

**ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS  
OF TRINITY WESTERN UNIVERSITY**

**Graduate Course Syllabus**

**Course Number:** BOT 601 A

**Course Name:** Hebrew Exegesis I

**Semester and Year:** Fall 2022

**Instructor:** Andrew R. Krause, PhD

**Contact Information:** [andrew.krause@twu.ca](mailto:andrew.krause@twu.ca)

**Office Hours:** By appointment.

**Co-requisites or Pre-requisites:** BIB 505, BOT 501, BOT 502

**Semester Hours:** 3

## **Course Description**

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This course involves continued vocabulary building and maintenance, development of a personal Hebrew reading habit, and special focus on the refinement of, and practice in, an exegetical method that elucidates the biblical author's meaning-intent. The student will apply these disciplines to a variety of Old Testament genres, with a view to teaching/preaching the Old Testament from an exegetical base.

## **Course Objectives**

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By the end of this course, each student should:

1. demonstrate increased proficiency in reading the Hebrew Scriptures;
2. evince an enhanced understanding of Hebrew syntax and sentence structure;
3. be familiar with BHS (including its textual apparatus) and exhibit competence in the use of important research tools for exegetical work in the Hebrew Scriptures;
4. demonstrate an understanding of the basics of Old Testament textual criticism;
5. exhibit sound methodology in interpreting various literary genres of the Hebrew Scriptures so as to provide the basis for responsible biblical exposition.

# Course Learning Outcomes

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## Knowledge and its Application

- demonstrate in-depth knowledge of various forms of textual exegesis of Hebrew Bible and of classical Hebrew in general, as well as the meaning and usage of specific Hebrew lexemes, morphological elements, and syntactic structures.
- demonstrate ability to apply knowledge and discipline specific methodology with various Hebrew texts
- demonstrate superior skills in academic research, writing, and communication act as skilled practitioners to move beyond knowledge into practice

## Cognitive Complexity

- show ability to carry out discourse and research in intermediate Hebrew and biblical interpretation.
- demonstrate the ability to “undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking”
- give evidence of integrating knowledge and applying the knowledge across disciplinary boundaries as necessary in biblical exegesis.

## Inter-and intra-personal Wellness

- demonstrate a holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study
- demonstrate increased professional capacity and autonomy
- demonstrate superior organizational and time management skills
- demonstrate academic and personal integrity

## Aesthetic Expression and Interpretation

- consider and practice creative engagement and interdisciplinary thinking
- demonstrate the ability to engage in a dynamic educational environment within which intellectual and imaginative products are brought into relation with the most pressing human issues of our time and the relevance of scriptural interpretation for such engagement.

## Social Responsibility and Global Engagement

- demonstrate the ability to analyze, appraise and evaluate their discipline in a social context, especially in a discursive seminar context.

## Spiritual Formation

- demonstrate greater understanding of and connection to God’s work in the world
- exemplify a Christian ethic in pursuit of truth, reconciliation, compassion, and hope

## Leadership

- demonstrate high level innovative expertise, collaborative knowledge, and the capacity to inspire others and achieve results
- demonstrate academic proficiency to communicate effectively and to enter into conversation and constructive dialogue with other students and with ancient texts through collaborative interpretation of biblical texts in their Hebrew form
- demonstrate integrity and humility in all matters

## Required Texts and Materials

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Bill T. Arnold and John H. Choi, *A Guide to Biblical Hebrew Syntax*. Second Edition. Cambridge: Cambridge University Press, 2018.

Ellis R. Brotzman and Eric J. Tully, *Old Testament Textual Criticism: A Practical Introduction*, Second Edition. Grand Rapids: Baker Academic, 2016.

Douglas Stuart, *Old Testament Exegesis: A Guide for Students and Pastors*, Fifth Edition. Louisville: Westminster John Knox, 2022.

*Biblia Hebraica Stuttgartensia*, Fifth Edition. Stuttgart: Deutsche Bibelgesellschaft, 1997.

## Course Activities/Requirements

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Working in the original biblical languages need not be the daunting undertaking that people sometimes envision. But it does take time and conscientious effort. Students who devote themselves to the task in this fashion can expect to gain a greater sense of connectedness to the Scriptures as they were originally written, fresh insights into their intended message and, as a result, a renewed appreciation for the ongoing significance and applicability of that message.

Typically, a student is expected to spend approximately 40 hours to complete the work necessary to earn 1 semester hour of credit, hence 120 hours for a 3 credit course. This includes time spent in class, so unexcused absences will result in grade reductions. If a student is absent from more than two classes for any reason, s/he will either be required to do make-up work to avoid further grade reductions or will have to retake the course to receive credit for it, depending on the number of absences. For full credit, assignments must be completed on time. Grades for late written work will be reduced 5% per day (weekends = 1 day) to a maximum reduction of 35%. All assignments must be completed in order to receive credit for this course. Those that have not come in by December 3, 2019 will not be accepted.

Several kinds of assignments have been created to help the student work through the required material in a meaningful way and to understand the basic issues involved in the exegesis of the Hebrew text.

### Hebrew Text Preparation

Prepare for class by reading and translating the assigned portions of Hebrew text, parsing the substantival and verbal forms. This preparatory work should be recorded for later review since there will be testing on it. Furthermore, in the first few classes in particular, students should be prepared to read aloud from the Hebrew text in class. While this element will not be marked, prior preparation of translation notes is necessary for exam preparation.

Begin to take note of significant grammatical constructions, key words and specific interpretational problems, and pertinent contextual factors (e.g., historical, geographical, cultural, literary). Discussion of exegetical and expositional matters will take place in the context of the analysis of these passages in class.

