

THE STORY OF SCRIPTURE: GENESIS TO REVELATION

I. COURSE DESCRIPTION

An exposition of the biblical narrative of Scripture from Genesis to Revelation with emphasis on the relationships between the content of all 66 books and the unity of what God is doing and saying throughout the entirety of canonical and biblical history. *3 hours*

II. COURSE OBJECTIVES

A. Overall Objective

The primary objective of this course is for the student to know how the general content of the Bible fits into one, unified, biblical narrative, that is traceable throughout Scripture and completes a continuous, uninterrupted story as demonstrated through selected texts.

B. Cognitive Objectives

You will be able to:

1. *Write* a brief synthetic statement and analytical outline for the Bible.
2. *Reconstruct* the history of the biblical narrative and the touch-points that unify the “story” of the Bible as a whole.
3. *Locate* important topics, and characters in the Bible.
4. *Interact with* key events in biblical books and be able to connect them to the entire Gospel story.

... so that you will develop your ability to:

IDENTIFY THE STORY OF THE BIBLE.

Recognizing the Bible’s purpose and structure is a foundational component of its interpretation.

REALIZE HOW EACH BOOK CONTRIBUTES.

The unique message of each book contributes to overall message of the Bible.

KNOW YOUR WAY AROUND YOUR BIBLE.

The ability to locate these is helpful in ministry, to expedite study, and provide reasons for our hope.

CONVEY THE WORD’S AUTHORITY. The successful interpreter must be able to deal with the Bible as a whole and to connect the parts in order to display unity.

C. Affective and Skill Objectives

You will:

5. *Record* how the argument of the Bible is revealed through its content, and how it applies to its original audience and us today.
6. *Develop a system* for recording facts about the Bible in a cohesive and systematized manner.
7. *Prepare to communicate* the contents and principles of one or more of these books to others.

... so that you will be able to:

WALK YOUR WAY THROUGH THE BIBLE.

The Bible conveys its message through the understanding of its argument. This understanding is necessary for presenting it expositionally.

ORGANIZE YOUR WORK. An effective research system gives assurance that learning is taking place and also helps develop one’s own teaching methods.

PREACH AND TEACH THE WORD. The ultimate Dallas Theological Seminary goal of biblical exposition is to proclaim God’s Word to others.

III. COURSE TEXTBOOKS

A. Required

Duvall, Scott and Daniel Hays. *Living God's Word*. Grand Rapids: Zondervan, 2012.

Marty, William. *The Whole Bible Story*. Minneapolis: Bethany House, 2011.

Hanna, Kenneth. *From Moses to Malachi: Exploring the Old Testament*.
Bloomington, IN: CrossBooks, 2014.

Hanna, Kenneth. *From Gospels to Glory: Exploring the New Testament*. Bloomington, IN:
CrossBooks, 2014.

B. Suggested

Bailey, Mark and Tom Constable, *Nelson's New Testament Survey*. Nashville: Word
Publishing (Thomas Nelson), 1999.

Constable's Notes on the Bible
(available through the DTS Book Store, or for free download at Soniclight.com)

Walvoord, John R. and Roy B. Zuck, eds., *The Bible Knowledge Commentary*, New
Testament, Colorado Springs: Victor, 1983.

Walvoord, John R. and Roy B. Zuck, eds., *The Bible Knowledge Commentary*, Old
Testament, Colorado Springs: Victor, 1985.

C. Supplementary Bibliography (see Appendix A)

IV. COURSE REQUIREMENTS

A. Reading Assignments (20%)

Students must complete the assigned reading material for the course. This reading is to be done in the module in which the material is presented. The required reading for *Living God's Word* should be done thoroughly. The required reading for *From Moses to Malachi* and *From Gospels to Glory* is exposure reading. This means it should be read quickly, for the purpose of orienting the student with basic background issues, biblical structure, and overview. Students should keep an up-to-date record of their reading. All reading will be reported on Canvas.

B. Written Assignment (35%)

Students must select one of the following options as the written assignment. A rubric for each option is located in Canvas under the respective assignment option.

Option 1

A) Read William Marty's *The Whole Bible Story* and write a 5-page analysis. Address the following:

- What is the overall organization of Marty's presentation?
- Why do you think he ordered the structure in the manner he did?
- What components did he utilize that you find helpful in telling the biblical narrative?

B) Summarize the content of the Bible in an explanatory chart. The material must be kept in chronological order but should also reflect an understanding of how the message is ordered.

