

Christopher Cone, Th.D, Ph.D

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### I. Course Description:

This course builds on previous exegesis courses and presents a basic review of exegetical principles and introduces a process whereby the Bible teacher can progress from the technical aspects necessary for the study of a passage to critical elements of planning, preparation and delivery of the passage to a congregation or class. This course will be distinctive in two particular ways: (1) this process will not only focus on the teacher's responsibility to teach the content of the passage, but also on the responsibility to teach *how* to study the Bible, in order that students may learn to feed themselves; and (2) this process will not promote homiletic and rhetorical aspects of teaching, emphasizing the teacher's responsibility to keep the focus on God and His message rather than on the personality and merits of the teacher.

### II. Course Objectives

1. To gain further skill in accurately handling the word in regard to personal study, with a view to a closer, more obedient walk with the Lord.
2. To obtain a method for selecting content to teach and handling that content from the first point of observation to the final point of message delivery.
3. To have an understanding of the dependence of exposition on the exegetical process and how to employ exegetical principles in exposition.
4. To gain a more acute awareness of the urgency, stewardship and responsibilities involved in teaching the word of God, with a view toward satisfying God's standards for Biblical teaching (2 Tim. 2:15).

### III. Course Textbooks

Required Texts:

- D.A. Carson, *Exegetical Fallacies*, 2<sup>nd</sup> Ed., Baker Book, 1996, ISBN 978-0801020865  
Robert Chisholm, Jr., *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*, Baker Book, 1999, ISBN 978-0801021718  
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)  
John Currid, *Calvin and the Biblical Languages*, Mentor, 2007, 978-1845502126  
John MacArthur, *Preaching: How to Preach Biblically*, Thomas Nelson, 2005, 978-1418500047

### 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 all scheduled reading and will write a 1-page *critical review* of reading assignments from each module.
3. **Research Assignment**, – All students will complete an expositional project on any Biblical passage of their choice (around 4-6 verses) with the following steps:
  1. Write a basic exegetical paper (in note form) following the 9-steps from *Prolegomena* (p. 172). Instead of simply comparing translations, students should work with the languages and include textual criticism (in step 1) and diagramming (in step 4).
  2. Based on the background and content (step 2) and the synthetic outline (step 3) write a 4-5 double spaced page synthetic overview of and introduction to the book from which the selected passage comes.
  3. Based on the 9-step guideline for exposition (step 9, *Prolegomena*, pp. 184-185) write a 9-11 double spaced page exposition of the selected passage.

4. Based on the theological context (step 7) develop, write a 4-5 double spaced page presentation of the theological significance of the passage.
  5. Include a cover page for the written work.
4. **Course Exams** – There are no 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.
  7. **Online Students** will submit assignments directly to the Advising Professor/Instructor.
  8. **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 – Biblical Goals for Teaching**

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#### **Class 2 – Biblical Content for Teaching**

Reading Component – Cone, 250-290; Currid, 21-29; MacArthur, 107-119; Write a 1-page review of each reading

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#### **Class 3 – Biblical Exegesis: 9 Steps Part I**

Reading Component – Carson, 15-64; Chisholm 187-220; Write a 1-page review of each reading  
 Research Component – Begin working on expositional project

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#### **Class 4 – Biblical Exegesis: 9 Steps Part II**

Reading Component – Carson, 65-142; Write a 1-page review of the reading  
 Research Component – Continue working on expositional project

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#### **Class 5 – Biblical Exegesis: The Teaching Schedule: The Synthetic Preview**

Reading Component – Chisholm, 7-56; Cone, 291-331; MacArthur, 93-106; Write a 1-page review of each reading  
 Research Component – Continue working on expositional project

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#### **Class 6 – Biblical Exegesis: The Teaching Schedule: The Exegetical Journey**

Reading Component – Chisholm, 57-186; MacArthur, 136-170; Write a 1-page review of each reading  
 Research Component – Continue working on expositional project.

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#### **Class 7 – Biblical Exegesis: The Teaching Schedule: The Theological Summary**

Reading Component – Cone, 331-342; MacArthur, 120-135; Write a 1-page review of each reading  
 Research Component – Continue writing portion of expositional project

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#### **Class 8 – Practical Questions, Part I**

Reading Component – MacArthur, 3-92; Write a 1-page review of the reading  
 Research Component – Continue writing portion of expositional project

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#### **Class 9 – Practical Questions, Part II**

Reading Component – Chisholm, 221-292; Write a 1-page review of the reading  
 Research Component – Complete expositional project; complete critique project

## **VI. Tyndale General Policies and Procedures**

### **Assignment Format**

All assignments and coursework are to be turned in via Tyndale student email (@tyndale.edu address). 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:

<i>Campus Students:</i>	Professor Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Learning Center Students:</i>	LC Location, Campus Prof. Name, Class # & Name, Student Name <i>(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)</i>
<i>Online Students:</i>	Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>

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](#).