

Syllabus for
GBIB 636-FEA—Exodus (Hebrew)
3 Credit Hours
Spring 2016

Modular/ Distance Education Program (Blended A Course)
On campus component: February 22-24, 2016

I. COURSE DESCRIPTION

An advanced Hebrew reading class. Studies selected texts from the book of Exodus in light of their historical and cultural background. The student is encouraged to develop linguistic skills as the questions of Hebrew grammar are examined.

Prerequisites: GBIB 561.

An exegetical study of selected readings from the book of Exodus in Hebrew. Includes a study of grammatical issues and theological themes. Emphasizes Torah, covenant, divine compassion, and faith community.

II. COURSE GOALS

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

- A. Study the Hebrew grammar of the text and make a solid translation from Hebrew into English.
- B. Evaluate the theological and historical significance of the Exodus story.
- C. Learn to make practical application of the message from Exodus in personal experience.

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. Translate in writing selected passages from the book of Exodus listed in the schedule of assignments.
- B. Interpret and discuss the text with the aid of selected biblical studies commentaries.
- C. Compare and discuss alternative interpretations derived from a selected bibliography of commentaries.
- D. Discuss the historical, cultural, and theological significance of the book of Exodus in Judaism and Christianity.

IV. TEXTBOOKS AND OTHER LEARNING MATERIALS

A. Required Materials

1. Textbooks

Brown, F., S. Driver, and C. Briggs. *The Brown – Driver – Briggs – Gesenius Hebrew and English Lexicon*. Peabody: Hendrickson, 1996. ISBN: 9781565632066, or other lexicon for the Hebrew Bible.

Larsson, Göran. *Bound for Freedom: The Book of Exodus in Jewish and Christian Traditions*. Peabody: Hendrickson, 2003. ISBN: 978-0801046841

Sarna, Nahum M. *The JPS Torah Commentary: Exodus*. New York: Jewish Publication Society, 1991. ISBN: 978-0827603271

Vance, Donald A., George Athas, and Yael Avrahami. *Biblia Hebraica Stuttgartensini: A Reader's Edition* (Hebrew Edition). Peabody: Hendrickson, 2015. ISBN: 978-1598563429

2. Other
None

B. Optional Materials

1. Textbooks
Blau, Joshua. *Biblical Hebrew Phonology and Morphology: An Introduction*. Winona Lake: Eisenbrauns, 2010. ISBN: 978-1575061290

Tov, Emmanuel. *Textual Criticism of the Hebrew Bible*. Minneapolis: Fortress Press, 2011. ISBN: 978-0800696641

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:

Book Critique	15%
Translation and Parsing Assignments	60%
Final Research Paper	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 636 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) **Book Critique:**
 - (a) The book critique will be 5 to 7 pages in length according to the ORU approved style and format.
 - (b) The book, G. Larsson, *Bound for Freedom* is the book for review.
 - (c) The book critique will contain three sections, summary, evaluation, and integration.
 - i) The summary will give an overview of the book's content.
 - ii) The evaluation discusses and interacts with the strengths and weaknesses of the author's presentation.
 - iii) The integration will provide practical application of the book for the interpretation of the book of Exodus in its historical and cultural context for contemporary life and experience.
 - (d) The book critique will be due on the Thursday of the fourth week of class. The assignment must be turned into to D2L before midnight.
 - 2) **Translation and Parsing Assignments:**
 - (a) The preparation of translation and parsing assignments is the core emphasis of this course.
 - (b) Students must prepare a translation from Hebrew into English of the selected reading from the book of Exodus and parse all the verbs.
 - (c) First the student should listen to the passage being read in Hebrew on mechon-mamre.com.
 - (d) Second the student should read the passage out loud.

