

B340 BIBLICAL INTERPRETATION

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For Christ & Scripture

Welcome to B340 Biblical Interpretation!

If you are unfamiliar with Canvas, please take a moment after reviewing the syllabus to read through the [Canvas Orientation](https://masters.instructure.com/courses/258/pages/canvas-orientation) (<https://masters.instructure.com/courses/258/pages/canvas-orientation>).

MODULE 1

MODULE 2

MODULE 3

(<https://masters.instructure.com/courses/258/modules/2138>) (<https://masters.instructure.com/courses/258/modules/2139>) (<https://masters.instructure.com/courses/258/modules/2140>) (<https://masters.instructure.com/courses/258/modules/2141>)

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Meet Your Professor



Dr. Abner Chou (facilitator & lecturer)

Dr. Abner Chou began to teach Greek at the college in 2004 and continued to teach both at the college and seminary. He also spent two years teaching in Israel with IBEX. Dr. Chou has written several papers for Evangelical Theological Society and has been involved in research for journal articles, commentaries, and books.

His current interests include hermeneutics, biblical languages, exegesis, OT intertextuality, NT's use of the OT, biblical theology, and Israel studies.

Ultimately, he aims for students to know the Word of God deeply, study it accurately, and be driven by it to live fully for the Kingdom. In 2009, Abner was honored as The Master's College "Teacher of the Year." He is currently a member of the Evangelical Theological Society and serves at Arcadia Bible Church participating in preaching, teaching Sunday school for both adults and children, AWANA, and music. He enjoys reading, hiking, traveling, drawing

stick figures, and spending time with students and of course his family. The Lord has blessed Abner with an incredible wife and ministry partner, Johanna, and four children: Nehemiah, Naomi, Meital, and Hannah.

Contact Information

Abner - TMC Online Professor Intros

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Degrees

Associate Professor of Biblical Studies

B.A., M.Div., Th.M., Th.D., The Master's College and Seminary

Joined TMC 2007

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Course Description & Objectives

Course Description

In this course students will learn how to analyze Scripture under the guidance of one of the college's dynamic Bible faculty members, Dr. Abner Chou. Students will identify and practice the vital methods necessary to interpret Scripture accurately by studying historical background of the text, the literary context and biblical syntax.

Course Objectives

Upon completing the course, the student will be able to:

1. Identify and collect observations on the historical backgrounds, literary context, grammar and word study of a given biblical passage.
2. Identify the process and flow of interpretation in order to make legitimate applications from Scripture.
3. Discern hermeneutical fallacies by analyzing the common mistakes made by others.
4. Synthesize and analyze observations of a given biblical passage to describe the author's intent of particular verses in appropriate its context.

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Textbooks

It is the student's responsibility to ensure that all course materials, including textbooks are obtained by the first week of the course. Students are responsible for completing assigned reading and submitting assignments according to the syllabus. Extensions are not granted for reasons which include not having access to course textbooks. Texts may be purchased through online retailers such as Amazon, Barnes and Noble, etc.

Required Textbooks

Book Title: *Basic Bible Interpretation*

Authors: Roy B. Zuck

Publisher: David C. Cook; 1st edition (January 1991)

ISBN: 978-0781438773

Book Title: *Toward an Exegetical Theology*

Authors: Walter C. Kaiser Jr.

Publisher: Baker Academic; 1st paperback edition (August 1, 1998)

ISBN: 978-0801021978

Optional Textbooks

Book Title: *In the Steps of Jesus, An Illustrated Guide to the Places of the Holy Land*

Author: Peter Walker

Publisher: Zondervan

ISBN: 978-0310276470

Book Title: *The New Moody's Atlas of the Bible*

Author: Barry Beitzel

Publisher: Moody Publishers (2009)

ISBN: 978-0802404411

PowerPoint Files

- Each Module Instructions contains a PowerPoint file of the content found in the lectures. Please download the file during each module and look over it while you watch the lectures.

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Grading

Grade Breakdown

Grade Item	Point Value	% of Total Grade
Assignments: 7 assignments between 40 to 50 points each	320	32%
Interpretation Assignment	320	32%
Contribution/Participation 30 points each for 7 discussions	210	21%
Quizzes - 2 comprehension quizzes worth 75 points each	150	15%

Total	1000 points	100%
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Late Work

Late assignments (essays, papers, power point assignments etc.) will be subject to a 20% deduction on the first day an assignment is late and 10% each day thereafter. Please refer to the Late Policy in [TMC Online Policies \(https://masters.instructure.com/courses/258/pages/syllabus-tmc-online-policies\)](https://masters.instructure.com/courses/258/pages/syllabus-tmc-online-policies) for more information.