#### 1) Worksheets (Provided on Moodle)

- a. BHS Apparatus (in conjunction with BHS Sigla/Scott Reading): Sept. 14.
- b. Lexical Analysis: Sept 28.
- c. Syntactical and Structural Analysis: Oct. 12.

- d. Theology (in conjunction with excerpt from Kraus): Nov. 9.
- e. Textual Criticism (in conjunction with readings in Brotzman & Tully): Nov. 16.

2) Midterm Examination

There will be a midterm examination on Oct 19, which will cover material prepared for class up to that point. The focus will be on translation, parsing, and syntax.

3) Final Examination

There will be a final examination on November 30, which will cover material subsequent to the midterm examination. The focus will be on translation, parsing, and syntax.

4) Exegetical Outline and Paper

There are two parts to this project, the focus of which is **Exodus 3**.

- a. After reading the assigned pages in Stuart, prepare a detailed exegetical outline with the guidance of Stuart. You will need research the various contexts of this passage. Consult reputable Bible dictionaries/encyclopedias, atlases, and OT introductions, as well as relevant and up-to-date books and journal articles for this sort of information. At least ten such sources should be used. Submit a copy of the exegetical outline by Nov. 9.
- b. Write a textual commentary, exegetical essay, or translator’s guide for a 3 – 5 verse pericope. This paper should be 4000 words in length (Word document, double-spaced, 12pt, Times New Roman, Chicago Manual of Style), based on your exegetical outline. In addition, you must include a bibliography of works consulted and cited (not included in the word count). Citation or other use of sources must be scrupulously documented. NB: Be advised that plagiarism for this or other assignments will not be tolerated. Penalties may range from receiving an F on the paper to failing the entire course. Submit your paper by Nov. 23.

The grade for this assignment will be based on both the content of the paper and the quality of your writing.

## Course Evaluation

Requirement	% Requirement is Worth	
Worksheets	20	%
Mid-Term Examination	25	%
Final Examination	25	%
Exegetical Paper	30	%
<b>TOTAL</b>	<b>100</b>	<b>%</b>

## Grading System

Letter Grade	Grade Percentage Equivalency	Point Value	Quality Characteristic
A+	97-100	4.3	Outstanding, excellent work
A	93-96	4.0	
A-	90-92	3.7	
B+	87-89	3.3	Good, competent work
B	83-86	3.0	
B-	80-82	2.7	
C+	77-79	2.3	Adequate work
C	73-76	2.0	
C-	70-72	1.7	Minimally acceptable work
F	Below 70	0	Inadequate work

## Course Outline

Date	Discussion	Pre-Class Reading	Assignments
Sept 7	Review of Syllabus and Expectations Hebrew Review Exercises	Review Material (Moodle)	
Sept 14	Exodus 19 (Pt. 1)	BHS Sigla Reading (Moodle)	BHS Apparatus Worksheet
Sept 21	Exodus 19 (Pt. 2)	Stuart, xxiii–81	
Sept 28	Exodus 20 (Pt. 1)	Arnold & Choi (A-C), 1–44	Lexical Analysis Worksheet
Oct 5	Exodus 20 (Pt 2)	A-C, 45–64	
Oct 12	Psalms 5, 8	A-C, 65–106; Kraus (on Moodle)	Syntactic & Structural Analysis Worksheet
Oct 19	<b>Mid-term Exam</b>	n/a	Exam
Oct 26	<b>Reading Week – No Class</b>	n/a	
Nov 2	Deut 6 ( Pt. 1)	A-C, 109–138; Brotzman & Tully (B-T), 1–35	Exegetical Outline
Nov 9	Deut 6 (Pt. 2)	B-T, 36–141	Theology Worksheet
Nov 16	Isaiah 6 (Pt. 1)	A-C, 139–173	Textual Criticism Worksheet
Nov 23	Isaiah 6 (Pt. 2)	A-C, 174–205	Exegetical Paper
Nov 30	<b>Final Exam</b>	n/a	Exam

## Course Policies/Statements

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### ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

### ACCESSIBILITY STATEMENT

Students with a disability who need assistance are encouraged to contact the Centre for Accessible Learning upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Once documented with the Centre for Accessible Learning, a letter will be sent to the student's professor recommending appropriate accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Centre for Accessible Learning outlined on the website at

<https://www.twu.ca/academics/learning-commons/centre-accessible-learning>.

### HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

### ACADEMIC FREEDOM

With our charter, mission, and identity as a Christian university, Trinity Western University is committed to academic freedom, affirming and supporting it as defined and described in the statements of Universities Canada and the Tri-Council Research Granting Agencies provided in full at the following link: <https://www.twu.ca/academic-freedom-trinity-western-university>. Students should familiarize themselves with both the academic freedom statement and policy found at the Academic Freedom website. In this course, the academic freedom of both the course instructor and students is to be respected. Trinity Western University welcomes a diversity of academic perspectives, both in class discussion and submitted course work, provided they are thoughtfully and respectfully presented. Hate speech will not be tolerated.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

### CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

## **FINAL EXAMINATIONS**

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence.”  
[2020-2021 Academic Calendar.](#)

## **LATE ASSIGNMENTS POLICY**

10% Reduction per day late, unless prior, written authorization is given to submit an assignment at a specified later date.

## **TWU WRITING CENTRE**

The Writing Centre is available to assist all students with their academic writing assignments in any subject at any stage of the writing process from brainstorming to editing. Live, online writing appointments are available throughout the week by appointment and take place within the Learning Commons appointment booking system. To make an appointment, visit [www1.twu.ca/writingcentre](http://www1.twu.ca/writingcentre). For more information, visit <https://www.twu.ca/writing-centre> or contact [writingcentre@twu.ca](mailto:writingcentre@twu.ca).