

Perkins Regional Course of Study School  
Summer 2026  
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## **121Bible I:**

### **Course Description**

This course introduces biblical interpretation. Attention is given to the inspiration, formation, function of the canon, and to the development of a methodology of interpretation consistent with the nature of scripture. The importance of the Bible as a witness to the life and faith of ancient Israel and earliest Christianity will be emphasized.

### **Student Learning Goals**

1. Articulate the place of scripture in the life of the congregation and the role of the pastor in interpretation.
2. Understand the inspiration and formation of the canon and its authority within the community of faith.
3. Understand and apply historical, literary, and theological approaches to various types of literature in scripture using Genesis, Hosea, Amos, Mark, and Philippians.
4. Develop a method of exegesis consistent with the nature and authority of the Bible.

### **Required Texts**

1. Anderson, Bernard W., *The Unfolding Drama of the Bible*, Fourth Edition. Minneapolis: Fortress Press, 2006.
2. Hayes, John H. And Holliday, Carl R., *Biblical Exegesis: A Beginner's Handbook*, Fourth Edition. Louisville: Westminster John Knox Press, 2022.

### **Supplemental Readings (Reference Texts)**

These texts are required for the course, but readings will not be assigned directly from them. Students will consult these texts as necessary for assignments.

### **Assignments**

All written assignments are to be completed using Turabian-style for academic writing.

#### **1. Pre-Class Assignments (25%):**

Read: chapters 1-5, Hayes and Holliday

**Written Assignment:** Write a five page summary of the reading assignment. (1 summary page per chapter is a good guideline)

Due: First day of Class (at the beginning of class)

## 2. Reading

Read: chapters 6-8, 12 of Hayes and Holliday

**Written Assignment:** Exegesis Worksheet - Scripture choices will be given in class.

## 3. Reading

Read: Anderson

## 4. Final

**Written Assignment:** Write a sermon using the exegetical elements learned from Hayes and Holliday.

### **Class Participation (10%)**

- a. Week 1 – ZOOM live attendance
- b. Week 2 – asynchronous Canvas
- c. Week 3 – asynchronous Canvas

**3. Exegesis Worksheets (50%):** Instead of writing an exegesis paper based on the steps of exegesis, for this course, you will submit your notes (though nicely presented) from the steps of exegesis for a passage. See the Exegesis Worksheet Instructions for what information your exegesis worksheet should include. This worksheet should be 5–7 pages in length (excluding the outline of the passage and bibliography) and should show critical engagement with appropriate scholarly sources, which should be correctly documented according to Turabian style.

**4. Sermon Outline (15%):** For this assignment, please write a 1-3 page sermon outline for the passage you researched for the exegesis worksheets. This outline should be coherent and detailed enough to show how you're drawing upon the exegesis work itself.

**Grading Rubric:**

<p>Timeliness: up to 10 points</p>	<p>On time: 10 points</p> <p>Up to 1 day late: 7 point</p>
	<p>1–2 days late: 4 points</p> <p>More than 2 days late: 0 points</p>
<p>Formatting, grammar, syntax, punctuation, etc.: up to 5 points</p> <p>Note: All written work for this course should follow the guidelines of the Turabian style manual and be double-spaced with 12-point font (Times New Roman) and 1-inch margins on all sides (with no extra space between paragraphs).</p>	<p>Strong (few mistakes): 5 points</p> <p>Developing (overall strong but with noteworthy room for improvement): 3 points</p> <p>Needs work (needs significant improvement): 1 point</p>
<p>Citations: up to 10 points</p> <p>Note: All material quoted from a source must be placed within quotation marks and cited with a footnote according to Turabian style. Material that is not quoted but is otherwise taken from a source must also be cited with a footnote according to Turabian style.</p>	<p>Strong (everything is cited; few minor errors): 10 points</p> <p>Good (everything is cited; many errors): 5 points</p> <p>Needs work (everything is cited; citations do not follow Turabian footnote style): 0 points</p> <p>Note: Material from a source that is not cited (or quoted when appropriate) will result in a 0 for the assignment and a discussion about plagiarism.</p>

<p>Question a: up to 20 points Answer must demonstrate engagement with the specific chapters noted from Coogan and Chapman (do not draw on other material).</p>	<p>Excellent: 20 points (excellent engagement)  Strong: 17 points (strong engagement with some room for improvement)  Needs improvement: 14 points (engagement needs significant improvement)</p>
<p>Question b: up to 20 points Answer must demonstrate engagement with the specific chapters noted from Coogan and Chapman (do not draw on other material).</p>	<p>Excellent: 20 points (excellent engagement) Strong: 17 points (strong engagement with some room for improvement) Needs improvement: 14 points (engagement needs significant improvement) Lacking: 0 points (this portion of the assignment is lacking)</p>
<p>Question c: up to 20 points Answer must demonstrate engagement with the specific chapters noted from Coogan and Chapman (do not draw on other material).</p>	<p>Excellent: 20 points (excellent engagement)  Strong: 17 points (strong engagement with some room for improvement) Needs improvement: 14 points (engagement needs significant improvement)  Lacking: 0 points (this portion of the assignment is lacking)</p>

### Grading Scale

I will give assignments numerical grades, which translate into letter grades. Your final grade for this course will be one of the following letter grades.

93–100% — A	73–76% — C
90–92% — A-	70–72% — C-
87–89% — B+	67–69% — D+
83–86% — B	63–66% — D
80–82% — B-	60–62% — D-
77–79% — C+	59% or below — F

### Classroom Policies

1. All projects and papers must abide by Turabian style, using notes and a bibliography.<sup>1</sup>

A Manual for Writers of Research Papers, Theses, and Dissertations Kate L. Turabian and Wayne C. Booth). I am more than happy to help you if have questions. See also the following resource, put together by the Bridwell reference librarians, who can help you as well:

<https://bridwellguides.smu.edu/c.php?g=522048&p=4255618>

2. This classroom is an open space. Listen to one another actively and with an open mind. All questions are good questions.

3. Late assignments will be marked down (see the rubrics for each assignment).

4. All papers should attempt to eliminate discriminatory language (e.g., racism, ageism, sexism, classism, and ableism).

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<sup>1</sup> Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, rev. Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. FitzGerald, and the University of Chicago Press editorial staff, 9th ed., *Chicago Guides to Writing, Editing, and Publishing* (Chicago: University of Chicago Press, 2018).