



Munster Bible College  
**029: Interpreting & Teaching the Bible**  
**Track 2: Teaching in Ministry**  
March 2020 -January 2021

## PROFESSOR

John Samuel

## COURSE DESCRIPTION

The purpose of this course is to provide a survey of the entire process of preparing and communicating a biblical presentation. Particular attention will be given to the understanding and interpretation of passages to be taught in context, biblically, doctrinally, practically, and experientially.

## KEY LEARNING OUTCOMES TO BE ASSESSED

By the end of this module, a student will be able to:

1. analyse a Bible text, identifying original meaning and contemporary application;
2. evaluate key issues that are part of preparing and teaching a biblical message;
3. prepare, plan and deliver a teaching outline/lesson on selected bible texts;
4. reflect on feedback and how they might improve future practice.

Assignments to assess outcomes above:

- a). Written evaluations of different Bible teaching podcasts (2)
- b). Book review (2)
- c). Written teaching outlines & presentation (1, 3)
- d). Reflective paper based on teaching session given and feedback in class & with mentor (1, 3, 4)

## COURSE FORMAT

Required:

- Students must identify their mentor for this course (a Pastor or an Elder in their church).
- 10 hours of lectures at end of March (Friday eve & Saturday).
- Bible teaching podcast evaluations.
- Book review.
- Two teaching outlines to be presented and shared in a workshop setting (May & November).
- One teaching lesson to be prepared from one of the outlines with follow up one-to-one with your mentor to review the lesson before it is presented.
- Lesson to be presented and evaluated with your mentor.
- Reflective Practice paper to measure the students' learning in the preparation and presentation of their lesson.

## DIPLOMA REQUIRED TEXTS

Any three of the following, one from each section, (no.1 in each group is highly recommended):

### Big Picture of the Bible

1. Hunter, Trent, and Stephen J. Wellum. *Christ from Beginning to End: How the Full Story of Scripture Reveals*

*the Full Glory of Christ*. Grand Rapids: Zondervan, 2018.  
ISBN: 0310536545

2. Schreiner, Thomas R. *Covenant and Gods Purpose for the World*. Wheaton: Crossway, 2017.  
ISBN: 1433549999
3. Lawrence, Michael. *Biblical Theology in the Life of the Church: a Guide for Ministry*. Wheaton, IL: Crossway, 2010.  
ISBN: 1433515083

### **Interpreting the Bible**

1. Fee, Gordon D., and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. Grand Rapids, MI: Zondervan, 2003.  
ISBN: 0310246040
2. Plummer, Robert L. *40 Questions about Interpreting the Bible*. Grand Rapids, MI: Kregel Publications, 2010.  
ISBN: 9780825434983
3. Duvall, J. Scott., and J. Daniel Hays. *Grasping Gods Word: a Hands-on Approach to Reading, Interpreting, and Applying the Bible*. Grand Rapids, MI: Zondervan, 2012.  
ISBN: 0310492572

### **Leading Bible Studies**

1. Fuhr, Richard Alan, and Andreas J. Köstenberger. *Inductive Bible Study: Observation, Interpretation, and Application through the Lenses of History, Literature, and Theology*. Nashville, TN: BetH Academic, 2016.  
ISBN: 1433684144
2. Helm, David R. *One to One Bible Reading: a Simple Guide for Every Christian*. Kingsford, N.S.W.: Matthias Media, 2011.  
ISBN: 1921441984
3. Wilhoit, Jim, and Leland Ryken. *Effective Bible Teaching*. Grand Rapids, MI: Baker Academic, 2012.  
ISBN: 0801096855

## **DIPLOMA COURSE ASSIGNMENTS**

### ***Lectures, Attendance, and Participation***

Classroom attendance is for the glory of God and preparation of the gospel ministry. All students are expected to attend and participate in all class sessions

### ***Bible Teaching Evaluations***

Each student will listen to four podcasts from the “Help Me Teach the Bible” series and write a 500-word critique. The critique should include a summary, evaluation (strengths and weaknesses), and application of the podcast.

