



MICRO-CAMPUS SYLLABUS

BIB 190-MC UNDERSTANDING THE BIBLE

Division: Bible and Theology
3 Credit Hours

*The mission of Pacific Life Bible College is to support the church
by equipping men and women for Spirit-empowered ministry.*

COURSE DESCRIPTION

This course introduces the tools and methods for Bible research, teaching students to draw from Scripture in order to minister to others. The student will gain specific principles, methodical guidelines, and skills training for in-depth study and interpretation of the Bible.

LEARNING OUTCOMES

As a result of taking this course, students should be able to:

1. *Articulate what scripture is, how it came to be (the development of the canon), why Christians read it, and some differing ways Christians approach scripture. (Assignments 1,2,3)*
2. *Understand how scripture acts as a means of God's communication with people, the role of the Holy Spirit in both interpreting and participating in scripture, and how scripture works within and through the Church to form and shape Christians. (Assignments 1,3,4)*
3. *Define terms and concepts important to the process of biblical interpretation (Assignments 1,2,3)*
4. *Be introduced to, and begin to utilize, tools and processes for interpreting scripture for the purpose of biblical study and exegetical papers at a college level. (Assignments 1,3,5,6)*
5. *Demonstrate an awareness of the importance of historical-cultural backgrounds, literary issues, and a sensitivity to genre for the task of biblical interpretation. (Assignments 3,5,6)*

TEXTS AND MATERIALS

Fee, Gordon D. and Douglas Stuart, *How to Read the Bible for All Its Worth*. 4th Edition. Grand Rapids: Zondervan, 2014

Holy Bible. NRSV, NIV, or ESV translations. The instructor will use the NIV version.

COURSE REQUIREMENTS

ASSIGNMENT VALUES

<i>Assignments</i>	<i>Value</i>	<i>Time</i>	<i>Outcomes</i>
1. Attendance/Participation	5%	N/A	1-5
2. Mid-Term Exam	10%	10 hrs	1,2
3. Reading and Responses	40%	50 hrs	1,2,3,5
4. Interpretation for Preaching	10%	10 hrs	2,5
5. Exegetical Paper	20%	20 hrs	4,5
6. Final Exam	15%	15 hrs	5
	100%	120 hrs	

ASSIGNMENT DETAILS

**** All written assignments and reading responses are to be submitted prior to the class for which they are due as listed in the syllabus. All written assignments are to be written in complete sentences and will be double-spaced, with one-inch margins all around, in 12 font Times New Roman. ****

ATTENDANCE/PARTICIPATION (5%)

As a practical class, most classes will have in-class labs and assignments. As such, attendance is crucial. The professor reserves the right to reduce the participation grade of any student who does not attend class or participate. The student will receive a 1% reduction in grade for each class missed not due to an emergency, which are rare.

MID-TERM QUIZ (10%)

This exam will cover lecture and reading material, focusing on definitions and concepts covered to this point. This quiz will take place at the beginning of the class.

TEXTBOOK READINGS AND RESPONSES (40%)

Eight assignments, each worth 5%. Read the assigned portions from the required textbooks or supplemental reading and answer the assigned questions. Answers will be graded on comprehension (ability to show that the text has been read and understood), grammar (proper paragraph structure including topic sentences and concluding sentences, spelling, etc.).

It is important that you answer the questions in your own words; this demonstrates that you understand the concepts. Simply quoting from the book will not be considered adequate. Answers to all questions should be at least a paragraph (at least 4-5 sentences).

The purpose here is to learn, not simply to complete a set of requirements.

INTERPRETATION FOR PREACHING (10%)

The student will attend a sermon and make notes of the sermon. The student will then be asked to analyze the message and answer the following questions in full sentences:



- (1) What are the primary texts upon which the speaker built their sermon?
- (2) In two sentences, summarize the main point of the sermon (if you had to explain the point of the sermon in two sentences, what would you say)?
- (3) What genre of biblical text was used and how did this affect the way the speaker used the text?
- (4) Did the speaker give any indication of the historical-cultural background of the text? If so, how did this affect their interpretation of the text?
- (5) How did the speaker cross the “hermeneutical bridge” and bring the “past” into the “present?” (4-5 sentences).
- (6) What types of illustrations did the speaker use and how did they help shine light on the text? Were they effective?
- (7) Write a concluding paragraph (4-5 sentences) that summarizes what you learned about interpreting scripture for sermons. This will be graded on thoughtfulness and insight.