Grade Scale

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59 or below

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Module Schedule & Reading Timetable

Module Schedule

Module 1 INTRODUCTION TO INTERPRETING THE BIBLE - Canvas Orientation - Syllabus - Student Introduction - Weekly Reading - Lectures 1-4 - Interpretation Assignment Passage Selection	Module 2 HISTORICAL BACKGROUNDS - Weekly Reading - Lectures 5-8 - Discussion - Assignment #1: Historical Background	Module 3 LITERARY CONTEXT—OVERVIEW - Weekly Reading - Lectures 9-12 - Discussion - Assignment #2: Genre	Module 4 LITERARY CONTEXT—PARTICULARS - Weekly Reading - Lectures 13-16 - Discussion - Assignment #3: Literary Context - Quiz #1
Module 5 THE ROLE OF SYNTAX - Weekly Reading - Lectures 17-20 - Discussion - Assignment #4: Block Diagram	Module 6 WORD STUDY - Weekly Reading - Lectures 21-24 - Discussion - Assignment #5: Word Study	Module 7 INTERPRETATION - Weekly Reading - Lectures 25-28 - Discussion - Assignment #6: The Big Picture	Module 8 APPLICATION - Weekly Reading - Lectures 29-32 - Discussion - Assignment #7: Application - Interpretation Assignment - Quiz #2 - Cafe Evaluation

Reading Timetable

Module	Zuck Textbook	Kaiser Textbook
1	Chapters 1-3	Chapter 2
2	Chapter 4	Chapters 1, 3
3	Chapter 6	Chapters 9-11
4	Chapters 8-11	
5	Chapter 5	Chapter 4
6		Chapter 5
7		Chapters 6-7
8	Chapter 12	

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Assignments

Individual Assignments

You will use the passage you selected at the beginning of the course for all assignments, including the final interpretation assignment.

Assignment #1: Historical Background (50 points)

- Author's background, background of audience, historical situations, culture, cultural practices involved in the passage.
- Include a minimum of 5 sources.
- 5 pages double spaced

Assignment #2: Genre (40 points)

- Analyze the entire book in which a selected passage is found to identify the genre and discuss the impact of its genre.
- Incorporate answers to the following questions in your assignment
 - What genre is your passage in? How do you know?
 - In general, what characteristics does your genre bring out? (e.g. narrative brings out drama, etc.)
 - How does this relate to how truth is communicated in your passage specifically? What are we looking to see?
- 2 pages double spaced (minimum)

Assignment #3: Literary Context (40 points)

- Analyze major themes found in that biblical authors' other works (if applicable)
- Identify the precise significance of the immediate context for the passage
- Identify potential allusions in the passage
- 2 pages double spaced minimum

Assignment #4: Block Diagram (50 points)

- Comment upon the words and phrases in the passage for grammatical matter
- Produce a block diagram of your selected passage
- 2 to 3 pages

Assignment #5: Word Study (40 points)

- Submit one in depth word study on a word in the passage
- 2 pages double spaced minimum

Assignment #6: The Big Picture (50 points)

- Write a detailed synthesis of:
 - The main point (big picture interpretation analysis) of the passage
 - How the author goes about explaining the main point (passage analysis)
 - Include the resolution to any problems you may have encountered
- 7 pages double spaced

Assignment #7: Application (50 points)

- Write about the major applications of the selected passage by:
 - Delineating at least four major applications of the text and
 - Defend the legitimacy of those applications based upon your analysis of the text
- 5 to 7 pages double spaced

Cumulative Interpretation Project

320 Points (due 7 days after the last day of module 8) You are to write this paper as if you were giving a Bible study for your church. This project will end up being a compilation of the mini or smaller assignments that you will be doing each week. Select one passage, 2-4 verses in length. You will use this passage in all other assignments throughout the entire course. You will be building up to the final project by working on the smaller assignments listed further down. Essentially this final project is a synthesis of the information you will have gathered and written about during the entire course. You won't be starting from scratch. There will be considerable repetition in the final project, but we are examining if you can communicate in a meaningful way the information that will be helpful to the local body.