1. Listen to “Asking Better Questions”

<https://www.thegospelcoalition.org/podcasts/help-me-teach-the-bible/melissa-kruger-asking-better-questions/>

2. Listen to “Answering Difficult Questions”

<https://www.thegospelcoalition.org/podcasts/help-me-teach-the-bible/rebecca-mclaughlin-answering-difficult-questions/>

3. Choose two additional podcasts from the “Help Me Teach the Bible” series. One Old Testament book and one New Testament book.

<https://www.thegospelcoalition.org/podcasts/help-me-teach-the-bible/>

### ***Book Review***

Students will write a 2,000-2,500 word book review/analysis. Agree book with mentor before commencing the review. Due by end Jan 2021

### ***Teaching Outlines***

Each student will produce a teaching outline (500 words) on any two of following passages. Be prepared to defend your outlines in a workshop discussion.

- 1 Samuel 17
- Psalm 23
- Matthew 6:25-34
- Mark 10:17–31
- Ephesians 2:1-10
- 2 Timothy 3:10-17

### ***Teaching Lesson***

Each student will write a 3,000-4,500 word, double-spaced teaching presentation on a Scripture text of your choosing (text must have prior approval of mentor and can be one of the outlines already prepared).

Written text to be submitted by 30 June 2020.

Teaching (after revisions if necessary) to be presented to agreed group by end of October.

### ***Reflective Practice Paper***

Reflection is a vital part of learning and reflective writing is an account of the procedure and conclusion of reflection. Write a reflective practice paper on the process of preparing, teaching and evaluating your presentation. (2,000) words.

## STYLE

All written assignments must adhere to the TBS style sheet. Available on Schoology with example papers to download.

## DIPLOMA GRADING BREAKDOWN

Lectures, Attendance, and Participation	5%
Reading	10%
Critical Book Analysis	15%
Sermon Outlines	20%
Sermon Evaluations	15%
Sermon	25%
Reflective Practice Paper	10%
<b>TOTAL</b>	<b>100%</b>

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## GRADING SCALE

96% - 100% A	85% - 89% B	73% - 75% C	63% - 66% D
93% - 95% A-	80% - 84% B-	70% - 72% C-	60% - 62% D-
90% - 92% B+	76% - 79% C+	67% - 69% D+	0% - 59% F

## TECHNOLOGY REQUIREMENTS

A computer with basic internet access will be needed for this course

## COURSE POLICIES

**Late Work:** Points received for any late assignment will be reduced by 25% for every two days late. Unless every assignment is completed, you will receive a failing grade for the course.

**Respect for Divergent Viewpoints:** Students and faculty are to show appropriate respect for each other even when divergent viewpoints are expressed through class assignments and discussion boards. Such respect does not require agreement with or acceptance of divergent viewpoints.

**Plagiarism and Cheating:** Students who pass off ideas or words of another person as their own without crediting the source are guilty of intellectual property theft or literary theft better known as plagiarism. Students who conduct any part of their participation in the course in a fraudulent or deceptive manner are guilty of cheating. Students caught in either of these acts of academic misconduct will be reported to the Board of MBC, resulting in disciplinary action up to and including failing the course and academic dismissal.

**Special Needs:** As an institution, we strive to work with students and any challenges they face to the full degree possible. If there are any physical or mental challenges that might need special accommodation, please contact the instructor prior to or on the first day of class.

**Grievances and Grade Disputes:** If a student has a concern about a grade that he or she received, the student is expected to request clarification from instructor via email. If the student still has significant concern, he or she may contact the Board of MBC.

**Course and Syllabus Modification (Disclaimer):** This syllabus is intended to reflect accurately the learning objectives, instructional format, readings, activities, evaluation criteria, policies and procedures, and other information necessary for students to complete this course. The instructor reserves the right to modify any portion of this syllabus as deemed necessary to maintain the integrity of the learning experience as a result of events and circumstances that occur during the course.