Summer Session I  
OT 627 Exegesis of Exodus  
Professor Donna Petter  
dpetter@gordonconwell.edu

This class meets for two weeks Monday-Thursday with Friday off:

Dates: May 16-19; 23-26  
Time: 8:30 a.m. – 12:30 p.m.

Please read this syllabus thoroughly BUT see pp. 8, 11-13 immediately for important information on how to work in advance and for a summary of all work!

I. Course Description and Goals:

This course continues to develop exegetical and original language skills learned in OT 511 and OL 502 respectively. Attention is given to mastering the book’s content with a view to preaching and teaching. To that end we will examine individual passages in the original language in order to practice exegetical method. We will also explore some of the book’s broad biblical-theological themes (i.e., divine presence, covenant, law, divine warrior, salvation) for the purpose of situating Exodus within the trajectory of redemptive history. Additionally, students will be made aware of the major “talking points” surrounding the book’s interpretation.

Pastoral goal: That your testimony would be that of Moses, who in recollecting the exodus event to the second generation said this, “You were shown these things so that you might know that the LORD is God; besides him there is no other” (Deut 4:35).

Course pre-requisites: OL 502 (Hebrew II) or the equivalent through an approved transfer. OT 511 (OT Interp). OT 627 HCE or the Hebrew Competency Exam for this class. Without passing the latter, you may not continue in the class. A pass or fail grade is assigned (70 out of 100 percent is needed).

Course elevation for Th.M. students: Prior approval by petition from the registration office is needed. All coursework in this syllabus is
required **plus**, a special research paper on a **topic** relevant to the course. The paper should utilize the original languages (discuss texts in Hebrew or Greek NOT English) and be, at least, ten pages in length with extensive bibliographic consultation (books, commentaries and periodicals).

**Course elevation for Th.M. Writing Course students:** Prior approval by petition from the registration office /Th.M Director is needed. All course work in this syllabus is required. However, instead of the exegesis paper, a more extensive “major research paper” is required. The paper should utilize the original languages (discuss texts in Hebrew or Greek NOT English) and be, at least, 40 pages in length with extensive bibliographic consultation and extensive footnotes interacting with secondary sources.

**NOTE:** I reserve the right to modify any element on this syllabus should I deem it necessary to meet course objectives. This includes adding more Hebrew to keep your Hebrew hot OR taking some away if appropriate.

**II. Required Readings:**

A commentary of your choice. I have listed a few commentaries in Section III below with an * for you to consult, but not necessarily to buy. Each one has its own strengths/weaknesses. More information in class about the selection and specific readings in it.


- This article is a great example of how to do a thorough word study in Hebrew, use of the OT in the NT, and its impact for biblical theology. It also helps us to wrestle with God’s character, a key theme in the book of Exodus.

• This is a clear and cogent overview of the difference between these two covenants.


• This manual will provide an overview and review of Hebrew Exegesis. It integrates aspects of the exegetical process by focusing on the meaning question.

“Exodus” *Anchor Bible Dictionary*, (reference volume) *ABD*

• This reading helps orient the student to the scholarly issues surrounding the book along with a general overview.

“Exodus,” *Archaeology Study Bible*, pp. 82-156 (reference volume) *ASB*

• This reading will help situate the student to the cultural context of the book. You are responsible to read ALL the notes/charts embedded in the biblical text relating to culture, history, artifacts and archaeology.


• This is a MUST read for EVERY seminary student on the character of God. Not only does it demonstrate what a good lexical and grammatical analysis looks like in the original language, it explores the significance of reading the text in its final form.


• The article tackles one of the hottest issues in Exodus studies. It will help you see how people interpret the evidence differently to draw conclusions.

- Shows the importance of the place for the biblical authors as they use Egypt as a benchmark either positively or negatively.

**NOTE:** Additional reading materials will be posted for Hebrew related matters. These are short handouts that will help you translate and read biblical narratives more intelligently in the original.

### III. For Consultation (select items):


- Brings good exposure to JEDP.


- This commentary expounds the biblical text with accuracy, relates it to contemporary life, and is readable (pg. 9 Preface). The author “explores the character of God through his covenant promises and persistent faithfulness to the people of Israel.”


- Good with grammatical issues but not written from a conservative perspective.


