OLD TESTAMENT STUDIES I:  
INTRODUCTION TO HEBREW EXEGESIS  

BBL-640, FALL 2015 (3 CREDITS)  
GRAND RAPIDS THEOLOGICAL SEMINARY  
MONDAYS 8:30 – 11:20 A.M.  
Wood 103  

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Office hours: by appointment during the week; Wood Seminary Bldg; x1518  

I. Course Description  
An introduction to the methods of Hebrew exegesis, including textual criticism, syntactical and discourse analysis, and lexical studies, with further development of skills in translating and understanding Hebrew narrative. Prerequisite: BBL-516 Hebrew I and BBL-517 Hebrew II.  

II. Student Learning Outcomes  
Upon the completion of this course each student should be able to:  
• describe the importance of understanding the contextual (literary, historical, theological) dimensions of exegesis.  
• demonstrate skill in textual criticism, syntactical and discourse analysis, and lexical studies.  
• further develop translation skills.  
• demonstrate the transition from exegesis to contemporary preaching/teaching.  

III. Required Course Resources  
Accordance Bible Software: http://www.accordancebible.com (discount available, details in class).  
IV. Course Assessment & Requirements

Final grades will be calculated on the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Mini-sermon</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Participation (attendance, competency exam, weekly assignments)</td>
<td>20%</td>
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</tbody>
</table>

**Paper.** Students will be required to submit an exegesis paper on a select narrative text portion from the Hebrew Bible. The paper must follow the guidelines included here (Appendix A) and demonstrate competency in the various methods of Hebrew exegesis, as well as interaction with critical methods and theories, historical and cultural backgrounds, literary methods, and biblical theology. The paper must adhere to GRTS guidelines. Texts must be chosen for the paper, no later than the second class meeting.

**Mini-sermon.** Students will be required to give an in-class “mini-sermon” on the text selected for their exegesis paper. The presentation must follow the guidelines included here (Appendix B) but may be adapted to take a form most suitable to each student’s vocational goals (e.g., M.Div. students called to pastoral ministry may give a sermon, other students may lead a relevant small group discussion centered on a relational or ethical issue or give an academic paper, etc.). An outline must be turned in at the conclusion of the presentation.

**Exams.** Objective and comprehensive exams will cover class topical discussions, translations, and technical aspects of exegesis. Each exam will consist of a section of content-based multiple-choice questions to be completed online via Moodle (1st hour) and a translation and comment section to be completed in class (2nd hour for the midterm, 2nd and 3rd hour for the final). Once an the online component of the exam is started, it must be completed in one sitting within one hour before it submits automatically. Only one question may appear at a time, so make sure you are satisfied with your answer before moving to the next question. The exams are “closed book” exams: no additional resources (notes, books, other internet sites, discussion, interaction of any kind, etc.) are permitted while taking the exam, nor is it permitted to discuss any specific questions in any form with others after the exam.

**Participation.** Participation will be evaluated on the basis of attendance and interaction in class, successful completion of the competency exam (at least 70%), and the completion of all daily exegesis assignments (see checklist to be turned in at the end of the course: Appendix C). These assignments will consist of targeted questions intended to guide and accompany the student’s translation and exegetical work that must be completed independently prior to class. During the
“text time” in class, the student will exchange his or her worksheet within their havruta (as explained in class) and engage in dialogue about the text. The professor will periodically draw the havrutas together for class teaching. At the end of the “text time,” each partner will complete his or her partner’s checklist (Appendix C). Students who attend and interact (see policy below), fulfill the competency requirement, and complete the assigned translation assignments will be awarded full credit.

V. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Task</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Sept 14</td>
<td>-Course Introduction</td>
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<tr>
<td></td>
<td>-An Introduction to Hebrew Exegesis</td>
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<td>Sept 21</td>
<td><strong>Competency Exam</strong></td>
<td><em>Paper Text Due</em></td>
<td>Stuart, 18-20, 52-54.</td>
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<td>-The World of Events</td>
<td><strong>EW1</strong>: 1 Kgs 11:26-30</td>
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<tr>
<td>Sept 28</td>
<td>-The World of Authors and Communities</td>
<td><strong>EW2</strong>: 1 Kgs 11:31-36</td>
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<tr>
<td>Nov 2</td>
<td><strong>Midterm Exam</strong></td>
<td>No other assignments</td>
<td>Accordance online tutorials.</td>
</tr>
<tr>
<td>Nov 23</td>
<td>-Accordance Session II</td>
<td><strong>EW9</strong>: 2 Kgs 17:24-41</td>
<td>Stuart, Chp. 3.</td>
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</table>

Papers Due
Nov 30 | Mini-sermons | Outlines Due | Stuart, Chp. 4.  
Dec 7 | Mini-sermons, cont. -Accordance Session  III | Appendix C Due |  
Dec 14 8:30 a.m. | Final Exam |  

VI. Grade Scale  
A = 93-100; A- = 90-92; B+ = 86-89; B = 83-85; B- = 80-82; C+ = 76-79; C = 73-75; C- = 70-72; D = 60-69; F = 59 or below.

