

Name \_\_\_\_\_ Date \_\_\_\_\_ Course Grade \_\_\_\_\_



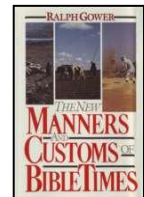
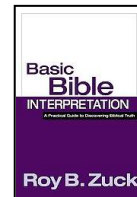
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**Course Description**

This course focuses on applying and teaching the principles of proper biblical interpretation: the literal, grammatical, historical method is contrasted with the allegorical method of interpretation. Topics include symbols, figures of speech, types, and the relationship of interpretation to application. Students will create a visual panorama and a written summary of the rules of biblical interpretation.

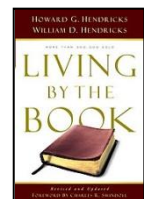
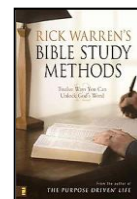
**Required Textbooks**

1. The Holy Bible. A translation, such as the *New International Version*, the *New American Standard Version*, or the *New King James Version* is recommended for study. A paraphrase, such as *The Message*, or the *New Living Translation* is recommended for enhanced understanding.
2. Dr. Roy B. Zuck. *Basic Bible Interpretation: A Practical Guide to Discovering Biblical Truth*. Wheaton, IL: Victor, 2002. 9780781438773  
<http://www.bestwebbuys.com/9780781438773>
3. Dr. Ralph Gower. *The New Manners and Customs of Bible Times*. Chicago, IL: Moody, 2005. 9780802459657  
<http://www.bestwebbuys.com/9780802459657>



**Recommended Textbooks**

4. Dr. Howard Hendricks and William Hendricks. *Living by the Book*, 2<sup>nd</sup> ed. Chicago: Moody, 2007. 9780802408235
5. Dr. Charles R. Swindoll. *Insight's Bible Companion: Practical Helps for Better Study*. Anaheim, CA: Insight for Living, 1998. 9781579722371
6. Dr. Rick Warren. *Rick Warren's Bible Study Methods: Twelve Ways You Can Unlock God's Word*. Grand Rapids, MI: Zondervan, 2006. 9780310273004  
<http://www.bestwebbuys.com/9780310273004>



**Internet Resources**

<http://www.helpmewithbiblestudy.org/index.html>

Books may be ordered through a local bookstore or on the Internet. To receive the MS Word version of the portfolio email the professor.

## Student Requirements

**First**, successfully complete the **quizzes** in the Portfolio before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory.

**Second**, maintain the **journal** in the Portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

**Third**, each session **discuss** the quizzes and journal in the Portfolio. (1) What are we as a group learning about the Bible and transformational leadership in this course? (2) How can we as leaders apply these concepts to our lives, families, and ministries? (3) How can our churches apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

**Fourth**, complete the **final exam** in the Portfolio. Summarize how to interpret the Bible in 1,000 words. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. This will serve as the basis for the booklet or term paper. Week 11

**Fifth**, contribute to a **group presentation** on **Rules for Applying the Bible** based on textbooks, online articles, course notes, and other sources. This group project can be a PowerPoint presentation, dramatic skit, role-play, set of charts or drawings. Group presentations will be given on week 12 (15-20 minutes). This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective Bible interpretation and application. Week 12

**Sixth**, present a typed **sermon manuscript** or **individual project** titled **Panorama of Bible Application** based on the books in the bibliography, textbooks, online articles, course notes, and other sources. The individual project can be a sermon manuscript, booklet, chart, collage, dramatic reading, graphic organizer, monologue, outline, painting, poem, PowerPoint, scroll, song, timeline, or webpage (10 minutes). This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Week 13

**Seventh**, create a typed **booklet** or **term paper** titled **How to Interpret the Bible** based on textbooks, online articles, course notes, and other sources. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be 2,000-3,000 words in length. Text should be single-spaced. Font should be Times New Roman 12. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective Christian living, teaching, and servant-leadership. Week 14

**Welcome to Bible Interpretation!**

**Your mentors in this course are Dr. Roy Zuck and Dr. Ralph Gower.**

### Accelerated Transformational Adult Learning

Our mission is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills through church-based training centers. The course objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains, (2) to remember what they have read, (3) to sharpen their thoughts through journaling, (4) to speak effectively before others, (5) to work as learning teams of leaders, and (5) to biblically apply what they are learning to life, family, and ministry. Adults learn in multiple ways and so this course incorporates multiple learning styles. According to the **Cone of Learning**, writing, discussing, and applying are more effective learning strategies than the passive lecture used in many schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. The portfolios are designed to guide students in training themselves to read with their brains, how to summarize information, how to write and speak effectively, how to reflect and apply what they are learning, and how to work in groups.

