weekly menu. Assignments are submitted through a link provided so they can be recorded as submitted through the Blackboard Grade Center. The assignments in the course are:



a. **ASSIGNMENT 1: CULTURAL AND BIBLICAL INTERPRETATION ESSAY**

In a minimum 2-page double-spaced essay explain how cultural interpretation (or cultural exegesis; ET) and biblical interpretation (GGW) relate.

b. **ASSIGNMENT 2: Biblical Genre Review – Goup Wiki**

For the reading in week 2, your instructor will place you into groups of four to five (4-5). These same groups will also be used for further assignments in this course. In these groups, you will divide up Chapters 14-22 in the text (dedicated to biblical genres) between yourselves.

For this assignment, your team will construct a wiki that surveys each of the 9 biblical genres. This wiki will be intended as a “cheat sheet” for biblical genre, a resource that you would feel confident turning to when studying the Bible in future. Dedicate at least one page to each genre with aesthetically formatted written content, pictures, flow charts, etc.

c. **ASSIGNMENT 3-1: Observation Assignment**

In this assignment you will utilize the study tools learned in the Lesson 3 reading to interpret two select passages. These passages are given in the “Observation Worksheet” in the Lesson Resources folder on Blackboard. In these passages utilize the study tools you learned in all 3 chapters. A condensed list can be found in the text.

This assignment will be completed in the **groups made for Assignment 2**. Each of the two passages must be worked on by each student in the group – do not merely divide up the work. The intent of using groups in this assignment is that you will learn from your peer’s perspectives. Therefore, once the assignment has cycled through every student in the group each student must again review it so that they can see what others have added. How this will be done depends on the digital method used for this group assignment.

d. **ASSIGNMENT 3-2: Interpretation Quiz**

This quiz is designed to help you discern the differences between observation, interpretation and application. Read each statement and select if the statement is an observation, interpretation or application. Use the “Inductive Bible Study” document in week 3 to study for this assignment. This quiz can be completed with the use of a Bible **only**.

e. **ASSIGNMENT 4: Historical Background Assignment**

In this assignment you will utilize the tools you learned in the text to compile an in-depth study guide for a single passage of scripture. Using the questions you have learned to ask in this chapter you will compile two to three (2-3) pages of background information that will help you properly interpret a passage.

In similar fashion to **Assignment 2**, this assignment will be completed in a group. Unlike the previous assignment, division of labor is permitted, however, each student must read through and edit the final product. Please see **Assignment 3-1** for a list of prospective online tools to help you with this coordinate this assignment. For more information on the assignment requirements, see the rubric in the lesson resources folder.

f. **ASSIGNMENT 5-1: Literary Context Assignment**

In similar fashion to **Assignments 2, 3-1, and 4**, this assignment will be completed in a group. Division of labor is permitted, however, each student must read through and edit the final product. Please see **Assignment 3-1** for a list of prospective online tools to help you with this coordinate this assignment.

For this assignment you will lean heavily on the readings in week 5. You will complete this assignment using the “Literary Context Worksheet” and submit it through Blackboard.

g. **ASSIGNMENT 5-2: Word Study Worksheet**

## BI-2201 Interpreting Scripture

In this assignment you will complete assignments 9-2 and 9-2 from GGW (pp. 185-188) using the "Word Study Worksheet" in the Lesson Resources folder. This assignment will be completed individually and is due to be submitted through Blackboard.

**h. ASSIGNMENT 5-3: Final Interpretive Paper**

In this assignment you will utilize all the tools learned in this course to create a comprehensive study guide for a select passage. This passage will be one of the four already studied in **Assignments 3-1, 4, and 5-1**: Deuteronomy 6:4-9, Proverbs 3:1-8, Matthew 5:13-16, and Romans 12:1-3.

For this project, you will present your compiled research on your selected passage into a multi-staged paper.

It is recommended that you devote **at least** one double-spaced page for each of the requirements given (seven (7) total pages not including Works Cited page). It is expected that you will have already completed part of this project through one of your previous group assignments. You may freely use this group work in your own project and are encouraged to even add to it.

This assignment will be submitted individually through Blackboard.

**i. ASSIGNMENT 6: Is there a Meaning in this Text?**

In a minimum 2-page double spaced paper provide an answer to the following question: How is it possible for me to know for certain what the Bible means? In your response indicate your view of the roles authorial intent and reader response play in interpretation. Utilize and cite the readings from week 6. It is recommended that you investigate the optional readings for this assignment.

