

# ACTS

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## SEMINARIES

### Associated Canadian Theological Schools of Trinity Western University

#### **BOT 601A: Hebrew Exegesis I**

Robert J. V. Hiebert, PhD  
Professor of Old Testament  
Fall - 2020  
3 credit hours  
Prerequisites: RES 502; BOT 502 or equivalent

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Course Dates: Sept. 9 – Dec. 8, 2020  
Class Day: Tuesday  
Class Time: 8:30 – 11:10 a.m.

Note: this course will be delivered via live-streaming. Students will be able to participate through interactive online live-streaming of class sessions. Please see a more detailed description with guidelines and participation requirements in the Live-Streamed Courses appendix at the end of this syllabus.

#### **I. Course Description**

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.

#### **II. Learning Outcomes**

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.

### **III. Course Textbooks/Readings**

- Biblia Hebraica Stuttgartensia*, 5<sup>th</sup> ed. Stuttgart: Deutsche Bibelgesellschaft, 1997.
- Kraus, Hans-Joachim. *Theology of the Psalms*. Keith Crim, trans. Minneapolis: Fortress, 1986, 1992. [NOTE: A PDF of the relevant excerpt on pp. 46-49 will be provided]
- McCarter, P. Kyle. *Textual Criticism: Recovering the Text of the Hebrew Bible*. Guides to Biblical Scholarship. Philadelphia: Fortress, 1986.
- Scott, William R. *A Simplified Guide to BHS*, 4<sup>th</sup> ed. Berkeley: Bibal, 2007. [NOTE: A PDF of relevant segments will be provided]
- Stuart, Douglas. *Old Testament Exegesis: A Handbook for Students and Pastors*, 4<sup>th</sup> ed. Louisville: Westminster John Knox, 2009.
- Williams, Ronald J. *Williams' Hebrew Syntax*, 3d ed. Revised and expanded by John C. Beckham. Toronto: University of Toronto Press, 2007.

#### **Recommended:**

- Brown, F., S. R. Driver and C. A. Briggs. *The Brown-Driver-Briggs Hebrew and English Lexicon*. Peabody: Hendrickson, 1996; *OR*,
- Clines, D. J. A. *The Dictionary of Classical Hebrew*. 8 vols. Sheffield: Sheffield Academic Press, 1993-2011; *OR*,
- Koehler, L., and W. Baumgartner et al. *The Hebrew and Aramaic Lexicon of the Old Testament*. 5 vols. M. E. J. Richardson et al., trans. and ed.; Leiden: Brill, 1994-2000.
- Waltke, Bruce K. and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake: Eisenbrauns, 1990.

### **IV. Course Assignments**

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 8, 2020 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.

1) Readings

Hebrew Review, Strong Verb, Parsing, BHS Sigla documents (posted on Moodle).

Scott, pp. vii-x, 1-36 (the remainder contains helpful reference material).

Stuart, pp. ix-xi, 1-163, 171-75.

McCarter, pp. 7-79 (the remainder contains useful bibliographic and textual information).

Kraus, pp. 46-49.

Williams, pp. ix-xvi, 1-211.

Complete and submit Reading Statement by Dec. 8.

2) 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.

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.

3) Worksheets

a. BHS Apparatus (in conjunction with readings in Scott): Sept. 22.

b. Lexical Analysis: Oct. 13.

c. Syntactical and Structural Analysis: Nov. 10.

d. Theology (in conjunction with excerpt from Kraus): Nov. 24

e. Textual Criticism (in conjunction with readings in McCarter): Dec. 1.

4) Test

There will be a test (Oct. 20) on material prepared for class. The focus will be on translation, parsing and syntax.

5) Exegetical Outline and Paper

There are two parts to this project, the focus of which is Genesis 33.

a. After reading the assigned pages in Stuart, prepare a detailed exegetical outline with the guidance of chapter 3 in Stuart (“Short Guide for Sermon Exegesis”). 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 (but not Study Bible notes) for this sort of information. At least ten such sources should be used. Submit a copy of the exegetical outline by Nov. 17.

b. Write up a final form, “ready-for-delivery” sermon/lesson, academic essay, or translator’s guide document with the body of your paper 3000 words in length (Word document, double-spaced), based on your exegetical outline. In addition you must include a bibliography of works consulted and cited. 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.

The grade for this assignment will be based on both the content of the paper and the quality of your writing. Submit paper by Dec. 8.

**Grading Scale**

Letter Grade	Assessment	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

**Grade Allocations**

- 1. Class Preparation and Participation .....20%
- 2. Worksheets (see Course Outline).....20%
- 4. Test (Oct. 20).....25%
- 5. Exegetical Outline and Paper (Nov. 17, Dec. 8).....35%
- 6. Reading Statement (Dec. 8). NB: Marks are lost for late or incomplete readings.

**V. Submission of Assignments**

Students are asked to submit assignments in Word format in electronic form.

