Course Syllabus: **PHIL7301 Hermeneutics in Transformative Literature**
AgathonU Professor(s): Christopher Cone, Th.D., Ph.D., Ph.D., Paul Miles, D. Min
For Program: Doctoral / D.Min., D.Ed., Ph.D. / 60 hours
Revision Date: 12/12/2024

Policies (Links)   Enrollment Agreement   Withdrawal and Refund Policy
                        Standards of Intellectual Honesty   Writing Style Policy

I. COURSE DESCRIPTION

PHIL7301 Hermeneutics in Transformative Literature is an advanced analysis of hermeneutic concepts and implications in Biblical literature and transformative applications.

II. AGATHON PROFESSOR(S) BIO

Christopher Cone, Th.D., Ph.D., Ph.D., serves as President and CEO of AgathonEDU Educational Group and leads Agathon University of Applied Faith. Cone has served as a President (Calvary University, Tyndale Theological Seminary), a Chief Academic Officer (Southern California Seminary), and as a Research Professor (Vyrsity, Colorado Biblical University, Calvary University, Southern California Seminary). He has served in several pastoral roles and has also held teaching positions at the University of North Texas, North Central Texas College, and Southern Bible Institute. His articles are published at www.drcone.com, and he is the author and general editor of more than fifteen books.

Paul Miles, D. Min, is an immigrant to Ukraine. He and his wife, Lena, founded Grace Abroad Ministries in 2016 to promote Biblically-sound translation, teaching, and outreach. Paul has a bachelor's degree in Russian from the University of Texas at Arlington, a master's degree in theological studies from Liberty Baptist Theological Studies, and a D. Min in Bible and Theology from Tyndale Theological Seminary. He is a member of IFCA International and the Council on Dispensational Hermeneutics. Paul is a founding member of the Creation Theology Society and the International Society for Biblical Hermeneutics. He has served as the lead editor for the book, *What is Dispensationalism?* and the book, *Current Issues in Soteriology* (you can download an electronic version at the International Society for Biblical Hermeneutics website, www.BiblicalHermeneutics.org).

III. COURSE TEXTS AND RESOURCES

Required Texts:

1. All Agathon courses use the Bible as a primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.
2. Abner Chou, *The Hermeneutics of the Biblical Writers* (Kregel, 2018) ISBN: 978-08254443244, $23.99
3. Christopher Cone, *Prolegomena on Biblical Hermeneutics and Method, 2nd* (Tyndale Seminary Press, 2016) ISBN: 978-1938484032, $21

4. Christopher Cone, *A Concise Bible Survey* (Exegetica, 2012) ISBN: 978-0-976593027, $7 (electronic, here: https://exegeticapublishing.com/downloads/a-concise-bible-survey-by-christopher-cone-ebook-pdf/)
5. Christopher Cone and John Oglesby, *The Green Tree and the Roots of Biblical Faith and Practice* (Exegetica, 2021) ISBN: 978-1602650800, $29
6. Jean Grondin, *Introduction to Philosophical Hermeneutics,* (Yale University Press, 1997) ISBN: 978-0300070897, $25
7. Milton Terry, *Biblical Hermeneutics*: *A Treatise on the Interpretation of the Old and New Testaments,* (Hunt and Eaton,1890), Electronic
8. William Webb, *Slaves, Women and Homosexuals: Exploring the Hermeneutics of Cultural Analysis* (IVP, 2001) ISBN: 978-0830815616, $28

IV. COURSE SCHEDULE AND OUTLINE

Module 1 – Hermeneutics and Transformative Literature
Dr. Cone introduces the premises of Transformative Learning and the interaction of hermeneutics in understanding and applying scripture.

1. *Reading Assignment*
   - Cone and Oglesby, Chapters 1-6
   - Cone, *Concise Bible Survey,* 1-253
2. *Reading Content Assessment*
   - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
   - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
   - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
   - Q1
   - Q2
   - Q3

Module 2 – Hermeneutics in the Torah
Dr. Cone presents tenets of hermeneutics in a Biblical Transformative Learning model as it relates to the Torah.

1. *Reading Assignment*
   - Genesis, Exodus, Leviticus, Numbers, Deuteronomy
   - Cone and Oglesby, Chapters 7-12

2. *Reading Content Assessment*
   - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
   - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
   - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
   - Q1
   - Q2
   - Q3

Module 3 – Hermeneutics in Historical Literature

Dr. Cone gives us an overview of the chronology of the Old Testament books and then gives a summary of the books of history of the OT in understanding a Biblical Transformative view of hermeneutics. (Part 1 and Part 2)

1. *Reading Assignment*
   - Joshua, Judges, Ruth, 1 and 2 Samuel, 1 and 2 Kings, 1 and 2 Chronicles, Ezra, Nehemiah, Esther
   - Grondin, Chapters I-VIII
2. *Reading Content Assessment*
   - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
   - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
   - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
   - Q1
   - Q2
   - Q3

Module 4 – Hermeneutics in the Wisdom Literature

Dr. Cone gives us an overview of the chronology of the Old Testament books and then gives a summary of the books of wisdom in understanding a Biblical Transformative view of hermeneutics.

1. *Reading Assignment*
   - Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon
   - Webb, Chapters 1-8

2. *Reading Content Assessment*
   - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
   - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
   - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
   - Q1
   - Q2
   - Q3

Module 5 – Hermeneutics in the Prophetic Literature

Dr. Miles presents the rules of engagement for understanding and interpreting literature constructing an Old Testament eschatology.