Purpose

The purpose of this final project is to apply the interpretation principles outlined in the course to a biblical passage of your choice.

Guidelines

Include and apply all of the principles covered in the lectures to your passage. Review notes slides 17 and 18 of module 7 for reference, and use guidelines listed below:

- Discuss the historical background, culture of the day, the purpose of the book (assignment #1).
- Identify and discuss the genre (part of literary context) of the passage, theme, the structure and flow (assignment #2).
- Discuss the literary context in terms of the figures of speech used, metaphors and symbolism - all particulars that contribute to the meaning and author's intent (assignment #3).
- Include a block diagram - using the indentation method as described in the lectures (assignment #4).
- Identify and describe how the grammar influences the passage (assignment #5).
- Select and analyze two or three words, as part of word study principles as outlined in module 6. Review slide pages 7 and 8 from the course notes for module 6 for specific guidelines.
- Include a synthesis of the passage, the big picture and conclude with how the passage can be applied according to the author's intent (assignment #6 and #7).

- Include a reference list of at least 8 sources used for this assignment following Turabian citation format (refer to section 6 of the e-book for Turabian guideline sources).
- Must be 10 pages

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Discussions

Discussion forums are an important part of online learning. Though you may feel apprehensive about participating (this is completely normal), you will soon find it to be an engaging and interesting part of the course! You'll find that not only does your knowledge and understanding of the course content deepen, but you will develop and grow in your faith at the same time.

Regular participation is required, and counts towards your participation points/grade. Please answer the question(s) in the forum with a post by **Thursday** of this week. Respond with to at least one other student by **Saturday** of this week to receive full credit.

All discussion forums are graded activities, worth 21 points in total or 21% of your final grade. Participating consistently, with thoughtful answers early in the module week, will have positive effects on your overall grade.

Grading Rubric

Dr. Chou will assign a grade for each student response to a discussion question and/or activity, based upon the content, depth and quality of the student's post using the standards of the grading rubric below.

0 points	1 or 2 points	3 points
No posting is made	Student responds to the question with some thought and clarity	Student responds to the question with: demonstrated thought and clarity, descriptive and thorough writing
Post is inappropriate and removed from discussion board by the professor	Student applies and incorporates some of the module content (from readings or lectures) in their response	Student applies, incorporates and/or synthesizes the module content (from readings or lectures) in their response
	Student responds by Friday or later in module week Student does not respond to a classmate's post as required, or if a response is posted, the response lacks clarity and/or depth	Students responds by Thursday before noon in the module week Responds to one or more classmates with thought and clarity and/or presents new content and/or ideas which build upon the classmate's initial post encouraging further discussion and dialogue Responds to classmate(s) by Saturday morning, allowing enough time for student to respond and engage in discussion

Guidelines for posting to Discussions

- *Use a subject line* that relates to your post; this will help create interest and focus for the discussion.
- *Write clearly and with expression.* Communicating online requires careful and concise writing, but also allows your personality to come through! Though humor is effective and at times relevant in discussion, be sure to avoid sarcasm, which does not translate well in the online environment. **REMEMBER:** other students cannot see your expression when you post, so they do not always have a context for it and may misunderstand your meaning.
- *Be supportive, considerate and constructive* when replying to your classmates. Do not use jargon, slang or inappropriate language. No "U" for you; keep your "LOL" to yourself!
- If you disagree with a classmate please respond in a respectful and tactful manner. Any posts deemed inappropriate by the professor will be removed from the discussion board.
- *Keep your post focused* on the topic, relating any class readings and materials from the current module in your post (as applicable).
- *Proofread and review* your response before hitting the submit button! You have one hour to edit your response before it is posted, then, it cannot be modified or removed except by the instructor.
- *Participate regularly.* Improve your learning by being an active and engaged student. Successful students follow and participate in the assigned discussion throughout the module, logging on consistently each week while reading and participating in forums as assigned in the module.

For more information, read this [article \(http://www.brighthub.com/education/online-learning/articles/26946.aspx\)](http://www.brighthub.com/education/online-learning/articles/26946.aspx) on **Netiquette**.

