



Asbury Theological Seminary Syllabus

DM 912: Biblical Interpretation for Ministry

3.00 Credit Hours

Synchronous Learning/Synchronous

2025 Fall Session/Sep 2, 2025 - Dec 12, 2025

PROFESSOR INFORMATION

Name: Dr. Rachel Coleman

Title: Dr.

Email: rachel.coleman@asburyseminary.edu

Office Location: online

Office Hours: By appointment (Zoom, phone)

Office Phone: 937-760-8511 (text, WhatsApp)

Please contact your professor *if* you have any questions about the course online classroom usage.

The textbooks will not be changed, but this syllabus is in draft form until the start of the term.

COURSE DESCRIPTION

This course seeks to enhance the student's use of Scripture for personal formation, for ministry and for their D.Min. Project/Dissertation through focused attention on the critical tasks involved in biblical interpretation. The course will emphasize an inductive approach to interpretation. Students will increase their interpretive skills by reflecting on and expanding their prior understanding and practice

of biblical interpretation and through exegetical work on biblical texts important to their ministry and/or dissertation project.

REQUIRED STUDENT LEARNING OUTCOMES

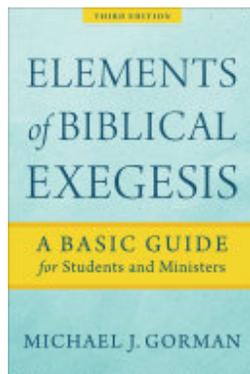
By the end of DM912, students will:

1. Practice biblical interpretation at an advanced level appropriate for faithful teaching/preaching/leading in Christian communities.
2. Apply inductive bible study principles to biblical texts.
3. Formulate a plan for their ministry context to equip others for the practice of inductive biblical interpretation.
4. Develop a personal practice of devotional and exegetical study for growth in holiness of heart and life.

COURSE INTRODUCTION

This course will allow you the space to reflect critically on your past and present use of Scripture in your ministry context and then enhance your exegetical skills through reading, interacting with colleagues, and writing interpretive papers on selected New Testament texts.

REQUIRED TEXTBOOKS



Elements of Biblical Exegesis : A Basic Guide for Students and Ministers

[SOME eBook AVAILABILITY](#)

ISBN: 9781540960313 - eISBN: 9781493427079

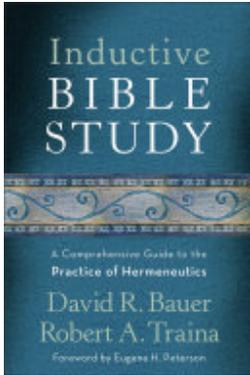
Michael J. Gorman

Baker Academic

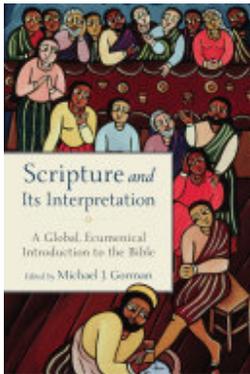
2020-11-03

Inductive Bible Study : A Comprehensive Guide to the Practice of Hermeneutics

[SOME eBook AVAILABILITY](#)



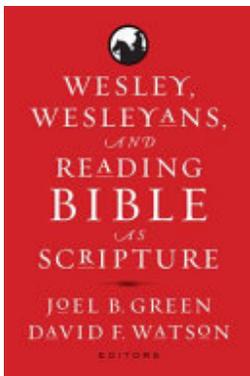
ISBN: 9781441214515 - eISBN: 9781441259462
David R. Bauer, Robert A. Traina
Baker Academic
2011-04-01



Scripture and Its Interpretation : A Global, Ecumenical Introduction to the Bible

[SOME eBOOK AVAILABILITY](#)

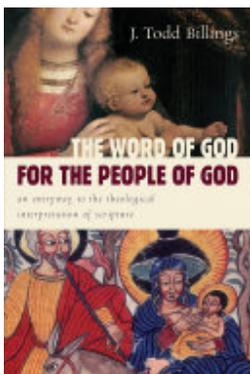
ISBN: 9780801098390 - eISBN: 9781493406173
Michael J. Gorman
Baker Academic
2017-06-06



Wesley, Wesleyans, and Reading Bible as Scripture

[SOME eBOOK AVAILABILITY](#)

ISBN: 9781602586277 - eISBN: 9781602586284
Joel B. Green, David F. Watson
Baylor University Press
2012-01-01



