

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: BOT 601

Course Name: Hebrew Exegesis I

Semester and Year: Summer 2020

Instructor: David J. Sigrist

Contact Information: david.sigrist@twu.ca

Office Hours: Fridays 10am-2pm PST virtually via BlueJeans and upon request

Co-requisites or Pre-requisites: BOT 502 (BOT 605 highly recommended)

Semester Hours: online

Course Description

A careful analysis of selected portions of the Hebrew Bible with a view to developing both the student's proficiency in working with the biblical text in its original language and an exegetical method for elucidating the original intended meaning. Key exegetical tools and interpretative strategies are introduced in order to equip the student for teaching or expository preaching.

This innovative course employs *digital media* and *Communicative Language Teaching* methods that have been shown to be highly effective with those experiencing difficulty learning languages through traditional methods of rote memorization and grammar-translation. Thus, students will use a provided web-based environment found at (www.projectimmersio.com) to acquire proficiency by means of meaningful language *use*, that is listening, speaking, reading, and writing Greek through exercises of reception, production, and interaction in order to acquire an *active* fluency.



This will serve to foster a lasting *reading fluency* of biblical discourse and genres that corresponds to a B2 Common European Framework of Reference (CEFR) level of language competence, and develop *exegetical skills* for further academic, professional, or personal study of the biblical text.

Course Learning Outcomes

- **Follow extended speech** and some complex lines of thought about reasonably familiar topics, even when spoken at a native speaker's rate of speed; and understand **most spoken messages and conversations in standard speech**, and even in **non-standard speech** usually understand the **main points** in conversations or messages about reasonably familiar topics
- **Somewhat understand** and be impacted by **spoken poetic speech**, especially regarding familiar topics
- **Understand most prose and documentary texts** about reasonably familiar topics and genres, and the **particular authorial attitudes and viewpoints**
- **Identify key information** and **basic authorial viewpoints in poetic texts** about familiar topics, and identify the **main points** of unfamiliar related texts
- Almost always **identify the potential ambiguities** due to variant punctuation, spacing, or readings with a knowledge of the fundamental principles behind literary and textual criticism
- Use **some nuanced language** to talk about a wide range of subjects about familiar, and regarding these topics **expound different viewpoints or attitudes**, provide **basic support** for their own opinion or various options, and
- In general, **express** opinions, emotions, hopes, and preferences, and **describe** common experiences and events
- **Speak with relative fluency and spontaneity** about familiar or prepared topics, and **actively contribute** to most related conversations or discussions, while accounting for and sustaining one's own positions or experiences. And regarding unprepared and unfamiliar conversations or discussions, **with active support** make a meaningful contribution
- **Compose a coherent** narrative, argument, encouragement, or similar regarding familiar subjects, and **use nuanced language** to describe events and experiences or express reasons and attitudes behind various points of view about most matters
- **Can write personal correspondence** about the significance or implications of their own experiences, and in general, communicate key thoughts to fluent speakers
- Internalize a mastery of the **strong morphology** of Greek and an acute awareness for **weak** forms and their **causes**
- Gain **practical experience** of what is entailed in employing a sound methodology for carrying out exegetical research for the purpose of contributing to an academic field or cultivating informed expertise for ministry or other professional purposes
- Appreciate and value the use of **critical and academic scholarship** for Biblical translation and exegesis

Required Texts and Materials

Registering at Project Immersio

It is necessary that students register at www.projectimmersio.com and ensure that any technical issues are resolved. To register, use the links (below) and click the enrolment button  , then at the next page click on  and use the instructor provided coupon to gain *lifetime free* access.

For BOT 601, this means registering for

Biblical Hebrew 6: (<https://projectimmersio.com/p/biblical-hebrew-for-intermediates-b1-to-b2/>)

Note: The possession of Bible software with original language tools is assumed for students in this course. Logos (www.logos.com) packages with the original languages are more than adequate for the purposes of this course. Students should have some familiarity with the software *prior* to the first day of instruction and are welcome to consult with the Instructor for more details at any time.

Recommended

Biblia Hebraica Stuttgartensia, 5th ed. (Stuttgart: Deutsche Bibelgesellschaft, 1997).

Reference

Clines, David J. A., *The Dictionary of Classical Hebrew* (Sheffield: Sheffield Academic Press, 1993–2011).

Koehler L., W. Baumgartner, et al., *The Hebrew and Aramaic Lexicon of the Old Testament* (5 vols.; trans. and ed. M. E. J. Richardson et al.; Leiden: Brill, 1994–2000).

Van der Merwe, Christo H. J., J. A. Naudé, and Jan H. Kroeze, eds. *Biblical Hebrew Reference Grammar* (Sheffield: Sheffield Academic Press, 2017).

William R. Scott, *A Simplified Guide to BHS*, 4th ed. (Berkeley: Bibal Press, 2007).