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Exams

Quiz #1

- [Open Note \(https://masters.instructure.com/courses/258/pages/open-note-academic-dishonesty-policy\)](https://masters.instructure.com/courses/258/pages/open-note-academic-dishonesty-policy)

Quiz #2

- [Open Note \(https://masters.instructure.com/courses/258/pages/open-note-academic-dishonesty-policy\)](https://masters.instructure.com/courses/258/pages/open-note-academic-dishonesty-policy)

- 30 minute time limit
- 75 points
- 15 questions
- 1 attempt allowed
- Material from your reading in modules 1-3
- Due by the last day of module 4

- 30 minute time limit
- 75 points
- 15 questions
- 1 attempt allowed
- Material from your reading in modules 4-8
- Due by the last day of module 8

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Research Resources

Websites to Help with Biblical Interpretation

- General
 - [International Standard Bible Encyclopedia \(http://www.internationalstandardbible.com/\)](http://www.internationalstandardbible.com/), is an excellent resource to get you started.
 - [Institute of Biblical Greek \(http://www.biblicalgreek.org/links/exegesis.php#Lexical%20Aids\)](http://www.biblicalgreek.org/links/exegesis.php#Lexical%20Aids), is geared more for the biblical scholar, however you still might find some useful resources with a bit of digging.
- Commentaries
 - [Best Commentaries \(http://bestcommentaries.com/\)](http://bestcommentaries.com/), gives a comprehensive list and rating of commentary resources that you can find in a library, source to purchase and/or even view through Google Books. Quite often Google Books will make available select chapters of a book which you can view for free. Click on the Google icon to search - it's worth a try. You can also sort titles by one of four academic levels, you will most likely find the 'technical' and 'pastoral' categories most helpful.
- Historical Backgrounds
 - The [Bible Tutor \(http://www.bibletutorial.com/level1/program/start/bible.htm\)](http://www.bibletutorial.com/level1/program/start/bible.htm) website is an excellent resource for researching historical backgrounds about the Books of the Bible. There are two levels, Basic and Advanced. Each level also includes in depth sections on: books, people, dates, places and general knowledge. There are even 'self-tests', if you so wish to partake in, that test your Bible knowledge.
 - [American Bible Society \(http://bibleresources.americanbible.org/content/brc-category-listing?page=1&cat=168\)](http://bibleresources.americanbible.org/content/brc-category-listing?page=1&cat=168) is easy to navigate with a great deal of resources for conducting research into people, nations, journeys, etc.
- Maps
 - The images provided with the [NET BIBLE \(https://bible.org/maps\)](https://bible.org/maps) are far better than any maps that have ever been included in any Bible.
 - [About-Jesus.org \(http://www.about-jesus.org/jesus-places-map.html\)](http://www.about-jesus.org/jesus-places-map.html) provides an Interactive Bible Map of Israel.

Resources

- The Anchor Bible Dictionary, Volume 6 of Anchor Bible Dictionary. David Noel Freedman. ISBN 038542583X, 9780385425834
- Zondervan's Pictorial Bible Dictionary, Edited By: [Merrill C. Tenney \(http://www.christianbook.com/Christian/Books/search?author=Merrill%20C.%20Tenney&detailed_search=1&action=Search\)](http://www.christianbook.com/Christian/Books/search?author=Merrill%20C.%20Tenney&detailed_search=1&action=Search)
- Introduction to the New Testament [Paperback] Werner Georg Kummel (Author), Howard Clark Kee (Translator), Werner G. Kummel (Author)
- Introduction to the New Testament, DaSilva

Turabian Formatting

Click on the following to see information on the subject:

- Formatting footnotes, endnotes, and bibliography: [Citation Guide \(http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html\)](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)
- Inserting page numbers into your paper:
 - For Microsoft Word 1997-2003: [Turabian and Word 97-2003.pdf \(https://masters.instructure.com/courses/258/files/50956/download?wrap=1\)](https://masters.instructure.com/courses/258/files/50956/download?wrap=1)
 - For Microsoft Word 2007-present: [Turabian and Word 2007.pdf \(https://masters.instructure.com/courses/258/files/50955/download?wrap=1\)](https://masters.instructure.com/courses/258/files/50955/download?wrap=1)

Writing Resources

- *University of Purdue's writing lab*, [OWL \(http://owl.english.purdue.edu/owl/\)](http://owl.english.purdue.edu/owl/): For help with writing of papers, assignments and academic papers please visit this comprehensive site.
- *Book Review Explanation*: For further information about writing a book review from [OWL \(http://owl.english.purdue.edu/owl/resource/704/1/\)](http://owl.english.purdue.edu/owl/resource/704/1/), Purdue's Online Writing Lab.