The Word of God for the People of God : An Entryway to the Theological Interpretation of Scripture

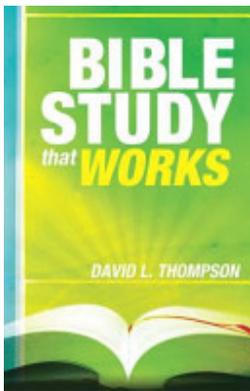
[SOME eBOOK AVAILABILITY](#)

ISBN: 9780802862358 - eISBN: 9781467438353
J. Todd Billings
Wm. B. Eerdmans Publishing
2010-01-04

REQUIRED RESOURCES

If your library does not already contain at least two critical commentaries on Colossians, you will need to obtain them. A list of recommended commentaries is found on the course page. If you wish to use commentaries you already own, please ask the professor for approval of each title.

RECOMMENDED TEXTBOOKS



Bible Study That Works

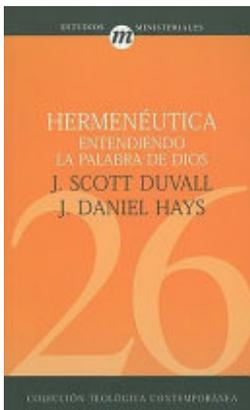
THIS BOOK IS HIGHLY RECOMMENDED FOR STUDENTS WHO HAVE NO BACKGROUND IN INDUCTIVE BIBLE STUDY!

ISBN: 9781593175474

David L. Thompson

Francis Asbury Press

2010-07-01



Hermenéutica Entendiendo la Palabra de Dios

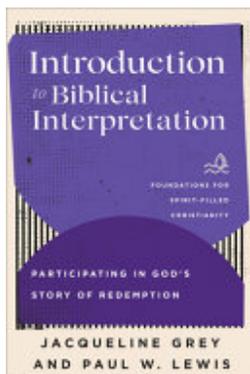
[UNLIMITED eBOOK AVAILABILITY](#)

ISBN: 9788482675459 - eISBN: 9788482676470

J. Scott Duvall, J. Daniel Hays

Editorial Clie

2008-10-13



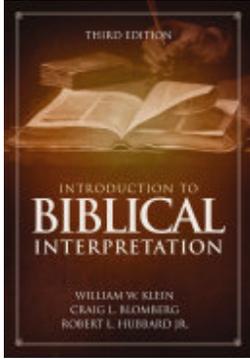
Introduction to Biblical Interpretation : Participating in God's Story of Redemption

ISBN: 9781540963369

Jacqueline Grey, Paul W. Lewis

Baker Academic

2024-06-25



Introduction to Biblical Interpretation

[SOME eBOOK AVAILABILITY](#)

ISBN: 9780310524175 - eISBN: 9780310524182

William W. Klein, Craig L. Blomberg, Robert L. Hubbard, Jr.

Zondervan Academic

2017-03-28

3rd edition

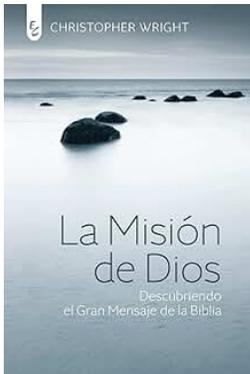
Método para el estudio de la Biblia

9781938420474

Robert A. Traina

Logoi

2016



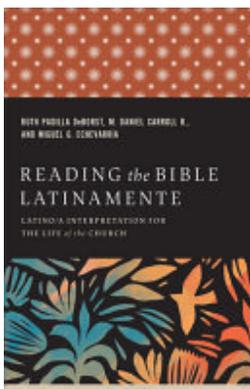
La misión de Dios: Descubriendo el gran mensaje de la Biblia

ISBN: 9789506831561

Christopher Wright

Ediciones Certeza Unida

2009



Reading the Bible Latinamente : Latino/a Interpretation for the Life of the Church

[SOME eBOOK AVAILABILITY](#)

ISBN: 9781540966568 - eISBN: 9781493447442

Ruth Padilla DeBorst, M. Daniel Carroll R., Miguel G. Echevarría

Baker Academic

2024-10-29

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

All work assumes 1" margins, 12 pt Times New Roman Font, double-spaced using a consistent system of documentation (MLA, Chicago, SBL, etc.).

Due dates for each assignment can be found in the course calendar (see below). Detailed instructions, guidelines, and rubrics for each assignment will be found on the corresponding page in Canvas.