- This commentary will help situate the student to the exegetical and theological contexts of Exodus.
IV. Course Requirements and Evaluation

1. Initial Hebrew competency exam. All students must pass a basic Hebrew language exam in order to continue in the course. The exam will be given the first day of classes. In order to receive a passing grade you must have 70 points or more out of 100. This means a C- or higher.

2. Continued Hebrew competency. “At both the OT 600 and OT 700 levels, competence in Hebrew must be demonstrated by the student in all aspects of the course in order for a passing grade to be assigned, regardless of how the course grade is otherwise computed” (pg 88 GCTS Catalog). An exegesis of this catalog statement will be given in class!

3. Exegesis Paper (45% of grade)

TWO PARTS:

Part One: Big Picture of the Book (22.5% combined with exegesis) See separate instructions and BBHE. Count on a maximum of 8-10 pages for this foundational first step to your exegesis paper. Be judicious. This is all background information that will cushion your exegesis.

Part Two: Hebrew Exegesis (22.5% combined with big picture). The section should not exceed 20 pages (excluding bibliography) nor be less than 18 pages (12 pt font and double spaced). Form and style are to
conform to the standard provided in the *SBL Handbook of Style*. Please use footnotes rather than endnotes. Follow *The Basics of Biblical Hebrew Exegesis: An Integrative Approach* relative to structure and paper content. It should start with **step two** (situate your passage in the book, and then continue with other sections as noted in the guide). A Student’s grade will be modified for not adhering to this specific format and for not using Hebrew. It needs to read like a Hebrew exegesis paper, not an English Bible paper salted and peppered with some Hebrew!

You must get approval from me in advance for your text selection (recommended length of 3-5 verses) by the end of the first week of the class. Detailed guidelines and sample papers will be offered. **Due June 10th by 5:00 p.m.** This is the last day to submit written work to the professor. After this day, you must submit your work to the registration office and they will handle the process.

4. Two Hebrew Exams (**45% of grade**)

   a. Hebrew translation and parsing from the set texts in Exodus with either **limited OR no use** of the lexicon for each quiz.
   b. Short answers where you will have to engage questions generated from readings and class materials.

5. Class participation, attendance AND required readings (**10% of grade**) Students are expected to translate according to the class schedule. As a result you will be called upon to contribute to class discussions. Class participation and attendance is, therefore, required. Seminary policy states that a letter grade penalty is assessed for an absence of more than 3 hours. Likewise, the weekly reading assignments for each class are NOT OPTIONAL. At the end of the two week I will give you a reading report for submission with your exegesis paper. In order to receive full credit the required texts and reserve material must be **read NOT skimmed** in their entirety. Partial credit is not available.

6. Late work/extensions beyond last day for written work. All late work will receive a letter grade per week penalty.
OVERVIEW OF SUMMER SESSION ONE

Week #1
Monday, May 16 = Comp Exam and class
Tuesday, May 17 = class
Wednesday, May 18 = class
Thursday, May 19 = class
*Friday, May 20th = NO class BUT ... First Hebrew Exam

Week #2
Monday, May 23 = class
Tuesday, May 24 = class
Wednesday, May 25 = class
Thursday, May 26 = class
*Friday, May 27 = NO class BUT... Second Hebrew Exam

*Friday, June 10th Exegesis paper due

Summary of Important Deadlines:

1. Monday May 16th = Comp Exam
2. Friday May 20th = Hebrew Exam #1 (assigned texts for the week)
3. Friday May 27th = Hebrew Exam #2 (assigned texts for the week)
4. Friday June 10th = Exegesis Paper Due @ 5:00 p.m. Note: You have two full weeks to write your exegesis paper from the last Hebrew Exam. All work must be submitted on this date.
Weekly Lecture Materials

Week One

Note: All translations and readings are due as listed under class sessions. The items in red represent lecture topics. See the note below on how to work in advance of this summer session if time allows.

