RELB 245 Hermeneutics
“The unfolding of your words gives light; it imparts understanding to the simple.”

“The unfolding of your words gives light; it imparts understanding to the simple.”

“הָדִּילוֹתֵיהֶם וּלְגַּוְּוֹן סְבוּא פְּתוֹאִי קַאָה סְעְנָטְיֵה נַפְּלָוִים
LXX Psalm 118:30

Cover picture: Early Christian symbols: a fish - ἰχθύς, ichthus, an acronym meaning:
I:Jesus=Jesus; X:Xristos=Christ, Th:Theos=God, U:huioS=Son; S:soter=Saviour from an etching in
St. Sebastian catacomb, Rome.
RELB 245 Hermeneutics
School of Distance Education

Self-Paced Format
This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact
Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
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<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
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</table>

Part 1: Course Information

Course Description
An introduction to the presuppositions beneath various interpretative approaches to the biblical text and application of the principle of interpretations to texts representing the various genres of the Old and New Testaments.

Prerequisite
RELB 100 – God and Human Life. Recommended to have completed at least one year of biblical Greek.

Course Rationale
This course analyzes and explains the development of methods for biblical exegesis and different approaches for biblical hermeneutics. It reviews the presuppositions, principles and methodology, in so doing, aiming for a proper manner how to understand the Sacred Scriptures. It includes a review of the allegorical, textual criticism, literary, sociological, ideological and cultural criticisms, as well as, comparative, words studies, intertextuality and thematic studies approaches under the umbrella of the historical-grammatical method and in contrast to the historical-critical method. In addition, it seeks the ability to utilize the standard reference tools available for useful Bible studies.
**Required Text/Material**

*Note:* Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

A critical edition of the Bible in a modern language. Recommended:

- *Andrews Study Bible – NKJV*, (Berrien Springs, MI: Andrews University Press. 2010) or
- *The ESV Study Bible (English Standard Edition)*, (Wheaton, IL: Crossway Bibles, 2008). The following textbooks are required:

**Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course, or approximately 8 hours per module in the course. There are suggested schedules to accomplish this work included in this syllabus.

A suggested schedule for each module is listed below. Do not try to complete all the steps at once.

- **Have a short devotional worship,** 5-7 minutes.
- **Read the assigned textbook readings** for the module, 40-120 minutes.
  - Take notes as you read and underline/highlight the books in order to complete the *Blog Postings and Learning Book Reports*.
  - **Write possible questions** to include in your discussion Forums.
- **Watch and/or read** the Professor’s Lecture, 20-60 minutes.
- **Complete the assignment** for the readings (Blog & Learning Book Reports), reviewing your notes and highlighted section, 30-50 minutes
- **Preparation for the Exegetical Portfolio**, 40-95 minutes.
- **You may wish to use** the format designed for the *face-to-face* students: *Blog Postings on Short Introduction to Hermeneutics* on Sundays, *Learning Book Reports* on Tuesdays and *Portfolio* on Thursdays.
**Institutional Outcomes:**
3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

**Program Learning Outcomes**
Graduates of this program will be able to:
- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

**Student Learning Outcomes**
The student will be able to:
- Understand the development of different methodology used in Christianity.
- Develop a workable hermeneutical tool for Bible-study seeking a meaningful interpretation of the biblical text.
- Use exegetical resources, including interlinear texts, lexicons, concordances, grammars, and Bible software.
- Acquaint the student with resources for effective Bible study.
- Challenge the student to apply the class material for personal Bible study as well as for exploring his/her relationship with God/Jesus Christ.

**Part 2: Course Methods and Delivery**

**Methods of Instruction**
Methods of instruction include assigned readings from the textbook and the course material, learning book reports, interactions with the instructor via discussion Forums (weekly answers), videos, and portfolio assignments. Regular participation in the course is essential to good performance.