- (e) Third the student will write out a literal translation of the text.
- (f) Fourth the student must parse all the verbs in the passage.
- (g) Finally the student must read and study the commentary by N. Sarna on the selected reading.
- (h) The student may compare his or her translation to the *New American Standard Bible* or the *English Standard Bible* which are literal translations.
- (i) The parsing may be checked in the D. Vance, G. Athas, and Y. Avrahami edition of the *Biblical Hebraica Stuttgartensia* edition of the Hebrew Bible.
- (j) Each Thursday the student will scan his or her hand written translation and parsing of the assignment. Then assignment must be turned into the drop box of D2L by midnight.
- (k) The recommended texts by J. Blau on Hebrew grammar and E. Tov on textual criticism will provide answers to questions in the readings, translation work, and parsing of verbs. These advanced contributions of scholarship will strengthen the foundation laid in beginning Hebrew.

3) **Final Term Paper:**

- (a) The student must prepare a final paper based upon a passage from the book of Exodus.
- (b) The paper should be 8 to 10 pages in length.
- (c) The paper must show sound exegesis and proficiency in Hebrew grammar.
- (d) At least ten biblical studies commentaries or academic journal articles must be used in the research paper.
- (e) The paper will follow the ORU approved form and style.
- (f) Some students may elect to provide a lecture format for the paper. Others may choose a sermon format for adult learners. Others may choose to follow a research analysis approach appropriate for an academic reading.
- (g) All students must demonstrate knowledge of the Hebrew text, the historical setting in life, and practical application.

b. Course Instructor: Dr. Brad Young, broung@oru.edu

VI. COURSE CALENDAR – INTENSIVE WEEK AGENDA

Monday, February 22, 2016

8:30 a.m.	9:45 a.m.	Bible Reading, Prayer, Exodus 3:1-10
9:45 a.m.	10:00 a.m.	Break
10:00 a.m.	12:00 noon	Exodus 3:11-20
12:00 noon	1:00 p.m.	Lunch

1:00 p.m.	1:30 p.m.	Exodus 4:10-17
1:30 p.m.	2:30 p.m.	Exodus 6:2-8
2:30 p.m.	2:45 p.m.	Break
2:45 p.m.	4:30 p.m.	Exodus 7:14-24
4:30 p.m.	5:30 p.m.	Exodus 14:26-15:2

Tuesday, February 23, 2016

8:30 a.m.	9:45 a.m.	Bible Reading, Prayer, Exodus 17:8-15
9:45 a.m.	10:00 a.m.	Break
10:00 a.m.	12:00 noon	Exodus 20:1-8
12:00 noon	1:00 p.m.	Lunch
1:00 p.m.	3:15 p.m.	Exodus 24:12-18
3:15 p.m.	3:30 p.m.	Break
3:30 p.m.	5:30 p.m.	Exodus 34:1-11

Wednesday, February 24, 2016

8:30 a.m.	10:30 a.m.	Bible Reading, Prayer, Exodus 40:26-38
10:30 a.m.	10:45 a.m.	Break
10:45 a.m.	12:00 noon	Chapel
12:30 a.m.	2:00 p.m.	Lunch/Welcome & Program Orientation - Dr. Ekblad

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

Week Topic/Assignment

- | | |
|---|--|
| 1 | Assignment 1: Exodus 1:1-11
Assignment 2: Exodus 1:15-22 |
| 2 | Assignment 3: Exodus 3:1-10
Assignment 4: Exodus 3:11-20
Book Critique due |
| 3 | Assignment 5: Exodus 4:10-17
Assignment 6: Exodus 6:2-8 |
| 4 | Assignment 7: Exodus 7:14-24
Assignment 8: Exodus 14: 26-15:2 |
| 5 | Assignment 9: Exodus 17:8-15
Assignment 10: Exodus 20:1-8 |
| 6 | Assignment 11: Exodus 23:20-26
Assignment 12: Exodus 24:12-18 |
| 7 | Assignment 13: Exodus 34:1-11
Assignment 14: Exodus 40:26-38
Final Term Paper due |

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

Master of Divinity

GBIB 636 Exodus (Hebrew)

Dr. Brad Young, Instructor

Spring 2016

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	