Powell Library at The Master's College

- Search the library's [Online Catalog \(http://masters.on.worldcat.org/discovery\)](http://masters.on.worldcat.org/discovery) to find materials supporting all areas of study offered at The Master's College.
- The library provides many tools for locating resources and information you may need for your course work. Here is a listing of our [tutorials \(http://www.masters.edu/campuslinks/library/search/course-specific-research/\)](http://www.masters.edu/campuslinks/library/search/course-specific-research/) and [research guides \(http://masters.libguides.com/index.php\)](http://masters.libguides.com/index.php).
- We have found two tutorials to be particularly helpful:
 - Boolean Logic Applied to Online Searching: [Boolean.ppt \(https://masters.instructure.com/courses/258/files/50973/download?wrap=1\)](https://masters.instructure.com/courses/258/files/50973/download?wrap=1)
 - Citation Searching: [Citation Searching.ppt \(https://masters.instructure.com/courses/258/files/50972/download?wrap=1\)](https://masters.instructure.com/courses/258/files/50972/download?wrap=1)
- You may also contact our research librarian, **Janet Tillman** if you have any questions about research and/or resources for coursework and assignments at jtillman@masters.edu (<mailto:jtillman@masters.edu>).

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TMC Online Policies

Open Note Academic Dishonesty Policy

- You may access only your course notes during the exam. You are not allowed to use any electronic devices during the exam, which includes the use of cell phones and e-tablets, except in the case where you are using your electronic device to access your course notes or books.
- While taking the exam you are not permitted to access outside resources, including but not limited to: friends and family, other students/individuals, websites, chat rooms, social network sites, or other printed materials. Upon completion, you are not permitted to discuss or record the exam questions or exam content with any individual(s).
- If these guidelines are not followed, you will be in violation of Masters College 'Academic Dishonesty Policy' which will result in the exam graded as a 0%. Any subsequent documented offense of academic dishonesty (regardless of whether it occurs in the same or any other course taken by the student at the College) will result in automatic failure of the course and expulsion from the College for a minimum of one academic year.

Grade Policy

- Professors keep record of all student grades for course assignments, participation, quizzes, exams and extra credit as assigned. Check the Gradebook in Canvas for your grades. Note the following:
 - Quiz and exam grades scored by Canvas in some instances need to be adjusted by the professor to account for essay and/or short answer responses or in some rare instances discrepancies within the test itself.
 - This also applies to Extra credit or additional assignments [as assigned].
 - The instructor might also adjust grades within the Canvas grade book calculated inaccurately.
- The official grade is recorded with the course instructor throughout the course. As a result, students will find their final and official grade for the course in Self-Service ([click here \(https://portal.masters.edu/SelfService/Home.aspx\)](https://portal.masters.edu/SelfService/Home.aspx)) which is the same grade students will see on their transcript at course completion. This grade may be different from the grade which appears in Canvas for the reasons outlined above. If you have any questions, please do not hesitate to contact your professor.

Late Policy

- Late assignments (essays, papers, power point assignments etc.) will be subject to a 20% deduction on the first day an assignment is late and 10% each day thereafter unless prior arrangements are made with the instructor. If you know you will be offline the day an assignment is due, please make sure to post it early. Anytime you feel that you might be falling behind in the course, it is best to contact the instructor *before* you fall behind to discuss your situation. If you have an assignment completed by the deadline but are unable upload it through Canvas for technical reasons, send the assignment file to the instructor as an attachment via email to demonstrate that it was completed on time.
- **Exams** that are not completed by the due date are closed and not available for students to complete. Students will thus receive a '0' on the exam. If you are unable to take the exam by the due date, please contact the instructor *prior* to the close date to discuss options.
- **Assignments, exam, quiz and test due dates** are outlined in the *Course Schedule* section of the syllabus. Due dates are usually Sunday evenings at 11:59 PM Pacific Standard Time (PST).
- **Discussion due dates** for postings vary; the specific days are outlined in the *Discussion Grading Rubric* located within the syllabus section of the course. There are no extensions granted for late discussion postings regardless of circumstances. In some instances there may be extensions granted for late recording of completed reading required for a given week, but this does not apply to the discussion/reflection aspect of the posting.