**Technical Requirements**
- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([student copy here](http://learninghub.andrews.edu)

**LearningHub Access**
This course is delivered online through LearningHub at [http://learninghub.andrews.edu](http://learninghub.andrews.edu)

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: [https://vault.andrews.edu/vault/pages/activation/information.jsp](https://vault.andrews.edu/vault/pages/activation/information.jsp) if
you haven’t already. If you need assistance, call or email us: (296) 471-6016 or mailto:helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

**Part 3: Course Requirements**

**Important Note:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

**Your Schedule**

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

**Assessment Descriptions**

**Blogs (Posting).** Module Postings for important reaction/statements from *A Short Introduction to Hermeneutics* (10%), and/or class’ lectures. Present good arguments to your answers. Write reactions expressing your opinion rather than summaries from the book or class lectures. Suggested deadline every Sunday.

**Learning Book Reports (LBR).** Post the Learning Book Reports in the assignment dropbox based on the *Understanding Scripture*. Follow the detailed guidelines below (10%). Suggested deadline Tuesday.

**Criteria for Blogs and Learning Book Reports**

Students will read the assigned/recommended pages from the textbooks and Bible texts for each week.

- Some pointers that will help you as you begin your critical reactions and reflections:
  We are not interested in number of pages, paragraphs, words; therefore the principle reads “quality surpasses quantity.”

  You should include:

  - A good dialogue and interaction with the author.
  - Imagine that you are responding back to author. What you should say?
Do you agree/disagree? Tell me why and your reasons.
Do you like it? Dislike?
What are the pros/cons of this reading?
Does the author present a good argument, even in the case that you disagree?
Indicate the good/bad points.
Do not write your paragraph giving a summary – e.g. “this chapter describes…” – We are looking for your informed opinion.
What are the shocking, inspiring, ‘aha moments’, pedagogical value, etc.
How the article/chapter help in improving your spiritual life?
What are the Christian virtues this chapter evokes? Mention and explain.

Scoring for Blogs and Learning Book Reports

- If you read the totality of the “Required Reading” and write a decent paragraph(s), you will receive a 90%. = A good effort = (illustrated as a check mark, when I grade your papers, √ or +)
- If we see a good presentation of critical and original thinking, sometimes even trying to improve/disprove the author, you will receive more points, 92%; 94; 96%. = A good job, √-; √ +; √ ++.
- If you have a “memorable” argument, statement, comment, phrase that “blow our minds,” you will receive a 98%-100%, = Excellent! √√ . Sometimes even three checkmarks.
- You will receive less than 90%. (80% - 90%) if you are doing the work “but getting almost there” = “Almost there”, — √.
- We hope not to receive “reactions” with grades less than 80% = “deficient”, +/-.
- If you do not complete the assignment you will receive a zero = 0. We will not accept emails. In case of sickness/emergencies you should report it (email rmunoz@andrews.edu, or call your teacher at (269) 471-3185).
- If you are using “other’s people material” – “plagiarism” (e.g. this also include when you are reading other people’s reaction and “making it” your own), in both instances you will receive a zero.

Portfolio Assignments
In each Module, you will complete Portfolio Assignments of working with biblical texts (65%). See guidelines for the selection of the text and verses per group or individual research. Suggested deadline every Thursday.

i. Translation of the text from Greek or Hebrew. Students lacking this necessary tool, will 'make-up’ a personal translation from comparing at least 7 versions. Students will use either personal or ‘compositional’ translation for the portfolio – No points.
ii. Inductive Reasoning Approach (7%).
iii. Sentences & Clauses Diagramming—English; Greek or Hebrew optional (7%).
iv. Allegorical (5%).
v. Narratology—Exegesis Chart (5%).
vi. Word Studies (8%).
vii. Intertextuality or Innerbiblical & Comparative approach (7%).
viii. Social Sciences (7%).
ix. Contextual approach & Reader Response (7%).
x. Theological – EGW (7%).
xi. Homiletic approach – a Sermon Outline (5%).

Oral Defense of Portfolio (10%). Student will compile, revise, update, and have a 20 minutes oral defense of the Portfolio at the Professor’s office. Online Students will schedule an internet appointment using Zoom or Skype connection provided by the University.