The purpose of the **quiz** is to train your mind to actively reflect, analyze, and summarize key concepts which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance.

The purpose of the **journal** reflections is to guide/mentor you in discovering that genuine learning is about life change and developing Christian character. Writing down what you are learning and discussing how to apply it makes learning both meaningful and transformative. Reflection on Christian virtues (purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.

The purpose of the **group activity and presentations** is to train you in how to display your thinking in charts, graphs, illustration, and drawings. Displaying your thinking brings ideas to life in a special way and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible.

The purpose of the **final exam** is an opportunity to put your thoughts together so that you can act on them and experience life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it (otherwise you will lose it). Evaluated writing is a key component of learning, communicating, and leading.

The purpose of the **group presentations** is for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence. Students learn best in professional learning communities.

The purpose of the **sermon or individual project** is for students to improve by using their preferred learning strengths and creativity. Students benefit from using their unique God-given personality, gifts, and abilities as they teach and train others. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence in teaching and preaching.

The purpose of the **booklet or term paper** is for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience, confidence, and vital ministry skills.

## Introduction

### Leadership Principles

People do not care how much you know until they know how much you care.

### Bible Interpretation Quotes

If you read the Word of God, it will help you; if you study the Word of God, it will change you' if you mediate on the Word of God, it will keep you.

In reading the Scriptures I find a great moral power. Therein I am made aware of two great forces for good...; the fear of God and the grace of God. The one is a deterrent to evil and the other is an encouragement to good. –Jim Elliot

It is not enough to be *under* the Word, we must be *in* the Word; God has spoken and He has not stuttered. God has communicated because He wants us to understand.

Look carefully for what God put in the Scriptures. –John 21:25

Men do not reject the Bible because it contradicts itself, but because it contradicts them.

Reading the Bible without mediating on it is like trying to eat without swallowing.

*Sola fidei regula*: the Bible is the only authoritative voice of God to man.

Take your directions from the Owner's Manual.

There is no accidental information in the Bible.

The Bible speaks ultimately, authoritatively, consistently, compassionately, guidingly, challengingly, realistically, adequately, and relevantly.

There are no nice subtle crosses in the Bible.

The Bible provides the floor plan for life.

The Bible tells how men can be saved and how saved men should live.

The Bible, through its principles and ideals, provides an enduring, relevant guide to Christian conduct.

The Holy Spirit and the Bible do not conflict.

The New is concealed in the Old—and the Old is revealed in the New. –St. Augustine

To be guided by the Holy Spirit is to be led into a knowledge of the will of God as revealed in the Bible and climaxed in Christ.

To pray well is to study well.

Until we can recreate and understand the cultural patterns of the various Biblical periods we will be handicapped in our understanding of the fuller meaning of Scripture. –Bernard Ramm

You're reading too much if you reflect on it too little. –Howard Hendricks

### External Links

1. Apologetics <http://www.4truth.net>
2. Baptist Theology <http://www.baptisttheology.org>
3. Bible [http://www.bible.org/series.asp?series\\_id=76](http://www.bible.org/series.asp?series_id=76)
4. Bible Atlas Online <http://anova.org/sev/atlas/hm/>
5. Bible Bulletin Board <http://www.biblebb.com/>
6. Bible History <http://www.bible-history.com/>
7. Bible in Pictures <http://www.creationism.org/books/BibleInPictures/>
8. Bible Land Photos <http://bibleplaces.com/>
9. Bible Study Notes by Dr. Thomas Constable of DTS <http://www.soniclight.com/constable/notes.htm>
10. Bible Study Resources [www.bible.org](http://www.bible.org)
11. Biola <http://www.go2rhcc.com/resources/OTHist/homepage.html>
12. Blue Letter Bible Timeline <http://www.blueletterbible.org/study/parallel/timeline/index.html>
13. Blue Letter Bible Study Tools/Charts <http://www.blueletterbible.org/study/>
14. Books of the Bible Daniel Akin – SEBTS <http://www.sebts.edu/president/>
15. Christian Classics Ethereal Library "World Wide Study Bible" <http://www.ccel.org/wwsb/>
16. Crosswalk.com Bible study tools <http://www.biblestudytools.net/>
17. E-sword.net Bible study tools <http://www.e-sword.net/>
18. Got OT Questions <http://www.gotquestions.org/Old-Testament-Survey.html>
19. Holy Land Photos <http://www.holylandphotos.org/>
20. Larkin's Bible Charts <http://members.citynet.net/morton/charts.htm>
21. Names of God <http://www.abu.nb.ca/ecm/topics/theme2.htm>