EXEGETICAL PROJECT (20%)

Your exegetical paper will consist of two parts:

- A. Students will construct a 5-6 page framework for an exegetical paper (double-spaced, one-inch margins, 12 font Times New Roman) on a passage of Scripture. A list of applicable passages will be handed out in class. The purpose of this project is to walk you through the steps of biblical interpretation that can be incorporated into a sermon, Bible study, or exegetical paper. This project should incorporate all the aspects of Scripture evaluation and application covered in the course.

To be clear, the student will NOT be writing a finished exegetical paper—that is a larger task beyond the scope of this course—but the student will demonstrate that they understand the mechanics of the different parts of an exegetical paper.

- B. In addition to the above, a two-three page explanation of your paper needs to be attached. In this explanation, you will explain the presuppositions and reasoning that lie underneath the main interpretive decisions you made in your paper. In other words: what interpretive choices did you have to make and why did you interpret the passage in the way that you did?

In total, the project will be built with the following elements and headings:

1. Introduction (1/2 a page)
In about half a page, give a brief overview of the pericope you’ve chosen. A pericope is simply a unified selection from any book of the Bible (you may use the Old or New Testament). The pericope should be about 10 to 20 verses long. Some examples might include John’s discourse on the Light of the World (John 1:1–14), the law of the jealous husband (Numbers 5:11–31), Paul’s advice to the Corinthians on acting according to conscience (1 Corinthians 8:1–13), or Elijah on Mt. Horeb (1 Kings 19:1–21).
2. Historical Context (1 page)
In about one page, research and explain the historical setting of the passage you’ve chosen.
3. Literary Context and Genre (1 page)



In about one page, research and explain the literary setting of the pericope as well as its genre. Identify the units of the passage and give reasons for how you've partitioned it.

4. Argument or Purpose (1 to 2 pages)

In one to two pages and using various Bible Study Tools, determine how the passage fits into the overall purpose and argument of (a) the biblical book, and (b) the close argument in which the pericope resides.

5. Word Study (1 page)

In about one page, compare different translations to determine words for word study and conduct word studies on select, important words. (For Professor Geerlof's walkthrough of a Word Study, see Week 9's episode under Lessons, "Understanding the Bible - Episode 8," beginning at 1:06:39.)

6. Expanded Translation (1 page)

In around one page and in your own words, create a plain-language and expanded translation of your passage that summarizes your passage, bringing your research to bear on your translation.

7. Explanation (2-3 pages)

In this explanation, you will explain the presuppositions and reasoning that lie underneath the main interpretive decisions you made in your paper. In other words: what interpretive choices did you have to make and why did you interpret the passage in the way that you did?

8. Works Cited page

This is a list of any primary or secondary sources you have referenced or cited in the project.

Due: Week 12

Marking

The project will be graded according to the following grading rubric:

RUBRIC: Exegetical Project	Value
Introduction (1/2 page)	5%
Historical Context (1 page)	10%
Literary Context/Genre (1 page)	10%
Purpose and Argument of pericope in immediate context and in the context of the whole biblical book (1-2 pages)	15%
Word Studies (1 page)	15%
Expanded, plain-language translation (1 page)	15%



Explanation (2–3 pages)	20%
Works Cited	10%
Total	100%

FINAL EXAM (15%)

Students will write a final exam during exam week, covering all material within the scope of the course.

COURSE OUTLINE

Below is a general outline and flow for the course.

WEEK 1: COURSE INTRODUCTION / WHAT IS THE BIBLE AND WHY DO WE READ IT? PART 1

STEP 1: GET LOGOS BIBLE SOFTWARE 7 (FREE)

This free version of Logos Bible Software <https://www.logos.com/product/136022/basic> puts insights from across all of Scripture—and a collection of key biblical resources—right at your fingertips. With Logos 7 Basic, you will do basic Bible study tasks and see for yourself how Logos can help you discover, understand, and share more of the biblical insights you crave. Customize a Bible reading plan, take notes and highlight, consult devotionals and commentaries, and more—all with the help of intuitive, interactive tools.

To obtain your “Free” copy of Basic Logos Bible Software, go to <https://www.logos.com/>, then select their “Basic” package by clicking the “Get It Now” Button. This will take you to an Order Summary Page where you need to check “Logos 7 Basic” and then select “Next.” Then, login or Create an Account”.

If creating an account, provide the requested information and then select “Create Account.”