- Create a horizontal chart for the Story of the Bible.
- Articulate a title that captures the theme of the Bible, and compose an overall message statement (single sentence; no more than 25 words) for the entire Bible.
- Divide the Bible into thematic sections. Articulate creative titles for these sections (with reference divisions).
- Create messages statements for each thematic section (single sentence; no more than 25 words). These summaries should be reflective of your personal observations and the observations discussed in class.
- Divide each thematic section into sub-sections. Create titles for these sub-sections (with reference divisions) based on defined and defended divisions.
- Identify the reoccurring themes/movements throughout the Bible. Clues such as a significant event, a shift in location, subject (covenants), or literary form may assist in establishing divisions.
- Include an explanation of your divisions, ensuring that the sections and attending message statements relate to the overarching message statement created for the entire Bible.

In addition to the chart, provide a brief (2–3 pages) paper on the purposes of your chart, the structure of the presentation, and the message of the Bible. These pages are in addition to the requirements stated above. *Please consult the rubric in Canvas, specifically “view longer description,” for more information on the requirements.*

Option 2

A) Read William Marty’s *The Whole Bible Story* and write a 5-page analysis. Address the following:

- What is the overall organization of Marty’s presentation?
- Why do you think he ordered the structure in the manner he did?
- What components did he utilize that you find helpful in telling the biblical narrative?

B) Summarize the content of the Bible in an explanatory and creative project. The material must be kept in chronological order but should also reflect an understanding of how the message is ordered.

- Design a creative project telling the story of the Bible.
- Use the medium of your choice: original song, painting, PowerPoint, storyboard, etc. Make sure major section and theological themes are addressed. Clues such as a significant event, a shift in location, subject (covenants), or literary form may assist in establishing these areas.
- Be sure the story of Scripture is complete. Make sure the structure of the story is organized and clear. The interpreter should know what you want to communicate.
- Be creative and thorough in the design of your project. Whatever you choose, make sure the medium is appropriate to the story you tell.
- Plan your project out before executing it. Allow for adequate time to convey what you intend to convey.
- Present a quality project in neat and precise manner.

In addition to the chart/presentation, also include a brief (3-4 pages) paper on the purposes of your chart/presentation, the structure of the presentation, and the message of the Bible. These pages are in addition to the requirements stated above. *Please consult the rubric in Canvas, specifically “view longer description,” for more information on the requirements.*

Option 3

A) Read William Marty's *The Whole Bible Story* and write a 2-page summary of his presentation.

B) Write a Biblical/Theological Paper

Article 1 (The Scriptures) of the DTS doctrinal statement reads:

We believe that "all Scripture is given by inspiration of God," by which we understand the whole Bible is inspired in the sense that holy men of God "were moved by the Holy Spirit" to write the very words of Scripture. We believe that this divine inspiration extends equally and fully to all parts of the writings—historical, poetical, doctrinal, and prophetic—as appeared in the original manuscripts. We believe that the whole Bible in the originals is therefore without error. We believe that all the Scriptures center about the Lord Jesus Christ in His person and work in His first and second coming, and hence that no portion, even of the Old Testament, is properly read, or understood, until it leads to Him. We also believe that all the Scriptures were designed for our practical instruction (Mark 12:26, 36; 13:11; Luke 24:27, 44; John 5:39; Acts 1:16; 17:2–3; 18:28; 26:22–23; 28:23; Rom. 15:4; 1 Cor. 2:13; 10:11; 2 Tim. 3:16; 2 Pet. 1:21).

In light of the belief that "all the Scriptures center about the Lord Jesus Christ in His person and work in His first and second coming, and hence that no portion, even of the Old Testament, is properly read, or understood, until it leads to Him," how do the New Testament writers demonstrate that Jesus is the fulfillment of the O.T. covenants?

Many directions are permissible in this paper. For example: How does Matthew demonstrate and connect Christ's fulfillment of Old Testament promises? Or, How do New Testament writers connect to a specific covenant (e.g. Abrahamic, Mosaic, Davidic, or New Covenant)?

Whatever is chosen, be sure to clearly state your thesis statement and articulate your presentation. Also, make sure the structure of the paper is understandable. In other words, make sure the paper is organized.

The paper must be between 15-18 pages, not counting the title page and bibliography. *Please consult the rubric in Canvas, specifically "view longer description," for more information on the requirements.*

Option 4

A) Read William Marty's *The Whole Bible Story* and write a 2-page summary of his presentation.