22. Old Testament Summary [http://www.bible.org/series.php?series\\_id=76](http://www.bible.org/series.php?series_id=76)
23. Old Testament Gateway <http://www.otgateway.com/>
24. Online Bible links <http://www.onlinebible.net/links.html>
25. Willmington's Bible Study Library (Theology and Bible Book Summaries)  
[http://www.churchplantingvillage.net/site/c.iiJTKZPEJpH/b.784509/k.67FF/Wilmingtons\\_Bible\\_Study\\_Library\\_1\\_2.htm](http://www.churchplantingvillage.net/site/c.iiJTKZPEJpH/b.784509/k.67FF/Wilmingtons_Bible_Study_Library_1_2.htm)

**Instructions**

You are beginning one of the most important studies of your life based on the Word of God. Much depends on the effort and dedication you invest in these sessions. Although this course is designed to require three or four hours to complete each session, every minute you spend will increase your understanding of God’s will and ways.

**To get the most out of the course it is vital that you do the following:**

1. Read your **Bible** and the **textbooks** each day.
2. Type answers to the **Quiz Questions** before class in preparation for discussion.
3. Type in your **Journal** brief personal reflections over each session.
4. Prepare for **Group Activities** before class.
5. Work on group presentations, individual projects, and booklets.

**Grade and Discuss the Quiz (60 minutes).**

Share your answers to the Take-home quiz questions.

**Discuss the Journal and Application (20 minutes).**

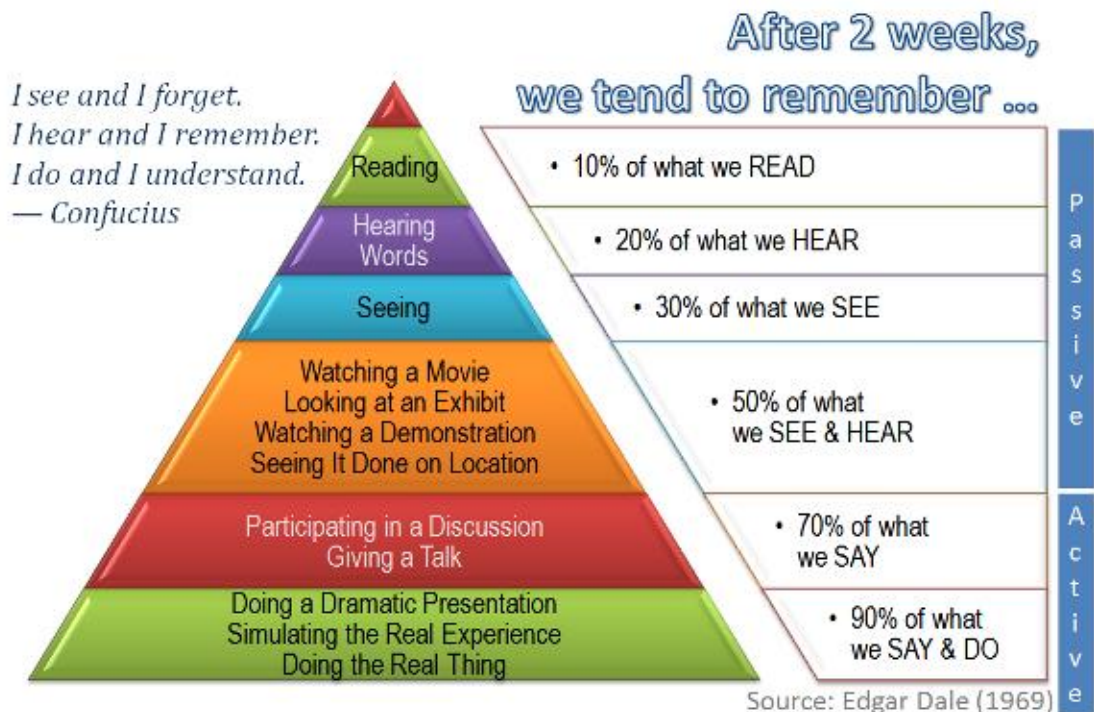
Share your reflections to the journal questions.

