

Dr. Christopher Cone

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### **I. Course Description:**

Prolegomena is the 'first word', an introductory to Biblical Study and theological method. The course is designed to take the student from the basic presuppositional prerequisites of approaching Bible study and theology, to a basic understanding of the themes of the Bible and how they are arrived at.

### **II. Course Objectives**

1. To identify and understand the necessary prerequisites of Biblical doctrine.
2. To understand the various methods of approaching Biblical doctrine.
3. To develop a sound approach to personal Biblical exegesis.
4. To identify and understand the correlation between the central themes of the Bible.
5. To understand the doxological purpose of God.
6. To fulfill the instructional mandate of 1 Timothy 1:5.

### **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 ebook)

Mal Couch, *Classical Evangelical Hermeneutics*, Kregel, 2000, 0-8254-2367-8

Robert Thomas, *Evangelical Hermeneutics*, Kregel, 2002, 978-0-8254-3839-4

Recommended Texts for Additional Study:

Christopher Cone, *The Promises of God*, Exegetica, 2005, 0-9765930-0-9

Geisler & Nix, *A General Introduction to the Bible*, Moody Press, 1986, 978-0-8024-2916-2

### **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 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd 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 read the required reading as outlined in Section V-Course Outline & Assignments. Students will write a 1/2 to 1 page summary over the assigned reading.
3. **Research Assignments** – All Students will complete the following assignments according to the class schedule.
  1. **Assigned Questions** – A brief paragraph is required, answering each assigned question. The professor is seeking maturity in the answers not simply length. The questions are in Section VII of this syllabus.
  2. All students will write a 5 page double-spaced paper with an additional Bibliography page using a minimum of six sources on each of the 3 following subjects.
    1. Contrast Literal with Allegorical, Spiritualization, and Genre Hermeneutics.
    2. Write a Synthetic overview of the Bible.
    3. Identify the 11 primary topics of theology, and explain each using a minimum of 2 verses.
4. **Course Exams** – There are no course exams.

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 the 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 – Dispensational Prolegomena**

Reading Component – Cone, 11-50. Students will write a half to 1 page summary on the assigned reading.

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**Class 3 – Pillar #1 – The existence of the Biblical God**

Reading Component – Cone, 51-74; Couch, Chapters 2-3;. Students will write a half to 1 page summary on the assigned reading.

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**Class 4 – Pillar #2 – God’s authoritative Self-Revelation to Man**

Reading Component– Cone, 75-140; Couch, Chapters 4-5. Students will write a half to 1 page summary on the assigned reading.

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**Class 5 – Pillar #3 – Natural-Man’s Incapacity to Comprehend God’s Revelation**

Reading Component– Cone, 141-152; Couch, Chapters 12-14. Students will write a half to 1 page summary on the assigned reading.  
Research Component– 1st course paper is due.

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**Class 6 – Pillar #4 – A Consistent Hermeneutic Part 1**

Reading Component – Cone, 153-205; Couch, Chapters 15-17; Students will write a half to 1 page summary on the assigned reading.

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**Class 7 – Pillar #4 – A Consistent Hermeneutic Part 2**

Reading Component – Cone, 205-267); Couch, Chapters 18-19;. Students will write a half to 1 page summary on the assigned reading.  
Research Component– 2nd course paper is due (campus students).

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**Class 8 – Processes in Biblical Theology**

Reading Component – Cone, 267-346; Couch, Chapters 20-23. Students will write a half to 1 page summary on the assigned reading.

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**Class 9 – The Role of Revisionist Hermeneutics in Fostering new Doctrines**

Reading Component– Thomas, Chapters 12-14. Students will write a half to 1 page summary on the assigned reading.  
Research Component – Assigned questions are due. Final course papers are due.

## **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](#).

## **VII. Assigned Questions**

From *Prolegomena*, Christopher Cone, Exegetica

Questions with multiple numbers must carry appropriate weight (example: 22-25 counts as four questions, and must have the content of four answers):

1. Why is a Biblical theology a foundation for science?
2. " " for worldview?
3. " " : for epistemology?
4. What is the significance of inspiration?
5. " " of canonicity?
6. Explain the concept of cumulative revelation
7. " " of doxological centrality
- 8-10. Identify and explain the purpose and origin of language
- 11-12 " " the distinction between Israel and the church
- 13-21. Identify and explain the nine different hermeneutic approaches
- 22-25. Summarize the Four Pillars
- 26-30. Explain the exegetical, synthetic, and systematic processes