B) Write an Argument of the Bible

This option can only be done by students who have taken either BE106 or BE107. Contact the GTA or professor for clarification and permission.

The Bible Exposition department has set as a goal that students will be able to write an argument of a Bible book. Although more challenging, it is worthwhile to consider writing an argument of the entire Bible.

You should also include at the beginning of your argument a brief statement or discussion of such introductory matters as authorship (Divine and human), date, unity, and purpose of the Bible.

Include also a succinct statement of the message of the Bible. The message is a summary statement (usually one sentence) that should contain the main *subject* with which the Bible deals, and a *complement* (what the author said about the main subject). For example, one might conclude that the subject of John's Gospel is Jesus. The complement might be that (He) is the Son of God. What would you determine to be the subject and complement of the whole Bible?

Next, you need to develop an outline for the Bible. Original outlines are preferred; however, you may consult secondary sources after you have wrestled on your own with how the structure of the Bible conveys the message. Do not simply employ an outline without first critical reflection. (Of course, cite any sources from which you use their words or ideas.) The general direction and target “length” will determine the amount of detail that you should include in the outline. Although it is not necessary to present the outline separately from the argument, the argument must incorporate the outline.

Writing the argument itself is the crux of this assignment. Under each point of the outline you need to explain *why a given text says what it says*. (A synthesis, in contrast, only summarizes content, but an argument also explains why it is there.) An argument, therefore, is not a summary of content, nor a detailed outline, nor a sermon, nor a list of assorted applications, but *an explanation of how the stated content relates to the Bible’s overall purpose*. You will seek to trace the development of thought, thematically, through the Bible. Therefore, you will also need to determine the purpose of the Bible. Ask yourself, “Why was the Bible written?”

Also please include a summary paragraph to review the content of your argument. Include footnotes (as needed) and a bibliography. Outside reading does not stifle originality but encourages it.

An argument is much more difficult than a synthesis and therefore takes more thought and time. Please plan ahead, study the Bible structurally and thematically, and meditate on it. Constantly ask, “Why did God record what He recorded? Why is this material here? What are the anchor points for explaining the consistent message that unfolds from Genesis to Revelation?”

The length of this assignment is to be 15-18 pages. Consult at least six (6) appropriate sources throughout the argument. Ensure that there is continuity between the message statement, outline, and presentation.

Sample book argument has been provided in the Canvas course files. Students are highly encouraged to use the format presented in these samples. Please consult the rubric in Canvas, specifically “view longer description,” for more information on the requirements.

C. Exam (25%)

Content Exam: One exam will be required for this class. This exam will be an oral exam. Each student will talk through the Bible based on the content covered in the course. The purpose of this exercise is to assist the student in developing a methodology to “tell” logically and cohesively the Story of Scripture from Genesis to Revelation. The exam has two parts (see “Exam Details” below). ***Create a video recording of both parts in a single recording in a single take. Do not use notes.*** Upload the video file to an online storage location of your choice (e.g., Dropbox, Onedrive, Vimeo, YouTube, etc.). Post a link to your file using one of the upload options in the exam task in module 13. Note: Students are responsible for recording, storing, and providing a link to their exam file.

NOTE: Allocate sufficient time to upload your video to the internet before the deadline. Two things affect the amount of time it will take to upload your video. (1) File size. Videos with high resolution are larger and take much longer to upload. (2) Internet upload speed. Slower internet speeds will result in significantly longer upload times. In some cases, uploading a very large video file with a internet speed can take over 12 hours. **Do not wait until the last few hours before the deadline to start this time-consuming task. Students are responsible to allot time for uploading their file to the internet and posting a link to that file by the deadline.**

Exam Details

Part 1: Ask your spouse, a friend, or a pastor (not another student in this course) to listen to you tell the Story of Scripture. **Part 1 must be less than 45 minutes.**

- *Be sure the presentation is well organized and clear.*
- *The presentation should have a proper balance of content from each portion of the story.*

Part 2: After you tell the Story of Scripture finish the following sentences for your listener:

- *“The strongest parts of the Story of Scripture for me were . . . This is why I think so . . . ”*
- *“The parts of the Story of Scripture that I need to work on are . . . This is why I think so . . . ”*
- *“The story of Scripture that I just told differs from the story of Scripture I would have told on the first day of class in these ways...”*

Your listener will simply listen to you tell the story and how you finish the sentences above. He or she will not grade you. **Part 2 must be less than 15 minutes. The total exam must not exceed one hour.** Specific instructions to prepare you for this exam will be given and modeled throughout the course.

