

Washington Bible College
Spring Semester, 2010
Independent Study

Eric C. Redmond
Assistant Professor
(w) 301-552-1400, ext. 1419
eredmond@bible.edu

INDEPENDENT STUDY IN PRINCIPLES OF BIBILICAL INTERPRETATION OF POETRY COURSE SYLLABUS

Course Description

"A continuation of PBI-Epistles, PBI-Poetry will provide students with an opportunity to cultivate their inductive Bible study skills in the field of poetical genre."

- *Washington Bible College Catalog, 2008-2010*

Course Objectives

1. The student will review a basic understanding of concepts, tasks, and principles of Inductive Bible Study.
2. The student will accurately utilize the above understanding to interpret all genres of Old and New Testament Poetry texts.
3. The student will effectively utilize the above understandings to enhance his/her ability to do theology and practical ministry for personal, cultural, or church use.

Course Goal

The student will gain a greater passion for the supremacy of God in his/her own life, to the joy of all peoples, through an application of the Principles of Biblical Interpretation in poetical literature.

Course Texts

Required

1. Baker, William R. *NIV Application Commentary: Joel, Obadiah, Malachi*, Grand Rapids: Zondervan, 2006.
2. Davis, Andrew. *An Approach to the Extended Memorization of Scripture*, <http://www.fbcdurham.org/assets/Media-Library/Scripture-Memory-Booklet-for-Publication-Website-Layout.pdf>. The entire book can be read online.
3. Wilson, Gerald H. *NIV Application Commentary: Psalms, volume 1*, Grand Rapids: Zondervan, 2002..

The *English Standard Version* (ESV) of the Bible is the required biblical text for this course. The student does not need to purchase a copy, but may read a copy online at www.gnpcb.org/esv, or www.esvstudybible.org.

Recommended Only

1. Finley, Thomas J. *Joel, Obadiah and Micah*. Everyman's Bible Commentary. Chicago: Moody, 1996.
2. Garrett, Duane A. *Proverbs, Ecclesiastes, Songs of Songs*. NAC. Nashville: Broadman, 1993.

Course Requirements

1. *Meeting time with the Professor*. The student and professor will arrange mandatory meeting times with the professor to discuss the student's assignments.
2. *Method Work*. The student will provide Inductive Bible Study analysis – as taught in the Principles of Biblical Interpretation course(s) – of passages of Scripture as assigned in the schedule below.
3. *Written Sermon and Preaching*. The student will write manuscripts for sermons on the passages assigned below and be prepared to preach the sermon before the instructor and his peers.
4. *Reading*. The student will read assigned texts and articles according to the schedule below. The instructor will assume the reader's familiarity with the assigned reading during the related class discussions.

Course Grading

The Analysis of Psalm 8	15%
The Analysis of Joel	20%
The Argument of Joel	20%
Teaching Calendar through Joel	15%
Analysis of Selected Psalms	15%
Meetings with Professor	15%

Schedule

The student will meet with the professor on Feb 2 (in the WBC Cafeteria for this date only), Feb 23, Mar 23 (discussion of Prophecy), April 20, 11:45 – 12:50, the professor's office. The student's assignments and **DUE** dates are given below.

The Analysis of Psalm 8. The student will produce and 1250-1500 word paper (5-6 pages) to give the subject and complement of Psalm 8 as a whole with supports for the chosen subject and complement. The student will explain how Psalm 8 might be applied to a contemporary audience based upon his reading in *Wilson*. The student will give one sentence for both a) an explanation of how the New Testament uses the verse from Psalm 8, and b) how the verse contributes to our understanding of the application of Psalm 8 for each of the following sets of verses: Mt. 21:16; I Cor. 15:27; Heb. 2:6-8. The student will read *Wilson*, 7-105 and 198-220 and record his reading to complete this assignment. **DUE Feb 23**.