Class #1 Hebrew Competency Exam
Intro to class
Overview of Exegetical Method
Translating issues
Exodus: Importance in the
Canon/themes/biblical theology
Readings: Exodus 2x in English;
Petter “Basics” (CAMS)

Class #2 Exod 1 “Setting and Background”
Readings: Exodus 1-2 in English; “Exodus, Date of,” DOT: Pentateuch pp. 258-272;
“Exodus” ABD; “Exodus” ASB pp. 85-154
(see biblio for details)
Prepared trans: Exod 1:1-22

Exod 2 “A God Who Remembers”
Prepared trans: Exod 2:11-25

Class #3 Exod 3-4 “Who is this God Who Remembers”?
Exod 5:1-7:13 “A God who Rescues for Relationship”
Readings: Exodus 3-7:13 in English;
Motyer, “Revelation”
Prepared trans: Exod 3:1-22

Class #4 Exod 7:14-13:1-22 “A God who is ALL Powerful
Readings: Exodus 7:14-13 in English; Beale article, “Hardening.” Read also pp. 146-150 Excursus: Hardening of Pharaoh’s Heart in Stuart’s commentary.


Week Two

Class #5  Exod 14-24 “A God who Saves, Provides and Covenants”
Readings: Exodus 14-24 in English; Gordon, “Abraham and Sinai Contrasted.”

Class #6  Exod 25-31 “A God who Desires to Dwell with his People”
Readings: Exodus 25-31 in English

Class #7  Exod 32-34 “A God who takes sin seriously”
Readings: Exodus 32-34 in English
Prepared trans: Exod 32:1-16; 22-24;

Class #8  Exod 32-34 “A God who Forgives Stiff-necked People”
Readings: Exodus 32-34 in English
Prepared trans: Exod 33:1-6; 12-23; 34:1-10
Exod 35-40 “A God who dwells with and guides stiff-necked people”
Readings: Exodus 35-40 English
Prepared trans: Exod 40:34-38
Summary of all Required Translations: Slight modifications may be made!

Exodus 1:1-22 (Setting and background)

Exodus 2:11-25 (Moses' adulthood)

Exodus 3:1-22 (Moses and the divine revelation)

Exodus 6:1-13 (Moses and promise of divine deliverance)

Exodus 6:28-7:13 (Preparation and the means of plagues, hardening)


Exodus 14:29-31; 19:1-8; 20:1-17 (Israel saved and believes; Covenant and 10 commands)

Exodus 25:1-22 (Tabernacle architecture)

Exodus 32:1-16; 22-24 (Golden calf and idolatry; God's anger and Moses' intercession)

Exodus 33:1-6; 12-23 (God's presence denied Israel and Moses' intercession)

Exodus 34:1-10 (God's response to golden calf: mercy and grace)

Exodus 40:34-38 (God's presence manifest)

Total = 215 verses or the equivalent of 11 chapters @ 20 verses in length.
Summary of all Required Readings:

**NOTE:** With one exception, weekly readings are not indicated for the commentary reading. Students are encouraged to read/even skim the appropriate sections in it according to the weekly outline above.

The bibliography above is annotated so that you may understand why I have assigned a particular reading. Adult learners learn best when they know why they are doing what they are doing! The readings overlap to a small degree but are essential for a broad reading when studying Exodus. Note also that by the end of the course you will have read Exodus THREE times in English!

Beale article = 26 pp.

Motyer = 31 pp.

Gordon article = 28 pp.


*ABD* = 33 pp.

*ASB* = 60 pp

*DBI* = 1 pg.

Stuart excursus on “hardening” = 5 pp.


**Total** = @ 273 pp.

**Pre-class preparation:** It will serve you well to get ahead if you are able. Here are some things you could do:
First ... read Exodus 2x in English. Imagine having to read your Bible at seminary! As you read be sure you are thinking about what you are reading. What is the general idea of the book, themes, etc.

Second ... do most of the required readings but not in any old order. Here is my recommendation on how to proceed. Read *ABD*, *DOT*, and *ASB* articles first. These are largely background articles. Even though I have connected some of these readings to a particular class period, they could easily be read out of this class order without any consequence. However, please **SAVE** the Petter, Motyer, Beale, and Gordon readings for the specific class times they are assigned so the material is fresh for class discussion.

Third ... start translating the assigned Hebrew texts. You will need to get a jump-start on translating given the pace of the summer session and the amount of verses to translate. **Time in the Hebrew text** is paramount to an understanding of the language. The required translations are not meant to make you miserable! It is NOT busy work! Time in the original text is something to be treasured. So I am giving you a treasure. I have some great tips on how to get the most out of translating. See separate document(s) given first day of class for discussion.

**Summary of Daily Preparation:** You will need to read sections of Exodus in English. You will need to make Hebrew translations and **THINK** about what you have translated/read. And you will have a few scholarly readings. Commentary skimming is recommended but only if time.