D. Webinar (5%)

There will be live webinar opportunities using Zoom. All students must attend and participate in one (1) of them. Students should budget one hour for the discussion. No registration is required for these webinars. Simply login at the appointed time.

E. Videos (15%)

All students must watch the course videos in the assigned module by the due date. This includes all review videos as well. Since video transcripts are a supplemental help, reading the transcripts is not a substitute for watching the videos. Required videos can be found in each course module. Many videos can be watched in a single sitting, but some videos for this course are longer than others. This is strategic given the nature of the topic. Therefore, you are encouraged to watch even longer videos in one sitting, if possible.

V. COURSEPOLICIES

A. Development and Strengthening of Biblical Interpretation Competency

So that the student is aware of continuing evaluation and assessment, the faculty is discussing criteria for the student competency sought in the area of biblical interpretation, as reflected in the chart below. Toward that end, the Bible Exposition department has specified competencies that the student will develop and demonstrate as a result of each course in the Bible Exposition core. Although BE201 is an elective, it can contribute to one’s competency in Level 1, 2, and 3.

Biblical interpretation: The student understands the Bible in its historical, literary, and theological contexts in order to apply and communicate the Scriptures.	
<i>Level 1</i>	The student is able to carry out inductive Bible study by means of observation, interpretation, application, and
<i>Level 2</i>	The student is able to practice elements of biblical study that reflect sound hermeneutics.

<i>Level 3</i>	The student is able to interpret the Bible and do biblical theology using a method that engages in the analysis and synthesis of Bible books and that reflects a broad knowledge of the content of the entire Bible, together with historical and theological influences.
<i>Level 4</i>	The student is able to conduct exegetical and biblical theological research in one biblical language from multiple literary genres, and is able to communicate its significance leading to spiritual
<i>Level 5</i>	The student is able to conduct exegetical and biblical theological research in a second biblical language from multiple literary genres, and is able to communicate its significance leading to spiritual

B. Disability Accommodation Policy

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the instructor of any disabling condition requiring modifications.

C. Weighing of Course Requirements for Grading

Reading	20%
Written Assignments	35%
Webinar	5%
Videos	15%
Final Examination	25%

D. The Presence of the Professor

You can expect your professor to participate substantially in this course. In each module the professor will post a new module introduction video to highlight relevant course information and content. The professor will also participate in live webinars and hold virtual office hours. More information is available in opening module. Additional phone or video chat meetings with professor or GTA can be schedule directly with Pam Cole (214-887-5010, pcole@dts.edu).

E. Late Assignments

No late assignments will be accepted unless due to an extreme emergency.

F. Letter/Numerical Grade Scale

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C- 78-79	D- 70-71	
The grade of A means the assignment is exceptional. The work is extremely	The grade of B means the assignment is commendable. It is a solid piece of work.	The grade of C means the assignment is acceptable. It is adequate to fulfill the	The grade of D means the work was of a minimal but passing quality.	The grade of F means the work is below master's-level quality.

G. Absences

The attendance policy of the seminary published in the student handbook will be followed.

VI. COURSE LECTURES AND SUGGESTED READING SCHEDULE

Module	Theme	Text/Material	Living God's	Hanna
1	Overview & Unity of Scripture	Structure & Order Biblical Message	p. 9-20	p. 1-6 (OT) p. 1-6 (NT)
2	The Problem	Gen 3 (Gen 1-11)	p. 21-30	p. 7-32
3	The Solution:	Gen 12-50	p. 31-40	p. 33-52
4	Covenant Promises	The Law for the Land Exodus-	p. 41-63	p. 53-144
5	The Covenant King	2 Sam 7 Davidic Kingship	p.73-86	P. 145-214
6	Covenant Worship	Poetry	p. 97-98	p. 249-329
7	Covenant Consequence	Major Prophets (Judgment/Blessings)	p. 99-112	p. 330-416
8	Covenant Love	Minor Prophets (Judgment/Blessings)	p. 113-128	p. 417-540 p. 215-248
9	The King has Come	Gospels	p. 129-214	p. 7-120
10	All the Kings Men	Acts	p. 215-226	p. 121-158
11	Living for the King	Epistles	p. 227-272	p. 183-476
12	The King is Coming	Revelation	p. 273-304	p. 477-500
13	Final Exam	Final Exam	--	--

APPENDIX A
Selected Bibliography

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