Exams
There are no exams in this course.
# Suggested schedule for completion in 8 weeks:

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
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</table>
| Intro            | These items will need to be completed before you will have access to the rest of the course | Orientation  
Course Overview  
Introductions  
Academic Integrity | Schedule  
Introduce Yourself  
Academic Integrity Quiz  
Academic Integrity Statement |
| 1                | Introductions                  | **Video**: Welcome to Class, How to Complete a Learning Book Report  
**PPT**: Welcome to Class  
Video presentation syllabus | Introductions  
Blog 1: Short Introduction to Hermeneutics  
Learning Book Report 1 |
|                  | Resources and Sample Papers – Portfolio | **PPT**: It’s Not Always As It Seems & Hermeneutics vs Exegesis & Translations- Versions – Codices - Manuscripts  
**Docs**: Hermeneutics vs Exegesis  
**Video**: It Is Not Always As It Seems & Translations – Versions – Codices – Manuscripts & Blessings in Disguise? | Blog 2 – Response to a Quote  
Learning Book Report 2  
PORTFOLIO Personal translation from Gk/Hb or Compositional |
| 2                | Doing Hermeneutics From a Confessional point of view | **PPT**: Views on Scripture & A History of Methods and Approaches: A Western View  
**Video**: A History of Methods and Approaches. | Blog 3 Short introductions to Hermeneutics  
Learning Book Report 3 |
|                  | Sola, Tota and Prima Scriptura | **PPT**: Sola, Tota, Prima Scripture & Exegetical Methodologies  
**Video**: Interview with Dr. W Whidden on EGW Theological Development & Sola Tota and Prima Scripture and the writings of EGW – A conversion with Dr. Erhard Gallos  
**Docs**: Examples Questions Inductive Reasoning Approach | Blog 4 Required Reading for Post Learning Book Report 4  
PORTFOLIO: Allegorical Method |
| 3                | Early and medieval Jewish and Christian Interpretations – The Allegorical Approach | **PPT**: Early Jewish and Christian Interpretation – The Allegorical Approach & Early Jewish Exegesis – The Use of the OT in the NT & Jewish and Christian Medieval Interpretation  
**Docs**: Sample Format of Allegorical Approach & Link: The Alexandrian Church and the Allegorical Method. & Link: Jewish Medieval Interpretation of the Songs of Songs  
**Video**: A Conversation with Dr. Glenn Russell on Allegorical Preaching. | Blog 5 Required Reading (2) for Post Learning Book Report 5 |
|                  | Historical Critical vs. Historical-Grammatical Method | **Doc**: Comparison HMC-HG Methods  
**PPT**: Comparison between the HCM and the HG & Historical Grammatical Approaches | |
| 4                | Literary Analysis – Narratology | **INSTRUCTIONS** ASSIGNMENT: Instructions and Example  
– Diagramming – Outlining the Argument  
|                  | Sentences and Clause Diagramming | | Blog 7 Required Reading (4) for Post Learning Book Report 7  
PORTFOLIO: Diagramming – Clause Sentences |
<table>
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<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Readings</th>
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<td>5</td>
<td>Literary Analysis – Structural – Rhetorical,</td>
<td>Video: Literary Approaches: An Introduction &amp; A conversation with Dr. Paul Petersen on Narrative Analysis &amp; How to Prepare Narratology: Exegesis Chart</td>
<td>Blog 8 Required Reading (5) for Post Learning Book Report 8 PORTFOLIO Exegetical Chart Narratology</td>
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<td>Instructions: How to complete Exegesis Chart</td>
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<td>Word Studies</td>
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<td>Hebrew – Greek Fonts Page</td>
<td>Blog 9 Required Reading (6) and Find Passages Learning Book Report 9 Portfolio Assignment: world studies</td>
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<td>Docs: Instruction for Word Studies</td>
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<td>Video: Instructions How to Complete word Studies Part 1 &amp; Advanced Instructions How to Complete Word Studies – Part 2</td>
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<td>Comparative and Intertextuality or Inner Biblical Approaches</td>
<td>Intertextuality: Steps to complete the paper</td>
<td>Blog 10 Differences: Innerbiblical and Imagination Learning Book Report 10 PORTFOLIO: Intertextuality</td>
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<td>Social Sciences Criticism</td>
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<td>Docs: Instructions How to complete the Social- Sciences Paper &amp; Social Sciences Criticism by AR &amp; Sample Paper on Social-Sciences – 1 Samuel by AG &amp; Sample paper 1 Corinthians by AW &amp; Sample Sciences by AP</td>
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<td>Video: Theological interpretation of Scripture – A Conversation with Dr. Ante Jeronic &amp; An Interview with Dr. Whidden on EGW Theological Development – Part 2</td>
<td>Learning Book Report 13 last posting PORTFOLIO: EGW Paper</td>
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<td>8</td>
<td>Theological &amp; Ideological: EGW</td>
<td>Instructions Final Portfolio</td>
<td>PORTFOLIO: Sermon outline</td>
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## Suggested schedule for completion in 16 weeks:

