

Syllabus for
GBIB 561-OCT—Old Testament Hermeneutics and Exegesis (Hebrew)
3 Credit Hours
Fall 2015

Modular/ Distance Education Program (Blended B Course)
On campus visit: October 7-9, 2015

I. COURSE DESCRIPTION

An exegetical study of selected Old Testament passages. Involves sound exegetical method and critical problems and hermeneutics of the passages. Includes doctrinal significance.
Prerequisites: GBIB 511 and proficiency in Hebrew as demonstrated by examination PRF 052.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Learn to use prerequisite Hebrew proficiency in a study of Old Testament literature.
- B. Develop a sound understanding of the exegetical problems of various types of literature in the Old Testament.
- C. Achieve increased ability to interpret the Old Testament relevantly to the present age.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate a level of mastery of the skills required to translate the text of the Old Testament, either orally or in writing.
- B. Illustrate and explain the importance of contextual exegesis for the interpretation of the text.
- C. Discuss the importance of sound exegetical/hermeneutical method in interpreting and presenting the theological emphasis of the Old Testament to the twenty-first-century Church.

IV. TEXTBOOKS AND OTHER LEARNING MATERIALS

A. Required Materials

1. Textbooks

Bolozky, S. *501 Hebrew Verbs*, 2nd ed. New York: Barron's Educational Series, 2004. ISBN: 9780764137488

Brown, Driver, and Briggs. *Hebrew and English Lexicon of the Old Testament*. Peabody, MA: Hendrickson, 1999. ISBN: 9781565632066

Elliger. *Biblia Hebraica Stuttgartensia*. 4th ed. New York: American Bible Society, 1997. ISBN: 9783438052223

Scott, W. *A Simplified Guide to BHS (Biblia Hebraica Stuttgartensia)*, 4th ed. Berkeley, CA: Bibal Press, 2007. ISBN: 9781930566682

Stuart, D. *Old Testament Exegesis*, 4th ed. Louisville, KY: Westminster John Knox Press, 2008. ISBN: 9780664233440

Van Pelt, M., and G. Pratico. *Graded Reader of Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2006. ISBN: 9780310251576

Van Pelt, M., and G. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2003. ISBN: 9780310250722

2. Other
Appropriate grammatical aids

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
2. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Graduate School of Theology and Ministry Policies and Procedures-Modular Distance Education Program
1. **Modular Intensive Week:** Each Modular Intensive Week, usually held in the CityPlex Towers on the 21st floor, has sessions Monday-Friday from 8:30 a.m. – 5:30 p.m.
 - a. This week will be comprised of two 2 ½ day blended courses designated as Blended “A” and Blended “B”.
 - b. Blended “A” courses include 7 weeks of online instruction *prior to* the 2 ½ day modular intensive component.
 - c. Blended “B” courses include 7 weeks of online instruction *following* the 2 ½ day modular intensive component.
 - d. Students are to make travel arrangements that do not interfere with their involvement in all of these sessions, and confirm course location prior to arrival.
 2. Instructions for the online portion of this course and designated assignments are to be found in the course management shell in Desire 2 Learn (D2L) and elsewhere in this syllabus.
 3. Each overdue assignment will be penalized 10% for EACH WEEK it is late. After the third week, no credit will be given for the assignment.
 4. Attendance
 - a. Students are to attend all sessions associated with the specific blended course designation during the modular intensive week.
 - b. All absences, late arrivals, and early departures receive a grade reduction equal to 2.5% for each classroom hour missed and **must be approved by the Modular Director.**
 5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual’s needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.
- C. Course Policies and Procedures
1. Evaluation Procedures
 - a. Grading:

Class Recitations	20%
Exegetical Term Paper	25%
Book Critique	15%
Sermon/Lecture Outline	15%
Scanned Homework	25%
 - b. Grading scale:
 - A=90-100%
 - B=80-89%
 - C=70-79%
 - D=60-69%
 - F=59% and below

2. Whole Person Assessment Requirements
 - a. All students entering the seminary are required to enroll in PRF 059 ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
 - b. Whole Person Assessment requirements for this course:
 - (1) All students, regardless of degree program, must submit the exegetical research paper for GBIB 561 to the course professor on ePortfolio, on the same date the assignment is also due in class.
 - (2) Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change

3. Other Policies and/or Procedures
 - a. **Modular Intensive Week Assignments:**
 - (1) Class Participation and Discussion
 - (2) Translation Exercises

 - b. **Online Assignments:**
 - (1) Each student prepares a careful translation of the passage assigned for each week. The student is expected to be prepared to identify the grammatical constructions that are involved in the translation.
 - (2) The textbooks for the course serve as a background for the hermeneutical task.
 - (3) Each student writes a 4- to 5-page book review on D. Stuart, *Old Testament Exegesis*.
 - (4) Each student prepares **one** brief **exegetical sermon or lecture outline** from a passage selected from those assigned, including the following:
 - (a) A careful translation of the Hebrew text.
 - (b) An analysis of terms and grammatical constructions crucial for understanding and interpreting the text.
 - (c) An understanding of the text in its historical setting, including insights from the commentaries and the student's personal understanding.
 - (d) The significance of the text in the Christian tradition.
 - (e) Explanation of the meaning of the text as it relates to other passages from either the Old Testament or the New Testament.
 - (5) Each student prepares a **lecture or sermon** (8-10 typewritten pages) on one selected passage in the assigned passages to illustrate the student's skill and ability in performing the hermeneutical task. M.A. students have the option of writing an exegetical research paper. All papers must conform to the Turabian form and style manual. The paper must be uploaded to ePortfolio.