You will then come to the “Checkout” page. Select “Place Order”. You will be brought to an “Order Summary” page where you can download your new Bible Software. Select the appropriate download file, for either a PC or Mac computer.

Then, for PCs, save the file and then go to your Download page, select the Logos Setup.exe file and then select “Run”. Once Logos has installed, you should be good to go.

STEP 2: ENSURE YOU HAVE YOUR BOOKS

The text for this course is How to Read the Bible for All It’s Worth. It is available as an e-book through Logos software. Follow the link below, sign-in, and make payment. The book will then be part of your Logos Library.



<https://www.logos.com/products/search?q=HOW+TO+READ+THE+BIBLE>

STEP 3: WATCH THE VIDEO LECTURES

STEP 4: START WORKING ON READING ASSIGNMENT #1

Prior to the start of next class, **submit Reading Assignment #1:** Billings, J. Todd, *The Word of God for the People of God: An Entryway to the Theological Interpretation of Scripture*, 1-11. The assignment details are as follows:

1. Provide a one paragraph summary for each of Billings' three categories of how the Bible is often used in Christian Ministry (3 paragraphs total).
2. In one paragraph describe how the Trinity provides a pathway for our journey into scripture.
3. In one paragraph, describe what Billings means by "living under the text".

In one page—and in your own words—reflect on why you should read scripture and what should happen to you as you read Scripture.

WEEK 2 : WHAT IS THE BIBLE FOR AND WHY DO WE READ IT (PART 2)

STEP 1: SUBMIT READING ASSIGNMENT #1

STEP 2: WATCH THE VIDEO LECTURES

STEP 3: START WORKING ON READING ASSIGNMENT #2

Prior to the start of next class, **submit Reading Assignment #2:** Rowan Williams. *Being Christian: Baptism, Bible, Eucharist, Prayer*, 21-40. The assignment details are as follows:

1. Choose and read a story from the Bible, and then ask yourself where you are in the story. Why do you see yourself in that way? And how does that affect what you hear God saying through the story?
2. Can you think of an example in the Bible where what we have is a record, not of a word of God to humans but of a human response to God? How would you describe that response? Do you think it is a response that would have please God, or not?
3. Why is it important for Christians to read the Bible in the light of the life and teaching of Jesus? Can you think of something that Jesus said or did that makes a difference to how we should interpret another part of the Bible?

WEEK 3: WHAT IS THE BIBLE AND WHY DO WE READ IT? (PART 3)

STEP 1: SUBMIT READING ASSIGNMENT #2

STEP 2: WATCH THE VIDEO LECTURES

STEP 3: START WORKING ON READING ASSIGNMENT #3

Prior to next class, **submit Reading Assignment #3:** Fee/Stuart chapter 3. The assignment details are as follows:



1. In one paragraph, describe what historical context is and the importance of placing a text within its historical context.
2. In one paragraph, describe what literary context is and the importance of placing a text within its literary context.
3. In one paragraph—and in your own words—summarize Fee’s argument about problem passages.

WEEK 4: USEFUL TERMS FOR BIBLICAL INTERPRETATION

STEP 1: SUBMIT READING ASSIGNMENT #3

STEP 2 : PRINT OR OPEN THE HANDOUT

Comparison of Different Biblical Translations – Psalm 51, Genesis 3:16

STEP 3: PREPARE FOR MID-TERM EXAM

Print the handout “Review for Mid-Term Quiz.” You will complete this exam in week 6.

STEP 4: WATCH THE VIDEO LECTURES

STEP 5: START WORKING ON READING ASSIGNMENT #4

Prior to next class, read Fee/Stuart chapters 1-2 and **submit Reading Assignment #4**. The assignment details are as follows:

1. Summarize why we need to interpret biblical texts.
2. Define exegesis.
3. Define hermeneutics.
4. Why is it a good idea to use more than one translation?
5. Explain what is meant by a literal translation, a free translation, and dynamic equivalence? Why is dynamic equivalence preferred?

WEEK 5: TRANSLATIONS OF THE BIBLE AND THE DEVELOPMENT OF THE BIBLICAL CANON

STEP 1: SUBMIT READING ASSIGNMENT #4

STEP 2: PRINT OR OPEN THE HANDOUT

Douglas A. Campbell, “Paul wrote 1 Corinthians to a community in the middle of a culture war”

STEP 3: WATCH THE VIDEO LECTURES

STEP 4: START WORKING ON READING ASSIGNMENT #5

Prior to next class, read Fee/Stuart chapters 3, 4 and **submit Reading Assignment #5**. The assignment details are as follows:

1. In your own words, provide a summary paragraph for each rule and problem.
2. Write a concluding paragraph which summarizes how one might interpret the Epistles.