Course Add/Drop Policy

- Credit Enrollments: Online Courses dropped before the first week of the class has ended (before the second Monday) will receive a 100% refund. Courses dropped during the second week (before the third Monday) will receive a 75% refund. Courses dropped during the third week (before the fourth Monday) will receive a 50% refund. Courses dropped after the third week are not eligible to receive a refund. Students can withdraw from a course without a grade being recorded until the end of the sixth week, after which a grade will be awarded based on work submitted up to that point.
- Students can add and drop courses within the open Registration Period before courses begin. After the first day of class, students must submit a *Petition to Add or Drop a Class* form. If you are considering adjusting your schedule by adding or dropping, contact the TMC Online office at tmconline@masters.edu (<mailto:tmconline@masters.edu>).
- Audit Enrollments: Audit students who withdraw from classes before course materials have been received are eligible for a full tuition refund. There are no tuition refunds for Audit Enrollments after they have received either access to their course home page or a DVD lecture set

Course Archiving

- With the exception of students in an ongoing cohort, please note that this course will be available for your reference one session (eight weeks) following the close date of this current session. After that time courses are archived and unavailable to students. Please download any course documents, assignments or lectures you would like to save before the course is archived.

Student Audit Policy

- The Master's College Online department extends enrollment of online courses to students not wishing to pursue course credit, but rather are interested in personal enrichment. Such applicants are classified as 'audit' students.
- Audit students enrolled in a course are able to access the course home page through the Learning Management platform, Canvas, for the duration of the course session. The course home page provides access to all course learning materials including video lectures, lecture notes, related handouts, the course syllabus and other course resources.
- Participation and Grading: Audit students can, and are encouraged to, participate in discussion forums, but are under no obligation to do so. Given that audit students do not receive grades, students are **not** required nor permitted to submit assignments or course work to the instructor for review or grading.
- Copyright policy as it applies to Audit Students: Audit students are also required to adhere to **The Master's College Copyright policy** which states that course materials and

resources are for personal educational use only. Reproduction and/or distribution of course materials are restricted. Please refer to the copyright information section of the course e-book for further details.

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TMC Policies

Academic Dishonesty Policy

It is the responsibility of the faculty member to pursue suspected incidents of academic dishonesty occurring within his/her courses. If a student is found to be guilty of cheating, plagiarism or another form of academic dishonesty, the faculty member is required to document the incident in writing and submit the report to the Vice President for Academic Affairs.

The first documented incident of academic dishonesty will result in the student failing the assignment or the course at the instructor's discretion depending on the severity of the incident. Any subsequent documented offense of academic dishonesty by that student (regardless of whether it occurs in the same or any other course taken by the student at the College) will result in automatic failure of the course and expulsion of the student from the College for a minimum of one academic year.

It is the student's responsibility before the Lord Jesus Christ to abide by the above stated guidelines and policies. The student is required to take responsibility to obtain all materials and missed notes; to meet all deadlines (even if not reminded of them); to fulfill all academic obligations; and to do so without complaining and grumbling.

The student ought to respect and regard those who provide instruction and administrative support. "But we request of you, brethren, that you appreciate those who diligently labor among you, and have charge over you in the Lord and give you instruction, and that you esteem them very highly in love because of their work. . ." (1 Thess 5.12-13a).

The student ought to recognize that academic work does bring glory to God and therefore ought to approach his or her studies from such a perspective. "Whether, then, you eat or drink or whatever you do, do all to the glory of God" (1 Cor 10.31).

Academic honor and Christian virtue in your studies is the result of placing your vocational and academic pursuits under the Lordship of Christ (2 Cor 10.5). It is the result of respecting and honoring the faculty and the institution as "one with authority" (1 Pet 2.13). It is the result of modeling academic excellence in one's academic pursuits before a watching world (Matt 5.16).

The student ought to recognize that ultimately the value of any degree from The Master's College is based upon shared excellence, integrity, and hard work. By preserving academic integrity, the student maintains the excellence of his or her college degree, and that of fellow alumni, as well as the integrity of the institution.