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| 8 Sentences and Clause Diagramming | Literary Analysis – Structural – Rhetorical, continuation | Video: Literary Approaches: An Introduction & A conversation with Dr. Paul Petersen on Narrative Analysis & How to Prepare Narratology: Exegesis Chart  
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Exegesis Chart Form  
Exegesis chart Elijah ch 2  
Exegesis chart Elijah | Blog 7 Required Reading (4) for Post Learning Book Report 7  
PORTFOLIO: Diagramming – Clause Sentences |
| 9 Literary Analysis – Structural – Rhetorical, continuation | | | Blog 8 Required Reading (5) for Post Learning Book Report 8  
PORTFOLIO Exegetical Chart Narratology |
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<td>10</td>
<td>Word Studies</td>
<td>Hebrew – Greek Fonts Page</td>
<td>Blog 9 Required Reading (6) and Find Passages Learning Book Report 9 Portfolio Assignment: world studies</td>
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<tr>
<td>12</td>
<td>Social Sciences Criticism</td>
<td><strong>Docs</strong>: Instructions How to complete the Social- Sciences Paper &amp; Social Sciences Criticism by AR &amp; Sample Paper on Social-Sciences – 1 Samuel by AG &amp; Sample paper 1 Corinthians by AW &amp;Sample Sciences by AP</td>
<td>Blog 11 – Universal Paradigms and Social Culture Learning Book Report 11 PORTFOLIO: Social- Sciences Approach Paper</td>
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<tr>
<td>14</td>
<td>Ideological: Feminism, Political and Socioeconomic Readings</td>
<td><strong>Video</strong>: Theological interpretation of Scripture – A Conversation with Dr. Ante Jeronic &amp; An Interview with Dr. Whidden on EGW Theological Development – Part 2</td>
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<td>Theological &amp; Ideological: EGW</td>
<td><strong>Instructions</strong> Final Portfolio</td>
<td>PORTFOLIO: Sermon outline</td>
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<td><strong>Final Portfolio Due</strong></td>
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**Completing Assignments**

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

**Part 4: Grading Policy**

**Graded Course Activities**

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<tr>
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<tr>
<td>65%</td>
<td>Portfolio Assignments</td>
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<tr>
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<td>Blog Postings on Short Introduction to Hermeneutics</td>
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<td>13%</td>
<td>Learning Book Reports on USAA</td>
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<td>Final Portfolio</td>
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**Viewing Grades in Moodle**

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.
Letter Grade Assignment

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<td>D</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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</table>

Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/
2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity
As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.
Commitment to Excellence
You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

Part 6: Selected Bibliography on Hermeneutics and Methodology


See also: Guides to Biblical Scholarship Series. Minneapolis: Fortress Press.

Old Testament, edited by Gene. M. Tucker... some titles:

- Canon and Community // Form Criticism // The Historical Critical Method // Literary Criticism of the OT // The OT and the Archeologist // The OT and the Historian // Textual Criticism // Tradition History and the OT // Interpreting Hebrew Poetry // Folklore and the Hebrew Bible // Rhetorical Criticism.


- Letters in Primitive Christianity // The NT Canon // What is Form Criticism? What is Midrash? // What is Redaction Criticism? // Structural Exegesis for the NT Critics // Rhetoric and the NT // What is Narrative Criticism? // What is Social-Scientific Criticism?