

Christopher Cone, Th.D, Ph.D

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## I. Course Description:

Hermeneutics is the discipline (science & art) of Biblical interpretation. This course will cover introductory themes and processes of Biblical interpretation, and will compare and critique varying approaches and their significance toward understanding the Bible, understanding theology, and knowing God personally.

## II. Course Objectives

1. To understand the basic approaches and development of various hermeneutic methods
2. To become thoroughly familiar with the exegetical use of the literal historical grammatical hermeneutic process by applying the process to a Biblical passage
3. To gain a deeper knowledge of and fellowship with our Lord through a proper hermeneutic approach

## III. Course Textbooks

### Required Texts:

Christopher Cone, *Prolegomena on Biblical Hermeneutics and Method, 2<sup>nd</sup> Ed.*, Tyndale Seminary Press, 2012, ISBN 978-1-938484-0302 (also available as an ebook)  
Mal Couch, *An Introduction to Classical Evangelical Hermeneutics*, Kregel, 2000, 978-0825423673  
Roy Zuck, *Basic Bible Interpretation*, David C. Cook, 1991, 0781438772  
Robert Thomas, *Evangelical Hermeneutics*, Kregel, 2003, 978-0825438394

### Recommended Texts for Additional Study:

Bernard Ramm, *Protestant Biblical Interpretation*, Baker Book House, 1980, 978-0801020834  
Paul Enns, *Moody Handbook of Theology*, Moody Press, 2008, 978-0802434340

## IV. Evaluation of Student Performance

1. Class Attendance – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2<sup>nd</sup> unexcused absence will result in an additional research assignment required for a passing grade. A 3<sup>rd</sup> unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. Reading Assignments and Accountability – All students will complete assigned reading and write a one-page summary highlighting key points of the reading.
3. Research Assignments – All students will write an exegesis paper, comprised of components learned in each class and a culminating exposition. All students will submit this work progressively as covered in classes 2-9. All students will write roughly 20 pages.
4. Course Exams – There are no quizzes or exams for this course.
5. Online Interaction – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) email a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. Campus students will submit assignments as directed by the Professor.  
Online Students will submit assignments directly to Advising Professor/ Instructor.

## 7. Scoring Rubric

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
<b>Total Points:</b>	<b>100</b>	<b>100</b>

## V. Course Outline & Assignments

### **Class 1 – Introduction**

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### **Class 2 – Verify Text & Translation**

Reading Component – Cone, 268-274; Zuck, 27-58; Couch, 11-30; Write a one-page summary of the readings.

Research Component – *Section #1. Preliminary Passage Overview (2 pages):*

a. Choose between any of the following passages:

Ephesians 4:1-16; Philippians 2:1-11; Revelation 20:1-6; Psalm 2; Haggai 2:1-9

b. Study the passage in four different translations and identify and key differences or issues in the translations. Note variants.

c. Write your passage overview identifying the following elements:

1. Identify variants in the text

2. Briefly summarize the passage

3. Summarize your current understanding of the theological impact of the passage

4. Identify doctrinal presuppositions you have in approaching the passage

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### **Class 3 – Understand Background & Context**

Reading Component – Cone, 275-277; Zuck, 58-75; Write a one-page summary of the readings.

Research Component – *Section #2. Background/Context Summary (2 pages)*

a. Identify, defend, and explain the significance of literary form/genre (prophecy, historical narrative, epistle, poetic)

b. Research key questions regarding the background of the book (authorship, composition, purpose, etc.)

c. Summarize background and context highlighting the following elements: historical, social, geographical, authorship, date, literary form.

d. Identify how these findings are significant to interpretation of the passage

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### **Class 4 – Identify Structure**

Reading Component – Cone, 277-278; Zuck, 76-97; Thomas, 141-164. Write a one-page summary of the readings.

Research Component – *Section #3. Outline/Structural Summary (2 pages)*

a. Identify structural keys/developments (development of narrative, development of argument, chiasm, etc.)

b. Outline the book, identifying major and minor divisions

c. Identify the importance of the structure in the interpretation of the passage

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### **Class 5 – Identify Grammatical & Lexical Keys**

Reading Component – Cone, 278-282; Zuck, 123-142; Couch, 32-51; Write a one-page summary of the readings.

Research Component – *Section #4 & 5 Grammatical Summary (1-2 pages) Lexical Summary (1-2 pages) Grammatical Summary (1-2 pages)*

a. Identify historical/cultural references, figurative language, rhetorical devices, quotations, etc

b. Identify key sentence structure, clauses, etc.

c. Summarize the importance of these grammatical keys to the interpretation of the passage

*Lexical Summary (1-2 pages)*

a. Identify key words

b. Do a full word study on at least one key word in the passage

c. Summarize key concepts arising from key words

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### **Class 6 – Identify Biblical Context**

Reading Component– Cone, 282-284; Zuck, 143-168; Thomas, 241-270; Write a one-page summary of the readings.

Research Component – *Section #6. Biblical Context Summary (2 pages)*

- a. Briefly identify the theme of the book
- b. Summarize the immediate context surrounding the passage
- c. Summarize how the passage contributes to the overall theme of the book

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### **Class 7 – Identify Theological Context**

Reading Component – Cone, 284-286; Zuck, 169-193; Couch, 52-70; Write a one-page summary of the readings.

Research Component – *Section #7. Theological Context Summary (2 pages)*

- a. Identify theological principles in the passage
- b. Connect the principles to the overall context of the book
- c. Summarize theological themes based on context

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### **Class 8 – Secondary Verification**

Reading Component – Cone, 286-288; Zuck, 194-226; Write a one-page summary of the readings.

Research Component – *Section #8. Correlation Summary (2 pages)*

- a. Utilize five commentaries covering the passage
- b. Identify hermeneutic method of the commentators
- c. Summarize agreements & differences in the interpretations of the commentators
- d. Defend your interpretation or alter it in light of your findings.

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### **Class 9 – Exposition**

Reading Component – Cone, 288-291; Zuck, 227-249; Write a one-page summary of the readings.

Research Component – *Section #9. Analysis & Impact (3-5 pages)*

- a. Provide verse analysis - running commentary on the passage
  - b. Summarize principle, primary application, & secondary application
  - c. Identify the impact of the passage on your own life
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## **VI. Tyndale General Policies and Procedures**

### **Assignment Format**

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

*Campus Students:* Professor Name, Class # & Name, Student Name, Assignment Title  
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

*Learning Center Students:* LC Location, Campus Prof. Name, Class # & Name, Student Name  
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

*Online Students:* Online Prof. Name, Class # & Name, Student Name, Assignment Title  
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

**Assignment Due Dates**

**Campus/Learning Center** students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

**Online** students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

**Writing Guidelines**

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7<sup>th</sup> Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

**Plagiarism Policy**

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

**Contact**

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).