Disability Policy

The Master's College is committed to practicing principles of equal opportunity and to provide educational programs and/or activities for all students based upon sovereign biblical principles. We are also committed to comply with provisions of various state and federal regulations, among them the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, regarding discrimination against individuals with disabilities.

To comply with these regulations we provide a variety of services to individuals with disabilities through the Office of Disability Services. Persons having questions about obtaining available services at TMC should contact Diana Castanzo at (661) 362-2269, or email her at dcastanzo@masters.edu (<mailto:dcastanzo@masters.edu>).

Because regulations do not permit the College to inquire about existing or perceived disabilities, we invite individuals to identify a qualified disability and specifically request reasonable accommodations to assist them in meeting the requirements and expectations of one or more of their courses.

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Help & Support

Academic Help

- For questions about the course content, assignments, or grades please contact the course professor, Dr. Chou, at achou@masters.edu (<mailto:achou@masters.edu>).

Course Home Page Help

- For questions or help about the technical aspects of the course home page (e.g., the video lessons aren't working, links are missing or not working, etc.), please email onlinecoursehelp@masters.edu (<mailto:onlinecoursehelp@masters.edu>). You should receive a response within 24 hours.
- If you require immediate assistance, please contact one of the following TMC Online department team members:
 - Jay Street, TMC Online Course Technician: jdstreet@masters.edu (<mailto:jdstreet@masters.edu>) (661-362-2683)
 - James McLaughlin, TMC Online Director: jmclaughlin@masters.edu (<mailto:jmclaughlin@masters.edu>) (661-362-2672)

Canvas Help/Tutorials

- If you are new to Canvas, view the [Canvas Student Quickstart Guide](http://guides.instructure.com/m/8470) (<http://guides.instructure.com/m/8470>):
- You can get help with Canvas by clicking "Help" in the upper-right corner and "Search the Canvas Guides."

Canvas Log-in Help

- If you are unable to log onto Canvas, please contact onlinecoursehelp@masters.edu (<mailto:onlinecoursehelp@masters.edu>).

Administrative Questions

- For any administrative questions related to the course, such as adding or dropping online courses, please contact: Elisa Adams, TMC Online Assistant
Director: eadams@masters.edu (<mailto:eadams@masters.edu>). (661-362-2690).

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Date	Details	
Sun Sep 13, 2015	Assignment 1: Historical Background (https://masters.instructure.com/courses/258/assignments/3930)	11:59pm
	Discussion 1: 1 Kings 20:3-4 (https://masters.instructure.com/courses/258/assignments/3929)	11:59pm
Sun Sep 20, 2015	Assignment 2: Genre (https://masters.instructure.com/courses/258/assignments/3931)	11:59pm
	Discussion 2: Historical Research (https://masters.instructure.com/courses/258/assignments/3928)	11:59pm
Sun Sep 27, 2015	Assignment 3: Literary Context (https://masters.instructure.com/courses/258/assignments/3932)	11:59pm
	Discussion 3: The Book of Acts (https://masters.instructure.com/courses/258/assignments/3927)	11:59pm
	Quiz #1 (https://masters.instructure.com/courses/258/assignments/3922)	11:59pm
Sun Oct 4, 2015	Assignment 4: Block Diagram (https://masters.instructure.com/courses/258/assignments/3933)	11:59pm
	Discussion 4: Matthew 27:1-10 (https://masters.instructure.com/courses/258/assignments/3926)	11:59pm
Sun Oct 11, 2015	Assignment 5: Word Study (https://masters.instructure.com/courses/258/assignments/3934)	11:59pm
	Discussion 5: Word Study (https://masters.instructure.com/courses/258/assignments/3925)	11:59pm
Sun Oct 18, 2015	Assignment 6: The Big Picture (https://masters.instructure.com/courses/258/assignments/3935)	11:59pm
	Discussion 6: "Abraham Is Justified By Works" (https://masters.instructure.com/courses/258/assignments/3924)	11:59pm
Sun Oct 25, 2015	Assignment 7: Application (https://masters.instructure.com/courses/258/assignments/3936)	11:59pm
	Discussion 7: Questions (https://masters.instructure.com/courses/258/assignments/3923)	11:59pm
	Interpretation Assignment (https://masters.instructure.com/courses/258/assignments/3937)	11:59pm
	Quiz #2 (https://masters.instructure.com/courses/258/assignments/3921)	11:59pm