**Group Activity and Presentations (40 minutes)**

Students learn more by discussing and doing. Explore ways to better teach and apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc.

# The Cone of Learning

sparkinsight.com



Adults learn in multiple ways. The purpose of the portfolio is to apply active learning through the Cone of Learning. Student-leaders are guided in reading, hearing, seeing, speaking, thinking, writing, participating, discussing, illustrating, presenting, and applying truth to their lives, families, and ministries. This results in transformational life-change.

<b>Mediation and Application Cards</b> During the course place these on mirrors, in the kitchen, in the car, at work—and review daily.	
Principle:  Applications:	Principle:  Applications:
Principle:  Applications:	Principle:  Applications:
Principle:  Applications:	Principle:  Applications:
Principle:  Applications:	Principle:  Applications:
Principle:  Applications:	Principle:  Applications:

**Session 1: Introduction to Bible Interpretation**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Prayer****Overview of Syllabus (10 minutes).**

Share samples of individual projects and booklets.

**Grade and Discuss this Take Home Quiz (60 minutes).**

Complete this quiz before class. Each answer should be 50-75 words. The quiz is worth 50 points.

Writing answers to **quiz** questions is an opportunity to train your mind to actively reflect, analyze, and summarize key concepts which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance. Students learn better together.

1. What are the main points in *The Chicago Statement of Biblical Inerrancy*?

2. What helpful information did you find in *Basic Bible Interpretation* by Zuck?

3. What helpful information on Clothing did you find in *Manners and Customs* pages 10-19?

4. What helpful information on Dwellings did you find in *Manners and Customs* pages 20-39?

5. What are the main points in *The Baptist Faith and Message's* statement on the Bible?

**Journal Reflections (20 minutes).**

Writing **journal** reflections is an opportunity to experience transformational life change and develop Christian character. Thinking about what you are learning and discussing how to apply it with others has a way of making learning practical and meaningful. Reflection on Christian virtues (sexual purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.

1. What is it that you really want to learn in this course? In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can the church teach these skills with the goal of discipleship and changing lives?

**Group Activity and Presentations (40 minutes)**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals. The **group activity and presentations** is an opportunity to display your thinking in charts, graphs, illustration, and drawings. Displaying your thinking brings ideas to life and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual and relational learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible. .



9. What is homiletics? (20)

10. What is pedagogy? (20)

11. What is exegesis? (21)

12. What are the qualifications for interpreting the Bible? (22-23)

13. What is the role of the Holy Spirit in interpreting the Bible? (23-24)

14. What other qualifications are helpful in approaching the Bible? (24-25)

15. What helpful information on Domestic Activities and Food did you find in *Manners and Customs*?

**Journal Reflections (20 minutes).**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can the church teach these skills with the goal of discipleship and changing lives?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about the what and why of biblical interpretation.





**Journal Reflections (20 minutes).**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can the church teach these skills with the goal of discipleship and changing lives?

**Group Activity and Presentations (40 minutes)**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about biblical interpretation—then and now.





**Journal Reflections (20 minutes).**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can the church teach these skills with the goal of discipleship and changing lives?

**Group Activity and Presentations (40 minutes)**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about whose view is valid.





11. What principles may be useful in determining which cultural practices, commands, and precepts in the Bible are transferable to our culture and which ones are nontransferable? (92-96)

12. Is capital punishment permanent and transferable to us or temporary and cultural? Explain. (92)

13. Is long hair permanent and transferable to us or temporary and cultural? Explain. (93)

14. Is women's covering permanent and transferable to us or temporary and cultural? Explain. (94-95)

15. What are the guidelines for determining whether Bible practices are culture-bound or trans-cultural? (96-97)

16. What helpful information on Shepherding did you find in *Manners and Customs*?

**Journal Reflections (20 minutes).**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can the church teach these skills with the goal of discipleship and changing lives?

**Group Activity and Presentations (40 minutes)**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about bridging the cultural gap.