John Collins, *Introduction to the Hebrew Bible and Deutero-canonical Books*, 3rd ed. (Minneapolis: Fortress Press, 2018)

Course Activities/Requirements

Class Participation

10%

Though prompts and communication will be given during the course, *on their own* students are expected to work through the website material with its stories, language exercises and activities, practice readings, discussion of grammatical and other points, and consult with the Instructor *for any and all questions*, clarifications, or expectations, big and small. Full participation will be assumed for students who regularly submit their chapter assessments.

Chapter Assessments

50%

Students will submit *via email completed scans* (or quality photos) of the pdf chapter assessment printouts, which evaluate all aspects of comprehension of the language addressed in a given chapter. These are *open notes* and marked *upon completion* such that provided every question and exercise is filled out or marked, a perfect mark is given no matter if the answers are correct or not. This serves as the *primary* means for the Instructor to provide personalized feedback and give encouragement through comments and track student progress.

Exegetical Work

40%

Students will submit a *journal quality* article of at least 1,500 words based on their BOT 605 high-level research proposal or equivalent. Accordingly, while actual submission to a journal is not necessary, the student will choose an Instructor approved journal or publication source and formulate their abstract, structure their article, and employ the style guide based on this choice. Students are highly encouraged and welcome to consult with the Instructor, other faculty, or fellow students *during each stage of writing*.

Note: with the Instructor's approval students may alternatively submit a polished sermon manuscript or Bible study alongside a detailed text study to demonstrate exegetical insight and scholarly engagement.

Course Evaluation

Class Participation	10%
Chapter Assessments	50%
Exegetical Work	40%
TOTAL	100%

Grading System

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Course Outline

With the online format students have much flexibility to determine the study schedule that works best for them. However, there are two recommended “paces” offered.

By week 1 students are to provide the instructor with their own “**study schedule**,” which indicates which weeks (or possibly days) they intend to complete the course requirements, and a brief description of their anticipated, regular study times.

Semi-Intensive Pace

If a student intends to complete *both* BNT 605 and BNT 601 within *one* term, they must follow the “semi-intensive” pace of **one lesson per week**. For this it is *highly recommended* that students dedicate approximately **15 hours a week** to their Immersio learning and completing the course assignments. This is especially important given that language learning is best done in smaller, regular increments such that, e.g., 3 hours of study over 5 days is far much effective than 5 hours of study over 3 days. The following is a recommended schedule.

- Week 1 - Introductory communications and submission of Chapter 1 assessment
- Week 2 - Submission of Chapter 2 assessment and bibliography for exegetical work
- Week 3 - Submission of Chapter 3 assessment and extended outline for exegetical work
- Week 4 - Submission of Chapter 4 assessment and rough draft for exegetical work
- Week 5 - Submission of Chapter 5 assessment and submit draft for review of exegetical work
- Week 6 - Submission of Chapter 6 assessment and revise exegetical work
- Week 7 - Submission of Chapter 7 assessment and edit exegetical work
- Week 8 - Submission of exegetical work

Standard Pace

If a student intends to complete only BOT 601 within the term, they *may* follow a “standard pace” of roughly **one chapter every other week**. This is recommended if the student has a heavy course load and/or fulltime employment.

Miscellaneous Recommendations

Recommended Online Resources

1. <https://www.stepbible.org/> (free and accurate tagged biblical texts)
2. <https://netbible.org/bible/> (a free, Bible study resource with quality textual notes and commentary, Greek and Hebrew tagged text, and links to other resources)
3. <http://www.pealim.com/> (a site that can construct from morphological forms and tables, though it is *Modern* Hebrew)
4. <http://www.morfix.co.il/> (a decent *Modern* Hebrew dictionary. Beware of the ads!)
5. https://en.wikisource.org/wiki/Gesenius%27_Hebrew_Grammar (the somewhat dated, but beloved Hebrew grammar)

Recommended Scholarly Resources

For the studies it is required to consult scholarly resources, such as scholarly lexica, peer-reviewed academic journals, or textual commentaries. It is suggested that students consult the Instructor for further direction. Nevertheless, the following are recommended databases and textual commentary series. Note that all are accessible through the TWU library.

- The American Theological Library Association (ATLA)
- Journal Storage (JSTOR)
- Anchor Bible Series
- Hermeneia Commentary Series
- Word Biblical Commentary (WBC)

Course Policies

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)

STUDENTS WITH A DISABILITY

Students with a disability 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 include 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 on their website at:

<http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

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.

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>.

LATE ASSIGNMENTS POLICY

With the flexible dates there are no late assignments, though the instructor will encourage students to follow their submitted "study schedule," or make emendations as needed.

PROGRAM GRADE SUBMISSION POLICY

Grades will be submitted once all course requirements are fulfilled.