1. **Book Critiques (10%).** Participants will prepare a 2–3 page book critique for all required textbooks (with the exception of Bauer/Traina). In preparing the book critiques, the final ½ page will include a list of key questions that these texts raised for you regarding biblical interpretation. SLO 1, 2, 4

2. **Reflection Paper A: Your Present Understanding and Practice of Biblical Interpretation (5%).** Prepare a two-page position paper on your current understanding and practice of biblical interpretation. This essay should reflect your own best practices that you deploy regularly in your ministry and in your devotional life. This paper will be due at the start of the first synchronous session (Sept. 8). SLO 4

3. **Participation, Online/Synchronous (10%).** Discuss course materials by responding to online prompts and participating in all synchronous sessions. Responses in the four (4) online forums will be due by the beginning of the corresponding synchronous session (Sept. 8, Oct. 13, Nov. 10, Dec. 1). Participation in the synchronous sessions = attendance and active engagement. **A student may miss ONE synchronous session, by previous approval of the professor only and exclusively in the case of a true emergency. Failure to plan or the normal demands of ministry do not constitute an emergency. The student will be required to watch the recording of the session and to respond in writing to prompts provided by the professor. The written response will be due 7 days after the date of the live session. SLO 1–4

4. **Inductive Assignments (20%).** Students will complete three (3) studies on assigned texts applying the principles of inductive study. These will be due at the beginning of synchronous sessions 2–4 (Oct. 13, Nov. 10, Dec. 1). SLO 2

5. **Teaching Plan (10%).** Create a 3-4 page outline of a plan for teaching an inductive approach to biblical interpretation in your local ministry setting. This assignment will be due the last day of the term. SLO 3

6. **Reflection Paper B:** Your Present Understanding and Practice of Biblical Interpretation in Light of the Course Materials (5%). Rewrite your original two-page position paper in light of your learning over the course of the term. This essay will reflect your own best practices that you intend to deploy regularly in your ministry and in your devotional life moving forward. Emphasize your new learnings and insights. SLO 1, 2, 4

7. **Final Exegetical Paper (40%).** Students will prepare a major (15-20 page) interpretive essay that includes: a) An exegetical study of the selected passage (10 pages); b) Theological reflection on how the passage seeks to shape individuals and communities (3-5 pages); c) Reflection either on how this text shapes/informs your dissertation project or how you would preach or teach on the message of the text (3-5 pages). This assignment is due the last day of the term. **Two initial pieces of the paper will be completed earlier in the semester: a) Selection of focus passage and rationale, due by the first synchronous session (Sept. 8); b) initial draft of exegetical work, due by third synchronous session (Nov. 10). SLO 1–3

COURSE SCHEDULE

Required synchronous sessions:	Sept. 8 Oct. 13 Nov. 10 Dec. 1	All synchronous session will begin at 7:30 p.m. and last for 90 minutes. (Kentucky start time; be sure to determine the corresponding hour in your time zone.)
Module # and dates	Assignments (due at end of module)	Required reading
Module 1, Introduction	<ul style="list-style-type: none"> • Reflection paper A • Forum 1 	<ul style="list-style-type: none"> • Colossians (in 3 different versions)

Sept. 2–8		<ul style="list-style-type: none"> • Bauer & Traina, chap. 11–16
Module 2, Embracing Exegesis Sept. 9–Oct. 13	<ul style="list-style-type: none"> • Book critique #1 (Gorman, Elements) • Forum 2 • Inductive assignment #1: Colossians 1:15–23 	<ul style="list-style-type: none"> • Colossians 1 (3 versions) • Gorman, Elements of Biblical Exegesis
Module 3, Practicing Exegesis, Oct. 14–Nov. 10	<ul style="list-style-type: none"> • Book critique #2 (Billings) • Forum 3 • Inductive assignment #2: Colossians 2:8–19 	<ul style="list-style-type: none"> • Colossians 2 (3 versions) • Billings, The Word of God
Module 4, Polishing Exegesis, Nov. 11–Dec. 1	<ul style="list-style-type: none"> • Book critique #3 (Green & Watson) • Forum 4 • Inductive assignment #3: Colossians 3:1–17) 	<ul style="list-style-type: none"> • Colossians 3 (3 versions) • Green & Watson, Wesley, Wesleyans, and Reading the Bible as Scripture
Module 5, Exegesis for Life Dec. 2–12	<ul style="list-style-type: none"> • Book critique #4 (Gorman, Scripture) • Reflection paper B • Teaching Plan • Final exegetical paper: Colossians 3:18–4:6 	<ul style="list-style-type: none"> • Colossians 4 (3 versions) • Gorman, Scripture & Its Interpretation

ADDITIONAL ASSIGNMENT GUIDELINES

These guidelines pertain to course assignments unless specified otherwise.