7. What is wrong with saying, “I am not ashamed of the Gospel, because it is the dynamite of God for salvation for everyone who believes”? (103)

8. What are the seven meanings for the Greek word *pneuma* (“spirit”)? (104)

9. What are the seven meanings for the Greek word *kosmos* (“world”)? (107)

10. What are the four meanings for the word *faith*? (108)

11. What are the five ways the word *salvation* or *saved* is used? (108)

12. What are the four ways the word *law* is used? (108-109)

13. What are the three ways the Greek word *parousia* is used? (109)

14. What are the two ways the word fire is used? Which way applies to Matthew 3:11? (109)

15. What are the two corollaries of using the entire Bible as the context? (110-111)

16. How do the parts of speech relate to Bible interpretation? (112-117)

17. How does the relationship of words (syntax) help in interpreting the Bible? (117-122)

18. What helpful information on Craftsmen and Traders did you find in *Manners and Customs*?

**Journal Reflections (20 minutes).**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can the church teach these skills with the goal of discipleship and changing lives?

**Group Activity and Presentations (40 minutes)**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about bridging the grammatical gap.





15. How and why are hyperboles used? (155-156)
  
  
  
  
  
  
  
  
  
  
16. Why is it not wrong for the Bible to use hyperboles? (156)
  
  
  
  
  
  
  
  
  
  
17. How did Paul use irony? (158)
  
  
  
  
  
  
  
  
  
  
18. What figures of speech involve inconsistency? (159-161)
  
  
  
  
  
  
  
  
  
  
19. What paradoxes are found in the Bible? (160)
  
  
  
  
  
  
  
  
  
  
20. How should we interpret figures of speech? (161-165)
  
  
  
  
  
  
  
  
  
  
21. How does an idiom differ from a figure of speech? (165-168)
  
  
  
  
  
  
  
  
  
  
22. What helpful information on Towns and Villages did you find in *Manners and Customs*?
  
  
  
  
  
  
  
  
  
  
23. What helpful information on Journeys and Travel did you find in *Manners and Customs*?

**Journal Reflections (20 minutes).**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can the church teach these skills with the goal of discipleship and changing lives?

**Group Activity and Presentations (40 minutes)**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about bridging the literary gap.

**Session 8: Types and Symbols, Parables and Allegories**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Prayer****Grade and Discuss this Take Home Quiz (60 minutes).**

Complete this quiz before class. Each answer should be 30-50 words.  
Each question =2 points. The quiz is worth 50 points.

1. What New Testament terms are used in relation to typology? (169-172)

2. When is a type a type? What are the six characteristics of a type? (172-179)

3. How is a type different from an illustration? (176-177)

4. How does typology differ from allegorizing? (177-179)

5. What steps should be followed in interpreting types? (182)

6. Why be concerned about typology? (182-184)

7. What constitutes a symbol—and what are the nine principles for interpreting symbols? (184-187)
  
8. What material symbols are found in the Bible? (187-190)
  
9. What cautions should be taken concerning symbolic colors? (193)
  
10. What are parables and how should they be interpreted? (194-197)
  
11. Why did Jesus speak in parables? (197-198)
  
12. What features characterize Jesus' parables? (199-204)
  
13. What kinds of parables did Jesus tell? (204-211)
  
14. What five guidelines should be followed in interpreting parables? (211-221)

15. Using the guidelines interpret the parable of “The Good Samaritan.”

16. Using the guidelines interpret the parable of “The Mustard Seed.”

17. Using the guidelines interpret the parable of “The Two Houses.”

18. Using the guidelines interpret the parable of “The Sower.”

19. How are allegories different from parables? (221-223)

20. What three guidelines should be followed in interpreting allegories? (223-226)

21. Using the guidelines interpret the allegory of “Jesus as a Shepherd” (John 10:1-16).

22. Using the guidelines interpret the allegory of “Christian workers as builders” (1 Cor. 3:10-15).

23. Using the guidelines interpret the allegory of “The Christian’s spiritual Armor” (Eph. 6:11-17).

24. What helpful information on Hospitality did you find in *Manners and Customs*?

24. What helpful information on Social and Political Groupings did you find in *Manners and Customs*?

**Journal Reflections (20 minutes).**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can the church teach these skills with the goal of discipleship and changing lives?

**Group Activity and Presentations (40 minutes)**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about types and symbols or parables and allegories.