This assignment will be submitted through Blackboard.

**j. ASSIGNMENT 7: Pastoral Interview and Blog**

For this assignment students will interview a pastor/teacher to ask them how they prepare their lessons from Scripture. Once the interview is completed, students will blog about their experience and discoveries.

Find a local pastor/teacher (someone who teaches in front of a church congregation on a regular basis) who is able to meet with you and talk about how they make the journey from the biblical text to his or her weekend sermon. This person may be someone you already know, however, students who interview someone from a **different Christian tradition or denomination** will be awarded up to 5% extra credit on this assignment. If you pursue the extra credit option, be sure to select someone from a tradition that is not very similar to your own (e.g., Anglican and Episcopalian are considered similar). **Please include** a statement at the beginning of your blog indicating your own tradition and the tradition of the person interviewed. Your interview may be over the phone, over Skype, in person, etc., but must be done in real time with voice contact (i.e., not email). Your instructor must confirm any exception.

You should take notes during the interview (or record it) to ensure you are prepared to write a detailed response. After completing the interview, post a blog (minimum 250 words, maximum 400 words) summarizing your findings from the above four questions and detailing what you learned or what might have surprised you. After completing your blog post, skim the blogs of at least 2 other students. Feel free to leave comments, encouragements, or questions on other students' posts.

This assignment will be submitted as a blog on Blackboard.

**k. ASSIGNMENT 8: Course Reflection**

A reflection paper develops complex insights and theories, and allows you to speculate about the future. In this type of a paper you are allowed to write about your experience(s) and how it is in harmony or disharmony with perspectives experienced in the course. In a reflection paper emphasis is placed on experience and the vivid articulation of that experience.



BI-2201 Interpreting Scripture

This paper will be no longer than three (3) pages double-spaced.

This paper will be submitted through Blackboard.

**Writing Style**

Undergraduate students at Moody Bible Institute are to follow the Modern Language Association (MLA) style for all written assignments. Your instructor may waive this requirement for specific assignments such as discussion boards, blogs, emails, and the like, but if not stated otherwise, follow MLA guidelines. Assignments not in proper MLA format may be returned with a request to redo the assignment and could be subject to a late penalty.

At a minimum, all assignments submitted as a document are to be in a standard 12-point font (limited to Time New Roman, Arial, Calibri, Cambria, Century Schoolbook), 8½ x 11 page size, and double-spaced and are to be submitted as a Microsoft Word document (.doc or .docx). Papers that cite other works should include a Works Cited page.

Students should follow the latest version of the *MLA Handbook for Writers of Research Papers* (currently the 7<sup>th</sup> edition) or use the OWL website at <https://owl.english.purdue.edu/owl/resource/747/01/>.

**Assessments**

Students' grades for this course will consist of:

Class Participation	25%
Assignment 1	10%
Assignment 2-1	5%
Assignment 3-1	5%
Assignment 3-2	5%
Assignment 4	10%
Assignment 5-1	3%
Assignment 5-2	2%
Assignment 5-3	15%
Assignment 6	5%
Assignment 7	5%
Assignment 8	10%
	100%

Letter grades are determined by the following scale:

Letter Grade	Percentage Equivalent	Letter Grade	Percentage Equivalent
A	96% or higher	C	73 - 76.9%
A-	90 - 95.9%	C-	70 - 72.9%
B+	87 - 89.9%	D+	67 - 69.9%
B	83 - 86.9%	D	63- 66.9%
B-	80 - 82.9%	D-	60 - 62.9%



C+	77 - 79.9%	F	Below 60%
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### ADA Compliance Statement

Moody Bible Institute complies with the ADA (Americans with Disabilities Act) as well as Section 504 of the Rehabilitation Act, by providing appropriate accommodations to qualified students with disabilities. We value diversity and inclusion and recognize disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessment of this course, you are invited to address the professor with your concerns; additionally, you are encouraged to contact Gayla Gates, our disability services provider, at the Student Resource Center to discuss possible environmental modifications or adaptations. Please note, accommodations are not retroactive, therefore we encourage you to contact our service provider within the first two weeks of the semester. Contact Gayla Gates at [ggates@moody.edu](mailto:ggates@moody.edu) or 312-329-2177.