The Analysis of Joel. **DUE Mar 16.** The student will write a 1000-1250 word paper (4 – 5 pages) to explain the Big Idea of Joel 1-3 as a whole. In the paper the student will give support for both the subject and complement of the book based on the text of Joel. Also, the student will give the Big Idea of each of the three chapters of Judges – Judges 1, Judges 2, and Judges 3 – as three separate, individual whole units, and will give support for both the subject and complement of each section. The student will explain the relationship between the three macro sections.

The student will **READ** the full commentary on Joel in Baker in order to complete the assignment. The student will answer the following questions on the text of Joel:

1. When was/is Joel 1 fulfilled?
2. What is the meaning of the “locust” terms in 1:4? The group must compare notes on this verse in the texts of the *MacArthur Study Bible* and the *Reformation Study Bible* (formerly the New Geneva Study Bible), and record and weight their findings.
3. What is the identity of the "nation" in 1:6? The group must compare notes on this verse in the texts of the *MacArthur Study Bible* and the *Reformation Study Bible* (formerly the New Geneva Study Bible), and record and weight their findings.
4. How should the term “the Day of the Lord” be understood in 1:15?
5. What is the identity of the speaker in 1:19 and what is the significance of his action?
6. When was/is Joel 2 fulfilled, and what is the relationship of the fulfillment to Acts 2, 8, 10 and 19? In answering this, explain the meaning of "pour out My Spirit on all flesh" (NKJV). The group must compare notes on this verse in the texts of the *MacArthur Study Bible* and the *Reformation Study Bible* (formerly the New Geneva Study Bible), and record and weight their findings. The group must also compare the understanding of "inauguration" of fulfillment in the following two works:
 - Johnson, Elliott E. “Covenants in Traditional Dispensationalism.” *Three Central Issues in Contemporary Dispensationalism: A Comparison of Traditional and Progressive Views*. Herbert W. Bateman IV, ed. Grand Rapids: Kregel, 1999: 121-124; 144-155.
 - VanGemeren, Willem A. *Interpreting the Prophetic Word: An Introduction to the Prophetic Literature of the Old Testament* (Grand Rapids: Zondervan, 1990): 88-92.
7. Who is the "northern army" (NKJV) in 2:20, and what is the meaning of the “locust” terms in 2:25?
8. How should the term “the Day of the Lord” be understood in 2:1-2 and 2:31?
9. What is Joel's understanding of the means of salvation for individuals in 2:32?
10. What is the "Valley of Jehoshaphat" and where is it relative to Jerusalem (3:2, 12)?
11. What is the "Valley of Acacias," where else is it mentioned in Scripture, and where is it relative to Jerusalem (3:19)?
12. When are the events of Joel 3 fulfilled, and to what specific events in the future do they refer? Be. Specific.

The Argument of Joel. The student will write a paper to trace the argument of Joel. The paper will contain the following sections: 1) Identification of the authorship (100-150 words). 2) give the occasion for the book of Joel, 3) list the arguments for and against a pre-exilic, early post-exilic, and late post-exilic dating of Joel (250-450 words) 4) a three-level outline of Joel, (1.5-2

pages), 5) the formal argument tracing the flow of thought within Joel from 1:1-3:21, (400-650 words). The student will utilize his text by Baker to complete this assignment. **DUE Apr 6.**

Teaching Calendar through Joel. The student will provide a calendar for teaching the book of Joel as a four-part series corresponding to the book as a whole, and each of the three chapters. The student will provide a title for each lesson based on the Big Idea of each section as proposed in the Analysis of Joel. The student will explain 1) the focus of the lesson, 2) two main points for each lesson, and 3) three application points for each lesson. **DUE Apr 20.**

The Analysis of Psalms 2, 13, 18, 24, 46, 69. The student will provide the subject and complement, with three supports for the each subject, and three supports for each complement, for each of Psalms 2, 13, 18, 24, 46, and 69, 250 words (1 page) per psalm analysis. The student will read Wilson on each of these psalms and record the completion of his reading. **DUE April 27.**

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