Late Assignments: Any assignment submitted after the due date and time will be reduced two numerical points for every day late. For example, two days late would reduce the grade from a 90 to an 86, unless the student talks to the professor ahead of time and receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

Format of Papers: Students can select any academic style for completing papers (MLA, Chicago, Turabian, etc.) **unless specified otherwise by your instructor.** However, you must consistently follow one of these conventions, and the paper must be of high academic standards. **APA is not an acceptable format for papers in this course.

Attendance/Participation: To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. Students are responsible for notifying instructors of the reason for any absences as soon as possible and are accountable for all assignments. Makeup quizzes or exams are generally not permitted unless previously arranged with the instructor. Each faculty member will provide a written attendance policy for each class and also go over that policy on the first day of class for the course. Refer to the ATS Student Handbook for additional information regarding attendance policies and excused absences.

USAGE OF GENERATIVE AI TOOLS

1. **Permitted Uses of Generative AI Tools:** Students are encouraged to use Generative AI tools as supportive resources to enhance their learning and academic work. Appropriate uses include generating ideas, brainstorming, locating research materials, improving language and style, receiving tutoring and feedback, summarizing complex texts, participating in simulated debates, and organizing tasks. These tools can also assist in creating visual aids and managing time effectively. However, students must ensure that their final submissions reflect their own critical thinking, analysis, and originality. Additionally, any use of Generative AI must be transparently cited, clearly indicating how the tools were utilized in the creation of their work.
2. **Prohibited Uses of Generative AI Tools:** While Generative AI can be a valuable tool, students are prohibited from submitting AI-generated content as their own work, including drafting initial outlines. The use of Generative AI tools during exams is strictly forbidden unless explicitly allowed by the instructor. Additionally, students should not present simulated interactions as genuine or allow AI to reinforce biases in their work. Direct copying or close paraphrasing of AI-generated content is also not permitted.
3. **Academic Integrity:** To maintain academic integrity, students must clearly document any use of Generative AI tools, including how these tools contributed to their work. The originality of their work should be preserved, and students are responsible for ensuring that AI assistance does not replace their own intellectual contributions.
4. **Consequences:** Violations of this policy will be treated as academic integrity breaches and may result in serious disciplinary actions. Depending on the severity of the violation, consequences

may include failing the assignment, failing the course, or in extreme cases, expulsion from the institution.

5. **Seeking Guidance:** Students who are uncertain about the appropriate use of Generative AI tools are strongly encouraged to consult their instructor. The Writing Center is also available as a resource for guidance on the ethical and effective use of Generative AI tools in their academic work.

INCOMPLETE WORK POLICY

Incomplete Work: "A grade of 'I' denotes that course work has not been completed due to an unavoidable emergency. Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved 'I', a letter grade will be recorded based on grades received for completed work and an 'F' grade assigned to incomplete work" (ATS Student Handbook).

GRADING SCALE

Letter	Lowest	Highest
A	94.00%	100.00%
A-	90.00%	93.99%
B+	87.00%	89.99%
B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%
C	74.00%	76.99%
C-	70.00%	73.99%
D+	67.00%	69.99%
D	64.00%	66.99%
D-	60.00%	63.99%
F	0.00%	59.99%

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives
B	Good work: strong, significant achievement of

	course objectives
C	Acceptable work: basic, essential achievement of course objectives
D	Marginal work: inadequate, minimal achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

GRADING

Assignment	Weight/Point Value
Book Critiques	10%
Reflection Paper A	5%
Synchronous Participation	10%
Inductive Assignments	20%
Teaching Plan	10%
Reflection Paper B	5%
Final Exegetical Paper	40%
	Total: 100%

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas Access

Canvas is the learning management system used for Asbury Seminary classes. Log into <http://connect.asburyseminary.edu> and click on the **flashing cube** (upper right corner) to access a link to the Canvas website. Once you have logged in, it is recommended that you bookmark this page for easy access. The courses that you are enrolled in should appear as "course cards" on your Dashboard. You may navigate to your desired course here. If you do not see your course, or there is nothing in your course, please contact your professor.