WEEK 6: STEPS FOR EXEGESIS

STEP 1: SUBMIT READING ASSIGNMENT #5

STEP 2: PRINT OR OPEN HANDOUT #1: HANDOUT: ROMANS 7:1-8:17

STEP 3: PRINT OR OPEN THE HANDOUT #2: WORD STUDIES

STEP 4: WATCH THE VIDEO LECTURES

STEP 5: CONTINUE WORKING ON YOUR PREACHING ASSIGNMENT

Your preaching assignment is due on week 9.

WEEK 7: INTRODUCTION TO BIBLE STUDY TOOLS

STEP 1: ATTEND CLASS AND WRITE THE MID-TERM EXAM (30 MINUTES)

STEP 2: WATCH THE VIDEO LECTURES

STEP 3: CONTINUE WORKING ON YOUR PREACHING ASSIGNMENT

Your preaching assignment is due on week 9.

WEEK 8: CAREFUL READINGS OF THE TEXT / WORD STUDIES

STEP 1: ATTEND CLASS AND WATCH THE VIDEO LECTURES

STEP 2: CONTINUE WORKING ON YOUR PREACHING ASSIGNMENT

Your preaching assignment is due on week 9.

WEEK 9: TOPIC: CROSSING THE HERMENEUTICAL BRIDGE: THE INTERPRETIVE JOURNEY

STEP 1: SUBMIT THE INTERPRETATION FOR PREACHING ASSIGNMENT

Submit the Interpretation for Preaching assignment By the end of this week,

STEP 2: WATCH THE VIDEO LECTURES

STEP 3: STARTWORKING ON READING ASSIGNMENT #6



Prior to class, read Fee/Stuart chapters 7,8 and **submit Reading Assignment #6**. The assignment details are as follows:

1. Explain the nature of the gospels and some of the difficulties associated with interpreting them.
2. What is so important about the concept of the “the kingdom of God” in the teaching of Jesus?
3. What is a parable?
4. What is the function of a parable?

WEEK 10: THE GOSPELS AND THE KINGDOM OF GOD

STEP 1: SUBMIT READING ASSIGNMENT #6

STEP 2: WATCH THE VIDEO LECTURES

STEP 3: START WORKING ON READING ASSIGNMENT #7

*Prior to class, read Fee/Stuart chapters 5,9 and **submit Reading Assignment #7**. The assignment details are as follows:*

1. In one paragraph each (3 paragraphs) describe the three levels of interpretation
2. What do Fee/Stuart mean when they say “God is the hero of the story?”
3. Summarize how the law functions in the Old Testament?
4. Summarize how the Old Testament law might function for Christians.

WEEK 11: THE BIBLE AND NARRATIVE

STEP 1: SUBMIT READING ASSIGNMENT #7

STEP 2: WATCH THE VIDEO LECTURES

STEP 3: START WORKING ON READING ASSIGNMENT #8

Assignment:

Prior to class, read Fee/Stuart chapter 11 and **submit Reading Assignment #8**. The assignment details are as follows:

1. How do the Psalms function as Christian Prayer?
2. What are some of the difficulties Christians must face when praying imprecatory Psalms?
3. How have the Psalms been used in worship through the history of the church?
4. How might the Psalms help you in your prayer life?

WEEK 12: THE PSALMS AS CHRISTIAN PRAYER



STEP 1: SUBMIT READING ASSIGNMENT #8

STEP 2: WATCH VIDEO LECTURES

ACADEMIC POLICIES¹

ACADEMIC FREEDOM

PLBC recognizes that the pursuit of wisdom is essential to the goals of collegiate education and that freedom of expression without fear of reprisal is integral to this aim. PLBC also recognizes the limits of human wisdom and the need for submission to revealed truth and the importance of interpreting scripture in the context of the community of the church. Therefore, PLBC faculty members are given the right and responsibility of academic freedom within the boundaries of the doctrinal statement, mission, and objectives of PLBC.

ACADEMIC DISHONESTY AND PLAGIARISM

Policy

As character development is a major part of the PLBC mission, and in order to prepare students to be effective disciples and ministers, plagiarism and other forms of academic dishonesty are not tolerated. All work submitted as part of any class exercise should be the actual work of the student claiming credit for the assignment.

