I. PREREQUISITE: OT 511; OT 600-LEVEL EXEGESIS

II. COURSE DESCRIPTION

The primary objective of the course is to develop exegetical skills to interpret Hebrew poetry from select texts in the Prophets and Wisdom Literature. In addition to building upon exegetical methodology learned at the 600-level and OT 511, class times will be devoted to an examination of the theme of the Promise of Zion against its historical and biblical-theological backdrop.

By the end of the course, students should be able to:

- Analyze Hebrew verse structure (reading, parsing and identifying principal features of Hebrew poetry)
- Recognize features in Hebrew poetry that are significant for interpretation and application
- Construct a methodology to situate the Prophets and Wisdom Literature within a Biblical-Theological framework (OT and NT)
- Create legitimate bridges between the original meaning of the text and our contemporary setting(s).
- Identify relevant points of application from a given text.
- Develop skills to go ‘from text to sermon’ in the Prophets and Wisdom Literature

(cf. Mission Statement articles 1-3)

III. REQUIRED TEXTBOOKS

- A. Berlin, *The Dynamics of Biblical Parallellism* (Indiana University, 1985)
IV. HEBREW COMPETENCY

Hebrew competency must be demonstrated both in terms of the language and exegetical methodology in order to pass the course, regardless of grades on the two tests and exegesis paper. Thus, if a student fails to demonstrate Hebrew and/or exegesis competence in any aspect of the course (mid-term; final; paper), including reading less than 60% of class readings, he/she will not be able to receive a passing final grade.

V. COURSE REQUIREMENTS

**Final Test** (40% each):

**Part I:** Translation and parsing of Hebrew text (with exegetical comments). No lexicon allowed. See Schedule below.

**Part II:** Identification and short essay questions based on the required readings and materials covered in class.

**Hebrew Exegesis Paper** (20-25 pages, excluding bibliography. 50% of course grade)

Note: papers falling short of this range or extending beyond this range will be penalized. Your motto should be: ‘thorough and succinct.’ This strategy will also serve you well in the task of going from text to sermon/Bible study, etc. (and life in general!)

Detailed instructions (cf. Handout “Basics of Biblical Hebrew Exegesis”) and sample papers will be provided in class. Of this 20-25-page range, a substantial portion of the paper must be devoted to the analysis of the Hebrew text (Text Criticism; Grammar and Syntax; Lexical analysis and Structure). Other sections of the paper include literary setting and historical background; Old Testament Parallels; New Testament trajectories; Biblical-Theological framework; Contextualization (‘exegeting culture’/ ‘bridging contexts’), and Application (‘living out the text’).

Students are expected to abide by the academic policies in the Student Handbook (re: plagiarism, late assignments, etc.). For style (including footnotes, bibliography) consult *The SBL Handbook of Style*. Critical interaction with a minimum of 10 scholarly resources (refereed publications) is required.

**Class Participation and Readings** (10%)

On the basis of the “flip method” approach used in this course, it is essential that students come to class prepared to discuss actively the assigned texts. Preparation for class entails the ability to read the Hebrew out loud, parse verbs, extract interpretive insights from grammar and syntax (e.g., verbal system, word order), define terms (e.g., figures of speech), versify the text, identify parallelisms and comment on their significance for interpretation. In addition, specific questions pertaining to the exegetical process and its...
relationship to contemporary significance constitute a regular feature of our class discussions.

Readings:
- Berlin should be read in its entirety by the end of the first week of class
- Select articles and book excerpts (see Schedule below)
- Select Prophetic and Wisdom Literature texts in a non-paraphrase translation of your choice (see Schedule below)
- Regarding Oswalt, Craigie/Tate, and Boda, the expectation is that students will critically interact (not simply read) with the assigned sections of the commentaries.