1. *Reading Assignment*
   - Obadiah, Joel, Amos, Hosea, Micah, Isaiah, Zephaniah, Nahum, Habakkuk, Jeremiah, Lamentations, Ezekiel, Daniel, Haggai, Zechariah, Malachi
2. *Reading Content Assessment*
   - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
   - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
   - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
   - Q1
   - Q2
   - Q3

Module 6 – Hermeneutics in the Gospels and Acts

Dr. Cone discusses the issues in understanding historical literature, the Gospels and Acts, and shows a Biblical Transformative view as one which both handles interpretation and understanding of these texts.

1. *Reading Assignment*
   - Matthew, Mark, Luke, John, and Acts
   - Chou, Chapters 1-4

2. *Reading Content Assessment*
   - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
   - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.
4. *Interaction Assessment*
   - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
   - Q1
   - Q2
   - Q3

Module 7 – Hermeneutics in Pauline Literature

Dr. Miles discusses the authority, theology, soteriology, and examples of Paul's writings that confirm his understanding and interpretive rules of Biblical text.

1. *Reading Assignment*
   - 1 and 2 Thessalonians, 1 and 2 Corinthians, Galatians, Romans, Philippians, Philemon, Ephesians, Colossians, 1 and 2 Timothy, Titus
   - Chou, Chapters 5-8
2. *Reading Content Assessment*
   - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
   - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.
4. *Interaction Assessment*
   - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
   - Q1
   - Q2
   - Q3

Module 8 – Hermeneutics in the General Epistles

Dr. Cone covers the general epistles and the relationship with a Biblical Transformative approach to understanding and interpreting hermeneutics.

1. *Reading Assignment*
   - James, Hebrews, 1 and 2 Peter, Jude, 1, 2, and 3 John
   - Terry, *Intro,* I-IV

2. *Reading Content Assessment*
   - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
   - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one particular challenge or issue related to the module topic.
4. *Interaction Assessment*
   - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
   - Q1
   - Q2
   - Q3

Module 9 – Hermeneutics in Revelation

John Oglesby discusses the transferring of knowledge via the vehicle of language specifically dealing with the book of Revelation. The Bible presents a normative method for interpretation and therefore will present the Biblical Transformative method.

1. *Reading Assignment*
   - Revelation
   - Cone, *Prolegomena*, 1-152
2. *Reading Content Assessment*
   - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
   - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
   - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
   - Q1
   - Q2
   - Q3

Module 10 – Implications of Hermeneutic Competency

Dr. Cone discusses in a panel with Dr. Paul Miles and Pastor Darren Stroe implications and trends dealing with hermeneutics in literature.

1. *Reading Assignment*
   - Cone, *Prolegomena*, 153-342

2. *Reading Content Assessment*
   - Doctoral: Learners will write a 700-1000-word summary on *each* assigned reading and offer a justification or critique for the writer's perspective.
3. *Module Assessment*
   - Doctoral: Learners will create a 10–15-minute video presenting the information covered in the module and explaining in depth one challenge or issue related to the module topic.
4. *Interaction Assessment*
   - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
   - What are some of the arguments that are presented with the subject?
   - What are the implications for the pastoral ministry?
   - What is the role of intertextuality?

Course Content Assessment

Doctoral: Learners will choose any 1 Discussion Question from each module and address the topic/question in roughly 1000 words. One (1) short essay per question/topic, therefore, **a total of 10 short essay answers.**

Competency Assessment

Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:

1. Practical Engagement Component – a practical social engagement of 3-5 hours applying principles covered in the course, and a 2000-5000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 7000-10000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 60–90-minute teaching to a live audience on an approved topic related to the course material.

V. LEARNING OUTCOMES

Course Learning Outcomes (CLOs)
1. To be able to determine, through exegetical analysis, the hermeneutic principles and methods applied within the Biblical writings themselves
2. To be able to classify, through comparative synthesis, distinctives of each hermeneutic model considered
3. To be able to differentiate hermeneutic factors in assessing outcomes and employing practical applications

Program Learning Outcomes (PLOs)
1. To equip Learners, as experienced educators and leaders, for individual, organizational, and system-level transformative leadership.
2. To enhance Learners' focus on the Biblical worldview-based theory, practice, and assessment.

3. To prepare Learners for various special, diverse, innovative learning and leadership contexts.
4. To produce Learners' aptitude for multidimensional analysis, critical thought, and the synthesizing of transformative learning and leadership principles.

Program Learning Outcomes from the appropriate degree page (find degree pages here: https://www.agathonu.com/programs/)

Agathon UAF Learning Outcomes (ALOs)
1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.
4. *Social Responsibility* – Learners will appreciate the diversity in and value of others as designed by our Creator, and will grow in willingness and capability to serve others.
5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

Module Assessments	(20 points each x 10)	200 Points	CLO #3 / PLO #3,4 / ALO #1,2
Reading Content Assessments	(20 points each x 10)	200 Points	CLO #2 / PLO #3,4 / ALO #4,5
Interaction Assessments	(10 points each x 10)	100 Points	CLO #3 / PLO #1,2 / ALO #4,5
Course Content Assessment		250 Points	CLO #2 / PLO #3,4 / ALO #4,5
Competency Assessment		250 Points	CLO #3 / PLO #1,2 / ALO #4,5
Total Available Points		1000 Points	

View the Agathon UAF Grading Policy and Assessment Rubrics Here

VII. GRADING SCALE
91-100%   A
81-90%   B
71-80%   C
61-70%   D
0-60%   F

VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT
Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	70 hours
Total Hours of Minor Assessments:	60 hours
Total Hours of Major Assessment:	60 hours

Equivalent of 3 Credit Hours (70 hours of total course time per credit hour)