Plagiarism

Plagiarism is defined as “the act of taking the words, ideas, or research of another person and putting them forward without citation as if they were your own” (Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 5th Ed. [Boston, MA: Bedford/St. Martins, 2007], 88).

Some activities that constitute plagiarism are the following:

- (a) Failure to cite the source of a quote or idea.
- (b) Submitting the work of another person.

Some activities that are NOT plagiarism are the following:

- (a) Stating a fact that is common knowledge.
- (b) Having someone proofread an assignment that a student has written for the purpose of detecting errors so that the student can make those corrections
- (c) Discussing the material with others before writing an assignment (unless forbidden by the instructor).

Other Forms

Other forms of academic dishonesty include cheating on exams and quizzes, unauthorized work sharing, tampering with resources, and any misrepresentation or falsification of academic work done by the student. The willful aiding of another student in any of these forms of dishonesty is also not tolerated.

¹ See the Academic Catalogue for a full list of policies.



Some activities that constitute academic dishonesty are the following:

- (a) Copying the work of another student.
- (b) Using notes or other aids during an exam without permission.
- (c) Falsifying data, research, and/or references.

Some activities that are acceptable are as follows:

- (a) Collaboration in the research process with other students, where allowed by the instructor (the writing of the assignment must be the work of each individual student).
- (b) Group projects were assigned by the instructor (the writing of the assignment must be the work of each individual student unless clearly communicated otherwise by the instructor).

Character

Academic Dishonesty and plagiarism are not only against PLBC policy, but are sins against God and damaging to the character and ministry of the student who commits them. All forms of academic dishonesty are both theft and fraud, stealing the work of others and claiming it to be one's own. However, students primarily rob themselves both of the learning that would have taken place and the integrity that was sacrificed.

For the full Academic Dishonesty and Plagiarism policy, including sanctions, and appeal procedures, see the Academic Catalogue.

ASSIGNMENTS

Style

PLBC uses the Chicago Manual of Style as the default system for documenting sources and formatting all written assignments. Counseling students use the style guidelines of the American Psychological Association (APA).

Due Dates

Assignments are due on the dates published in course syllabi and on Populi.

Late Assignments

Late Assignments within the Semester

All late submissions will receive a 5% deduction per 24-hour period to a total of 50%. Late assignments beyond this can be graded for up to 50% credit. No assignments will be accepted or graded after the start of the final exam.

Last Day to Submit Late Assignments

The final deadline for students to submit late assignments is the last day of final exams as published in the Academic Catalogue. For guided independent online courses, the last day to submit late assignments is 120 days after the course begins.

Extensions

No instructor may grant an extension beyond the last day to submit assignments. However, any student may get a 21-day extension for a fee of \$50 per-credit hour and a 15% grade penalty by completing a Course Extension Request form. Both the fee and the penalty can be waived by the Vice President for Academic Affairs or their designate if certain criteria are met, such as:



- Serious personal sickness, psychological crisis, injury or death of a family member or acquaintance that requires the student's attention. Documentation may be required.
- Serious personal illness or injury that also prevents the student from working

Moving, providing hospitality, taking a trip, failure to plan for or anticipate the nature of an assignment, computer problems, lost assignments, or minor sickness may not be considered grounds for waiving the late penalty.

When an extension is granted the final course grade will be set to "I" (Incomplete) until the instructor submits a grade for assignments received by the extended deadline. Students may apply for a second 21-day extension. A second fee and an additional 15% grade penalty apply.

ATTENDANCE

Expectations

Students are expected to be present, prepared, and on time for all classes. Students should not miss any class session except for illness or unavoidable emergency situations. Students are expected to schedule all appointments after school hours. A student who is physically present, but clearly not engaged (e.g. asleep, surfing the web, etc.) may be marked absent at the instructor's discretion.

Enrolling late

If a student adds a course after the first-class session, the student will be considered absent for every class session missed. In the case that the student changed their schedule at the request of their advisor or the college administration, the instructor will be advised whether the student should be counted absent for class sessions missed.

Calculating Absences

Students who enter the classroom after the class begins or fail to return before the end of a break period will be recorded as tardy. If a student misses more than 20 minutes of any class session without valid excuse, they should be marked absent for that day. Every three tardies will be counted as one absence.