Online Course Expectations

Online courses offer students an opportunity for substantive interactions with instructors on a predictable and consistent basis. Examples of instructor interaction include:

- Instructor engagement during threaded discussions
- Instructor feedback via a rubric associated with an assignment
- General course announcements posted by the instructor
- Other direct communication with an individual student about course material or student performance within the course

Many instructors are not online on Sundays in order to honor a Sabbath day of rest.

Online course success is based upon a student's substantive and frequent engagement in online assignments such as threaded discussions, online presentations, or group assignments. The assignment descriptions will outline the frequency and type of interactions that are required of students. Assignment descriptions will be located either in the syllabus or within the Canvas course. Instructors will provide feedback to students' about students' level of engagement as denoted in the syllabus.

COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary's efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at helpdesk@asburyseminary.edu or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:

- A computer with a current and up-to-date operating system
- Reliable, high-speed internet
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

Contact the Help Desk for technical assistance accessing the online class, using electronic resources, or with other technical issues related to Asbury Seminary coursework.

- Email: helpdesk@asburyseminary.edu

- Phone: 859.858.2100 or 800.2ASBURY (toll free)

LIBRARY RESOURCES

Library resources, research support, and library loan are available via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

Materials Requests

Use the links on the library website to search the library catalog for available materials. Students on the Kentucky campus can use their student ID cards to check out materials in person. Books can be returned or mailed to the library at the Kentucky campus.

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at guides.asburyseminary.edu/libraryloan.

Online Resources

- Find library books, ebooks, journal articles, and other media at asbury.to/library.
- Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at guides.asburyseminary.edu/az.php.

Writing and Research Assistance

Students should contact the Writing Center for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported bibliographic management software is also available. Appointments can be made via:

The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:

- Website: asbury.to/library
- Website: asbury.to/writingcenter

- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)
- Students can sign up for 30-minute sessions on the library website at asbury.to/library.

POLICIES

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at asburyseminary.edu/students/student-services/student-handbook/

Disability Accommodations

Asbury Theological Seminary provides equal access to students with documented disabilities for all programs and services. Students who qualify for and desire accommodations in this course due to a disability, must submit qualifying documentation to the Disability Resource Center, and follow the guidelines as described in the [Application for Reasonable Accommodation](#). Because accommodations may require early planning, students are encouraged to begin the accommodations process prior to the start of the semester. For assistance in regard to registering with the Disability Resource Center, the following personnel may be contacted:

Disability Services Coordinator

204 N Lexington Ave, Wilmore, KY 40390

FAX (859) 858-2021

Email: disability.services@asburyseminary.edu

<https://disability.asburyseminary.edu/>

Academic Integrity

Academic integrity is expected of every student. Plagiarism, that is, “presenting ... another’s ideas or writings as one’s own,” is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to plagiarism.org.

In this course we may utilize Turnitin, an automated system that compares students’ assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from Turnitin.com (through SpeedGrader™) that states if and how another person’s work was used in the assignment. For more information, see www.turnitin.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

Copyright Information

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

By using online media resources, students are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is strictly prohibited.

ZOOM Guidelines and Expectations

1. Students *who are approved* to join the course synchronously via Zoom are required to have their camera turned on for the entire duration of the class and be prepared to engage in class discussions in the same way as if they were physically present in the classroom.
2. Students are expected to be seated at their computers, appropriately dressed, and with no distractions around them, ready for class. Lounging in bed/on the couch or listening in from the car while joining synchronously via Zoom is not acceptable.
3. Students are expected to join the Zoom Room five minutes prior to the start of class to test audio, camera, and chat features.
4. The Zoom Host or Classroom Technical Assistant will communicate with students joining synchronously via the Zoom Chat, and students are required to leave chat open to maintain open communication.
5. If at any time the connection is dropped, it is the student's responsibility to immediately restart and/or reconnect to the Zoom Room. If the problem persists, the student must notify the Zoom Host and/or Help Desk to troubleshoot the issue and make every effort to rejoin the class.
6. Please refer to Zoom system requirements here: <https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux>

Video recordings may be considered educational records under the Family Education Rights & Privacy Act (FERPA) and will be protected as such by the Seminary. Zoom collects only minimal client information and ensures that information is kept secure (<https://zoom.us/docs/doc/FERPA%20Guide.pdf>).

Requests for accessibility accommodations related to Zoom will be dealt with on a case-by-case basis as described above under Disability Accommodations.