VI. COURSE CALENDAR – INTENSIVE WEEK AGENDA

Wednesday, October 7, 2015 BLENDED B

10:45 a.m.	12:00 noon	Chapel
12:00 noon	2:30 p.m.	Lunch/Welcome & Program Orientation – Dr. Ekblad
2:30 p.m.	3:15 p.m.	Prayer, Introduction
3:15 p.m.	3:30 p.m.	Break
3:30 p.m.	5:30 p.m.	Course procedures, reading, translating, and parsing verbs of Gen. 1:1-5. Translation questions, theological reflections, personal interaction. Question: Does Gen. 1:1-5 have an eschatological implication?

Thursday, October 8, 2015 BLENDED B

8:30 a.m.	10:00 a.m.	Prayer, reading, translating, and parsing the verbs of Gen. 2:1-3. Question: What is the difference in meaning between a literal translation of Gen. 2:3 and the more dynamic translation suggested by Van Pelt and Practico on p. 9 of the <i>Hebrew Graded Reader</i> ?
10:00 a.m.	10:15 a.m.	Break
10:15 a.m.	12:00 noon	Reading, translating, and parsing the verbs of Gen. 26:1-6. Question: What is the relationship between obedience to the commandments and the promise of blessing?
12:00 noon	1:00 p.m.	Lunch
1:00 p.m.	3:15 p.m.	Reading, translating, and parsing the verbs of Gen. 35:9-15. Questions: What significance should be given to God's promises to Jacob the erecting of a pillar? How does understanding Hebrew give meaning to names in the Old Testament?
3:15 p.m.	3:30 p.m.	Break
3:30 p.m.	5:30 p.m.	Reading, translating, and parsing the verbs of Gen. 43:1-8. Question: What is the meaning in translation of the infinitive absolute in Gen. 43:3 and 43:7 (<i>Graded Reader</i> , pp. 27 & 31)? Discuss the meaning of the story of Joseph and the family relationships.

Friday, October 9, 2015 BLENDED B

8:30 a.m.	9:00 a.m.	Prayer, reading, translating, and parsing the verbs of Exodus 3:1-12. Questions: What are words that appear only one time in the Hebrew Bible called (<i>Graded Reader</i> , p. 33)? What is the weak letter in the three letter root of the verb "to remove, loosen" in Exodus 3:5 (<i>Graded Reader</i> , pp. 34, 41)? What does the call of God mean to Moses? How does God deal with Moses' feelings of inadequacy? How is the character and nature of God described?
10:00 a.m.	10:15 a.m.	Break
10:15 a.m.	12:00 noon	Reading, translating, and parsing the verbs of Exodus 6:1-8. Question: Discuss the meaning of the Niphal stem of the verbs in Exodus 6:3 (<i>Graded Reader</i> , p. 51). What is the theological significance of the names of God?

12:00 noon	1:00 p.m.	Lunch
1:00 p.m.	3:15 p.m.	Reading, translating, and parsing the verbs of Exodus 34:1-6. Questions: What is the significance of the clouds in Exodus 34:5? How do you understand the descriptive Hebrew terms for the divine character in Exodus 34:6?
3:15 p.m.	3:30 p.m.	Break
3:30 p.m.	5:30 p.m.	Reading, translating, and parsing the verbs of Leviticus 19:1-4. Question: How do you define holiness?

VII. COURSE CALENDAR: ONLINE COMPONENT (Details in D2L)

	Topic/Assignment	
1	Numbers 6:22-26	Translate passage and parse verbs.
2	Deuteronomy 6:1-15	Translate passage and parse verbs.
3	Book Critique, <i>Old Testament Exegesis</i>	
4	Deuteronomy 11:18-23	Translate passage and parse verbs.
5	Sermon or lecture outline	
6	Joel 3:1-5 (2:28-32)	Translate passage and parse verbs.
7	Psalms 23:1-6	Translate passage and parse verbs.
	Exegetical Term Paper	

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

Master of Divinity

GBIB 561 Old Testament Hermeneutics and Exegesis (Hebrew)

Dr. Brad Young, Instructor

Fall 2015

This course contributes to student learning outcomes for the Master of Divinity degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Scripture in Cultural/Historical Context				
Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations.	X			
Exegetical Tools to Translate/Analyze Biblical Text				
Interpret the biblical writings in the Greek and/or Hebrew languages using critical exegetical tools, and write a hermeneutical and exegetical paper.	X			
Knowledge of Christianity				
Present a basic knowledge of the key movements and figures together with their significance in the history of Christianity.				X
Knowledge of Christian Theology/Doctrine				
Exhibit a basic knowledge of contents and methods of Christian theology.			X	
Biblical/Theological Basis for Ministry Strategies				
Present practical ministry skills and strategies.		X		
Christian Ethics for Social Issues				
Analyze and discuss contemporary social issues affecting the Church and society based upon biblical, theological, and ethical principles.			X	
Theology and Theory of Ministry				
Develop and articulate a theology and theory of ministry that is relevant to the student's background and calling.				X
Skills for Contemporary Ministry				
Demonstrate skills for contemporary ministry within a variety of traditions, churches, and cross-cultural contexts.			X	