7. What three principles for interpreting prophecy build on the axiom that the Bible is a human book? (241-245)

8. What five principles for interpreting prophecy build on the axiom that the Bible is a divine book? (245-249)

9. What does prophecy focus on? (245-246)

10. What is the principle of foreshortening? (246-247)

11. What five questions should be asked when studying the prophecies of the Bible? (249)

12. What helpful information on Government and Society did you find in *Manners and Customs*?

13. What helpful information on Warfare did you find in *Manners and Customs*?

**Journal Reflections (20 minutes).**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can the church teach these skills with the goal of discipleship and changing lives?

**Group Activity and Presentations (40 minutes)**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about interpreting prophecy.

**Session 10: Use of the Old Testament in the New Testament**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Prayer****Grade and Discuss this Take Home Quiz (60 minutes).**

Complete this quiz before class. Each answer should be 50-100 words.

Each question = 10 points. The quiz is worth 50 points.

1. What does the fact that “more than 10 percent of the New Testament text is made up of citations or direct allusions to the Old Testament” indicate? (250-253)

2. What are the 10 ways the New Testament quotes the Old Testament? (260-270)



**Journal Reflections (20 minutes).**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can the church teach these skills with the goal of discipleship and changing lives?

**Group Activity and Presentations (40 minutes)**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals about use of the Old Testament in the New Testament.





15. Interpret and apply the allegory in Ephesians 6:10-12.

16. Interpret and apply the prophecy in Joel 2:18-32.

17. Interpret and apply the type of Christ in 1 Corinthians 5:7.

18. Interpret and apply the figures of speech in Matthew 5:13-16.

19. Interpret and apply the cultural head covering in 1 Corinthians 11:1-16.

20. Interpret and apply the cultural practice of anointing with oil in James 5:14-15.

21. Interpret and apply how Romans 4:1-5 and James 2:14-26 relate.

**Journal Reflections (20 minutes).**

1. What did God teach you during this course? Why is it important that you obey?

2. How have you applied these concepts to your life, family, and ministry during this course?

3. How has your church applied these concepts in making disciples and developing leaders?

**Group Activity and Presentations (60 minutes)**

Prepare for next session's group presentations.

### Session 12: Group Presentations

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_

Contribute to a **group presentation** on **Rules for Applying the Bible** based on textbooks, online articles, course notes, and other sources. This group project can be a PowerPoint presentation, dramatic skit, role-play, set of charts or drawings. Group presentations will be given on week 12 (15-20 minutes). This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective Bible interpretation and application.

Videotaping this assignment so that students can view themselves would help them improve as well.

The **group presentation** is an opportunity for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence. Students learn best in professional learning communities.

### Session 13: Sermons or Individual Projects

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_

Present a typed **sermon** manuscript or an illustrated **individual project** titled **Panorama of Bible Interpretation** based on the books in the bibliography, textbooks, online articles, course notes, and other sources. The individual project can be a chart, an outline, a painting, a scroll, a collage, a booklet, or a PowerPoint presentation. This project will be presented in week 14 (five minutes). This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Videotaping this assignment so that students can view themselves would help them improve as well.

The **sermon or individual project** is an opportunity for students to improve by using their preferred learning strengths and creativity. Students benefit from using their unique God-given personality, gifts, and abilities as they teach and train others. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence.

### Session 14: Booklet Presentations

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_

Present a typed, illustrated **booklet** or **term paper** summarizing **Interpretation of 1 Peter** based on textbooks, online articles, course notes, and other sources. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be 2,000-3,000 words in length. Text should be single-spaced. Font should be Times New Roman 12. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective Christian living, teaching, and servant-leadership.

The **booklet or term paper** is an opportunity for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence.

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### Debriefing and Testimonials

1. What learning activities did you enjoy most about this course? How did they help you learn?

2. How have you applied what you learned during this course? What difference is it making? How did this course strengthen your relationship with Jesus?

### Transfer of Credits to Southern California Seminary

To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the quizzes, journal reflections, booklets or term papers, and exams for each course. Upon successful completion of the course, students may transfer units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.

Attendance Policy. Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 56 homework hours) courses, more than 10 minutes late is a *Tardy*; more than 20 minutes late is an *Absence*. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be *approved in writing* by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute. Students who attend all 14 sessions will receive 100 points.

**Transformational Learning Tip:** If you review this portfolio once a year (such as on New Year's Day) as part of a commitment to life change—you will exponentially increase your memory and ability to apply this material to your life, family, and ministry.