**VI. Course Outline**

- Sept. 15 Introductory matters.  
Study the posted Hebrew Review, Strong Verb, and Parsing documents.
- 22 Hebrew Text: Exodus 19 (part 1).  
Read: Scott, pp. vii-x, 1-36; Worksheet: BHS Apparatus
- 29 Hebrew Text: Exodus 19 (part 2).  
Read: Stuart, pp. xi-xiii, 1-183.
- Oct. 6 Hebrew Text: Exodus 20 (part 1).  
Read: Williams, pp. ix-xvi, §§1-72.
- 13 Hebrew Text: Exodus 20 (part 2).  
Read: Williams, §§73-132; Worksheet: Lexical Analysis.
- 20 Test: Exodus 19-20.  
Hebrew Text: Deuteronomy 6 (part 1).  
Read: Williams §§133-191.
- 27 NO CLASS (Reading Week & Modular Courses).
- Nov. 3 Hebrew Text: Deuteronomy 6 (part 2)  
Read: Williams §§192-237

- Nov. 10 Hebrew Text: Psalms 1-2.  
 Read: Williams §§238-376; Worksheet: Syntactical and Structural Analysis.
- 17 Hebrew Text: Psalms 5, 8.  
 Read: Williams §§377-428; Exegetical Outline: Genesis 33.
- 24 Hebrew Text: Psalms 82, 96.  
 Read: Williams §§429-481; Kraus, pp. 46-49; Worksheet: Theology.
- Dec. 1 Hebrew Text: Isaiah 2:1-5; Isaiah 6 (part 1).  
 Read: Williams §§482-540; McCarter, pp. 7-79; Worksheet: Textual Criticism.
- 8 Hebrew Text: Isaiah 6 (part 2).  
 Read: Williams §§541-598; Exegesis Paper; Submit Reading Statement.

## **VII. Select Bibliography**

See Stuart, chapter IV; Williams, pp. 213-222; McCarter, pp. 80-86.

### ***Supplement: Important Academic Notes from ACTS***

#### **Web Support – Student Portal** <https://www1.twu.ca/services>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. The student's email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If the student does not know his/her account or password, there is a link at the login area called "I forgot my password." When one clicks on that link, one will be walked through the process of retrieving one's account information.

#### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (available through the library home page [www.twu.ca/library](http://www.twu.ca/library) - lower left) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware of the need to "clean up" most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or

[www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6<sup>th</sup> edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information can be found at the following website: <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, they should go to <http://www.calvin.edu/library/knightcite/> ("Chicago" stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. More information is given to incoming students in the fall.

**Please check with your professor to see which style he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes). Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Director’s office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar). Learning what constitutes plagiarism and avoiding it are the student's responsibility. Excellent resources describing plagiarism and how to avoid it have been prepared by TWU Librarian William Badke:

<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)

### **Equity of Access**

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended 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 Equity of Access Office outlined on the TWU website at

<http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

## *Appendix: Live-Streamed Courses*

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in-group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience.

### Requirements for Participating in a Live-streamed Course

- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets.

ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming ***requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone***. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly before the first class session.

Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, ***be sure you are fully ready for each class session before the class begins***. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to “arrive” as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.
- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware

and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:

- Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.
- Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the Zoom link fails.)
- Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as “distance” education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.

**Reading Statement**  
**Hebrew Exegesis I**  
**BOT 601A**

Note: Readings are to be completed by the dates indicated below.

- Sept. 15 Hebrew Review, Strong Verb, and Parsing documents.
- 22 Hebrew Text: Exodus 19 (part 1). Scott, pp. vii-x, 1-36.
- 29 Hebrew Text: Exodus 19 (part 2). Stuart, pp. xi-xiii, 1-183.
- Oct. 6 Hebrew Text: Exodus 20 (part 1). Williams, pp. ix-xvi, §§1-72.
- 13 Hebrew Text: Exodus 20 (part 2). Williams, §§73-132.
- 20 Hebrew Text: Deuteronomy 6 (part 1). Williams §§133-191.
- Nov. 3 Hebrew Text: Deuteronomy 6 (part 2). Williams §§192-237.
- 10 Hebrew Text: Psalms 1-2. Williams §§238-376.
- 17 Hebrew Text: Psalms 5, 8. Williams §§377-428.
- 24 Hebrew Text: Psalm 82, 96.  
Williams §§429-481; Kraus, pp. 46-49.
- Dec. 1 Hebrew Text: Isaiah 2:1-5; Isaiah 6 (part 1).  
Williams §§482-540; McCarter, pp. 7-79.
- 8 Hebrew Text: Isaiah 6 (part 2). Williams §§541-598.

*Record the percentages for the appropriate options below. Then sign (legibly and in English) and date this statement. Due: December 8.*

I completed \_\_\_\_\_% of the assigned readings by the due dates.

I completed \_\_\_\_\_% of the assigned readings after the due dates.

I failed to complete \_\_\_\_\_% of the assigned readings.

**NB:** The total of the preceding percentages cannot exceed 100%!!

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Please print your name (in English!) \_\_\_\_\_