COMPUTERS AND CELL PHONES

Continued research shows the use of computers in the classroom can decrease the learning ability of most students and results in reduced comprehension and grades. As such, use of computers is limited to times and assignments specified by the instructor. In general, notes should be taken on paper. Further, to be involved in the moment is a true spiritual discipline. As such, no cell-phones are to be used during class time. Students will be generally be given a break every 45-60 minutes and will have opportunity to use their cell phones.

COURSE EVALUATIONS

Near the end of the course you will be asked to complete a course evaluation. Your feedback is important as we constantly seek to improve our course offerings.

FINAL EXAMS

The dates for final exams are published on the Academic Calendar. Under no circumstances should students make plans to travel during exam week. Poor travel planning on the part of the student will not be accepted as suitable reason to reschedule an exam. If a genuine emergency makes missing an



exam unavoidable, you may request alternate arrangements with the instructor. If a genuine emergency makes missing an entire exam week unavoidable, you may appeal to the Vice President Academics.

GRADING SCALE

Letter	%	Grade Point									
A+	97-100%	4.3	B+	87-89%	3.3	C+	77-79%	2.3	D+	67-69%	1.3
A	93-96%	4.0	B	83-86%	3.0	C	73-76%	2.0	D	63-67%	1.0
A-	90-92%	3.7	B-	80-82%	2.7	C-	70-72%	1.7	D-	60-62%	0.7
									F	Below 60%	0.0

STUDENTS WITH LEARNING DISABILITIES

Students with documented disabilities who need academic accommodations should make an appointment with the Academic Support Office to begin the accommodation process. Students without documented disabilities who feel they may have difficulty with this course are also encouraged to make an appointment with the instructor to discuss what steps need to be taken to be successful.



Grading Rubric: Exegetical Paper

Name: _____ Grade _____

**** Be sure to follow the instructions in the course syllabus ****

Note: You do not need to write a complete paper. Rather you will put together the parts that will build the foundation for an exegetical paper, sermon, or assignment. Your instructor is more concerned that you demonstrate your ability to build this foundation. You may choose your own text. Be sure to use complete sentences and paragraphs. All information must be footnoted referencing the work where information came from. The assignment will be graded on the evidence and thoroughness of your research.

SECTIONS OF PAPER:

1. **BIBLICAL PERICOPE:** e.g. John 1:1-14
2. **HISTORICAL CONTEXT** (approximately one-page)
3. **GENRE AND LITERARY CONTEXT** (approximately one-page)
4. **OVERALL PURPOSE OF THE PERICOPE** (approximately one to two-pages)
5. **WORD STUDY** (approximately one-page)
6. **PLAIN LANGUAGE TRANSLATION** (approximately one-page)
7. **EXPLANATION OF PAPER** (approximately two-three pages)
8. **LIST OF ALL SOURCES USED**

GRADING SCALE:

Part 1 of your paper: Exegetical Framework.

<p><i>In approximately two-pages describe the historical context of:</i></p> <p>a) <i>The book in which your pericope is located</i> b) <i>Your pericope in particular.</i></p> <p><i>This should show evidence of research.</i></p>	<p>10%</p>
<p><i>In approximately one-page, describe the genre and literary context of your passage.</i></p>	<p>10%</p>
<p><i>In approximately two pages describe how your pericope fits into the overall purpose and argument of:</i></p> <p>a) <i>the biblical book as a whole; and</i> b) <i>the close argument in which the passage resides (i.e. the immediate texts before and after your text).</i></p> <p><i>This should show evidence of your careful reading of the text and answers to your observations.</i></p>	<p>15%</p>



<p><i>In approximately one-page show the results of your word study. You only need to do one word study, two at most. This should show the results of your comparison of different translations.</i></p>	<p>15%</p>
<p><i>In approximately one-page, create:</i></p> <ul style="list-style-type: none"> a) <i>A one or two sentence summary of your pericope in your own words.</i> b) <i>a plain-language and expanded translation of your passage the summarizes your passage, bringing your research to bear on your translation. A good plain-language and expanded translation will bring to bear observations from every part of your project.</i> 	<p>15%</p>

Part 2 of your paper: Explanation of your paper

<p><i>Explain the presuppositions and reasoning that lie underneath the main interpretive decisions you made in your paper. Essentially, walk the instructor through your thoughts as you constructed your paper answering the question: why did I do what I did in this paper? This can be written in the first person.</i></p>	<p>20%</p>
---	------------

<p><i>Grammar, spelling, proper sentence structure.</i></p>	<p>5%</p>
<p><i>Adequate Research: List all the books and sources you used and footnotes.</i></p>	<p>10%</p>

