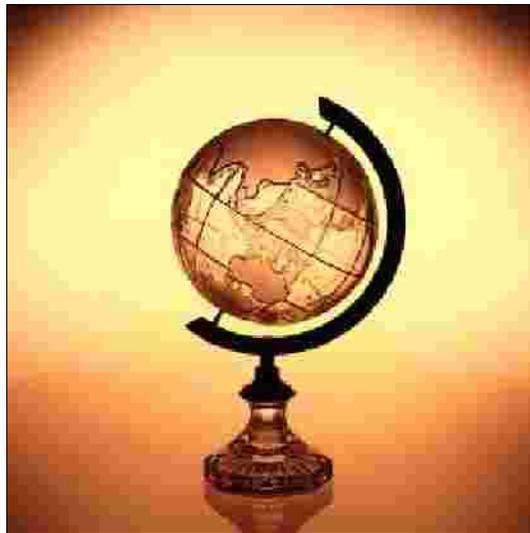


INDEPENDENT STUDY PROGRAM

THE 101 INDUCTIVE BIBLE STUDY



COURSE SYLLABUS

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THE 101 INDUCTIVE BIBLE STUDY
Revision 6/2013

DESCRIPTION

This course will examine the principles and methodology of inductive Bible study

TEXTBOOKS

The New How to Study Your Bible, by Kay Arthur et al. (ISBN: 0736926828)

OBJECTIVES

As a result of this course, the student will be able to:

1. List the three component parts of inductive Bible study
2. Explain the step-by-step process of inductive Bible study
3. Develop a personal checklist for inductive Bible study

PROCEDURES

Read the entire syllabus before starting any work and follow all directions carefully. If you have any questions, contact your instructor as soon as possible. Your instructor will also provide you with a class schedule and any deadlines for completing course assignments.

Begin with Lesson One, and complete the assigned reading and homework for each lesson before starting the next lesson. When you finish the last lesson, gather all your completed homework assignments and submit them for grading. If you are unable to email your homework, mail a printed copy for grading, but always keep a copy of your originals in case your homework is lost and must be resubmitted.

COURSE REQUIREMENTS

Each student is required to submit written answers to the assigned homework questions. The answers will be found in the assigned reading and will always be either a few words or a short sentence. Your final grade will be determined based on the percentage of correct answers.

COURSE OVERVIEW

- Lesson 1: Observation
- Lesson 2: Interpretation – Part 1
- Lesson 3: Interpretation – Part 2
- Lesson 4: Application & Organization
- Lesson 5: Summary

LESSON 1: OBSERVATION

Reading

Read *The New How to Study Your Bible*, Introduction and Chapters 1-3

Assignment

Write out the following questions and the associated answers found in the reading:

1. What are the three component parts of inductive Bible study?
2. How is context determined or identified in inductive Bible study?
3. What are the 5Ws and an H of reading with a purpose?
4. Why is it important to read and reread the book you have chosen to study?
5. Why must you identify the type of literature?
6. What is the "summary statement"?
7. What does the author mean by "contrast"?
8. What does the author mean by "comparison"?
9. What are some terms of conclusion or result?

LESSON 2: INTERPRETATION – PART 1

Reading

Read *The New How to Study Your Bible*, Chapters 4-8

Assignment

Write out the following questions and the associated answers found in the reading:

1. What is the first principle of proper interpretation?
2. What is the best interpreter of Scripture?
3. What should not be used as a basis for establishing doctrine?
4. What is acrostic poetry?
5. What is an exhaustive concordance?
6. What is a cross-reference?
7. How do you discover the occasion and setting of a book?
8. What is a metaphor?
9. What is a hyperbole?

LESSON 3: INTERPRETATION – PART 2

Reading

Read *The New How to Study Your Bible*, Chapters 9-12

Assignment

Write out the following questions and the associated answers found in the reading:

1. What is a parable?
2. How many antitypes will a type prefigure?
3. What is a symbol?
4. What are the two categories of predictive prophecy?
5. Which book tells us how the old and new covenants relate to each other?
6. What is always the most important feature of Hebrew poetry?
7. What is the climax of a story?

LESSON 4: APPLICATION & ORGANIZATION

Reading

Read *The New How to Study Your Bible*, Chapters 13-17

Assignment

Write out the following questions and the associated answers found in the reading:

1. What is the definition of “teaching” (doctrine)?
2. What should observation, interpretation and application lead to?
3. What is the purpose of an outline?
4. What are “relative” or “parallel passages”?
5. How can you stay balanced in topical studies and keep from going overboard?
6. Why are character studies valuable?
7. Where are independent clauses always placed in a structured copy of a book?

LESSON 5: SUMMARY

Reading

Read *The New How to Study Your Bible*, Appendix A

Assignment

Create a personal Bible study checklist for studying a book of the Bible. For this exercise, ignore any special steps for studying history, wisdom or letters; focus on the general steps needed for observation, interpretation and application that apply to all the books of the Bible. Your checklist should follow the format below; you may include as many steps as you wish, but try to keep the checklist to one page. Submit your checklist with your other homework assignments.

After you have used this checklist for a while, do some additional study on the topic of inductive Bible study and revise your checklist. Take time to improve your Bible study habits throughout your life.

Personal Bible study checklist format:

Observation: What does it say?

1. Begin with prayer
- 2.
- 3.

Interpretation: What does it mean?

- 1.
- 2.
- 3.

Application: How does it apply?

1. Identify any new truths to be believed (doctrine)
- 2.
- 3.

CAVEATS

Although the textbook accurately presents many principles regarding inductive Bible study and offers practical advice on how to apply them, the author writes from the perspective of traditional, Sunday-observing Christianity; therefore, the following correction should be noted.

On page 126, the author writes: “For example, in the Old Testament the children of Israel were not allowed to eat certain foods. This prohibition is not applicable to Christians today because it was superseded by the teaching in Acts 10 and the account of Peter and his vision of the unclean animals.” This is a common misinterpretation of this passage based on the erroneous assumption that Jesus and the apostles abolished the Law of Moses; however, a careful study reveals that this was not the meaning of the vision. Consider the following points:

1. Although this vision occurred several years after the crucifixion, Peter was still observing the biblical food laws; therefore, God had not previously negated them (Acts 10:13-14).
2. The vision occurred 3 times at the precise moment that the 3 messengers arrived at Simon’s house; therefore, the vision was symbolic of the messengers (Acts 10:7-8, 16-17).
3. Peter was initially perplexed about the vision but later realized that God was telling him not to call any man unholy or unclean; animals were not included in his interpretation (Acts 10:28).
4. Acts 10:15 says that God cleansed what was unholy not what was unclean. The Greek term for unholy (*koinos*) is used when a clean object becomes defiled; but unclean animals cannot become defiled because they are always unclean (*akathartos*) by definition.
5. According to Peter, God cleansed the Gentiles; but animals were not included in the discussion and those who include them are going beyond the biblical text (Acts 15:7-9).
6. Peter’s vision was not referring to dining etiquette within the early NT church since God-fearing Gentiles like Cornelius (who was called a righteous and devout man) would already know and obey the biblical food laws (Acts 10:34-35).
7. The apostle John received a revelation in the late first century (long after Peter’s vision) that clearly referred to unclean animals, which would make no sense if animals had been cleansed by God decades earlier (Rev 18:2 ESV).
8. The assumption that Jesus and the apostles abolished the Law of Moses contradicts many clear Scriptures that state the very opposite (Matt 5:17-20, Acts 21:24, Rom 2:25, 3:31); while Gentile Christians are not required to be circumcised and keep the whole Law, they are expected to keep a portion of it as explained in Scripture.