Ways to lose class participation and readings credit (10%):
1. Internet (texting, etc.) for personal use in class (except for emergencies). Tip if you are tempted: ‘It can wait until the next break’). Each student will turn in a signed statement as appendix to the exegesis paper stating: “I did not consult the internet for personal usage during the class. Signed: John Doe”
2. Systematic inability to translate and parse Hebrew texts and actively contribute to the discussions.
3. Regular tardiness or cutting class short
4. Unexcused absences and absences beyond one class session of 3 hours
5. Reading less than 80% of the readings. Thus, if a student reads 78% of the total reading, he/she receives no credit. If a student reads 80%, he/she receives 8%, and so on. A reading report must be submitted as appendix to the paper: “I have read 100% of the readings. Signed: Jane Doe”
6. Failure to submit an internet accountability statement
7. Failure to submit a reading report

VI. Preparation Before First Class

- Review first-year Hebrew Grammar and Hebrew texts covered in 600-level exegesis

NOTE: It is imperative to complete your translation and parsing (nothing else) of the texts covered during the first weekend before we start class. Also be reading Berlin in preparation for our first meeting along with the English Bible requirements.

VII. Class Schedule (Subject to Change)

FIRST WEEKEND

Part 1 “Deuteronomic Playbook”
- Psalm 1
- Craigie/Tate on Psalm 1 + Introduction
- Read Tate’s essay on Poetry in Psalm 1-50 commentary
- Bible Reading in translation: Exodus/Deuteronomy/Proverbs 1-9

Part 2 “Zion’s Downfall”
- Isaiah 1:1-20
- Oswalt on Isaiah 1 + Introduction pp. 3-76
- Bible Reading: Isaiah, Hosea

**Part 3 “Nations are Accountable”**
- Psalm 2 (cf. Craigie/Tate)
- Isaiah 13 (cf. Oswalt)
- Bible Reading: Amos, Nahum, Zephaniah, Obadiah
- Select readings on the verbal system (Nicacci; Joosten; Cook)

**SECOND WEEKEND**

**Part 1 “The Heart of the Problem”**
- Jeremiah 17: 5-14
- Readings from B. Sandy on metaphorical language (*Plowshares and Pruning Hooks*)
- Bible Reading: Ps 51; 32

**Part 2 “The future of the nations in Zion”**
- Ps. 48 (cf. Craigie/Tate)
- Isa 2:1-4 (cf. Oswalt)

**Part 3 “Promise of Restoration”**

**Part 4 “The victorious king”**
- Ps 18:1-24 (cf. Craigie/Tate)

**THIRD WEEKEND**

**Part 1 “The Suffering King”**
- Isa 52:13 – 53:1-12 (cf. Oswalt)
- “Substitutionary Righteousness in Isa 53:11” (*Trinity Journal* 2011)
- Bible Reading: Isaiah (second reading); Romans

**Part 2 “Inaugurated Restoration”**
- Haggai 2 (cf. Boda, Introduction and Commentary)
- Bible Reading: Haggai, Ezekiel

**Part 3 “New Zion”**
- Zech 14 (cf. Boda)
- Bible Reading: Zechariah; Daniel; Galatians; Revelation
Please consult the schedule set out by the Registration Office in Charlotte for the final exam

EXEGESIS PAPERS DUE ONE MONTH FROM LAST DAY OF CLASS (pdf format to be uploaded on Sakai; no emails)

VIII. BIBLICAL HEBREW SELECT REFERENCE BIBLIOGRAPHY

Dictionaries/Concordances


Hebrew Grammar and Syntax


Rainey, A.F. *Canaanite in the Amarna Tablets; A linguistic Analysis of the Mixed Dialects used by Scribes from Canaan*. (4 vols). Leiden, Brill.


**Hebrew Vocabulary**


Hebrew Text


Narrative


Poetry


**Syllabus Addendum**

**Academic Standards**
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

**ADA Policy**
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

**Cancellation of Class**
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the Academic Calendar for the designated dates). For more info, consult your Student Handbook.

**Extension Policy**
Arrangements for submission of late work at a date on or before the end date for the semester as noted on the seminary’s Registration Calendar are made between the student and professor. Formal petition to the Registration Office is not required in this case. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized end date for the semester must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the stated date. Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are
expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

**Returned Work**
Submitted hard-copy course work will be returned to the students if they provide a self-addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.

**Virtual Writing Center**
Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.

Email writingcenter@gordonconwell.edu for more information.