VII. Class & Institutional Policies  
*Student Course Evaluation.* In the last week of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Moodle (see final week of course in Moodle). These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

*Inclusive Language.* As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class, or religion.

*Copyright Violation and Plagiarism.* Copyright violation and plagiarism have serious ramifications for Cornerstone/GRTS students, both legally and ethically. Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website (under Library Tools menu) — “Copyright, Fair Use, & Plagiarism”: http://library.cornerstone.edu/content.php?id=125720&sid=1079827.

*Disability Accommodation.* The University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus. In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over
questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learning.center@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.

**Email Communication.** Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications. Students can access their Cornerstone University email account as follows:

- Go to gmail.cornerstone.edu
- Enter CU username (e.g., n0236522) and password

Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:

- Log into CU email
- Select “Settings” in the upper right hand corner
- Select “Forwarding and POP/IMAP”
- Follow the on-screen instructions

Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

**Class Email Note.** The professor in this class may be contacted by email at anytime, but please note that he generally checks and responds to email Monday through Friday in the afternoons; he generally does not check or respond to email over the weekend. Thus, one should not expect to hear a response to an email sent after 5 p.m. Friday until Monday afternoon of the following week; please plan accordingly.

**Attendance, Participation, and Electronic Device Policies.** Students are expected to attend and participate in class, barring extenuating circumstances cleared with the professor. As per GRTS policy, two or more unexcused absences may result in a course grade reduction of one full letter grade. The use of cell phones, messaging devices, and other electronic devices (e.g., recording devices, music players, PDA’s, iPads, iTouches, tablets, computers, etc.) is prohibited during class time, unless it fulfills a disability accommodation. Exceptions may be made for the use of tablets and laptop computers for taking notes and using Accordance; students must secure permission for using these devices from the instructor. The use of all such devices is absolutely prohibited during exams and quizzes, unless it fulfills a disability accommodation. **Note about mission trips:** While we as an institution and as individuals want to encourage and support ministry trips of all types, it is generally not in the student’s best interest to spend extended time away from the material during the semester and students are advised to plan such trips at other times; any absences must be cleared with the professor.

**Mandatory Disclosure Statement.** Confidentiality and Disclosure: Students may request that information shared with a faculty or staff member in individual settings will remain confidential, except under the following conditions: There has been serious harm or threat of harm to self or others; There is reasonable suspicion of abuse of a child, elder or vulnerable person; There is a court order mandating disclosure of
information; There is a dispute between a student and faculty/staff member and disclosure is necessary for resolution; The faculty or staff member requests supervisory consultation with CU Administration.

VIII. Supplemental Bibliography

In addition to this list of general print resources, below, please see the bibliographies included in your course textbooks.

Hebrew Language Resources

Biblia Hebraica Quinta [BHQ]. Stuttgart: Deutsche Bibelgesellschaft.


Electronic Hebrew Tools and Resources
2) ProVoc (Mac) vocabulary program for Ross’s grammar: www.arizona-software.ch/provoc.
3) iVocab Biblical Hebrew (Kregel Publishers) for use with phones, tablets, & computers.
6) Online-Bibeln for MT, LXX, and Vulgate texts (Das wissenschaftliche Bibelportal der Deutschen Bibelgesellschaft): http://www.bibelwissenschaft.de/online-bibeln/.

Original Sources and Translations


Online-Bibeln for MT, LXX, and Vulgate texts. (Das wissenschaftliche Bibelportal der Deutschen Bibelgesellschaft) [http://www.bibelwissenschaft.de/online-bibeln/].


Introduction, Critical Methods, and Reception History


*Ancient Christian Commentary on Scripture* series. Downers Grove: IVP.


Historical and Cultural Contexts


**Biblical and Theological Contexts**


Specific Resources for the Study of the Books of Kings

Recommended entries “Kings” and “Deuteronomistic History”: IVP Dictionary of the Historical Books; Oxford Bibliographies Online; Anchor Bible Dictionary; Zondervan Backgrounds commentaries.

Other introductions:

Recommended Commentaries:
House, Paul. 1, 2 Kings. NAC, 1995.
Wiseman, Donald J. 1 & 2 Kings. TOTC, 2008.
Cogan, Mordechai. 1 Kings. AYB, 2001.
Walsh, Jerome. 1 Kings. BO, 1996.
Long, Burke O. 1 Kings. FOTL, 1984.
Overview
Students will compose an exegesis paper on a select narrative text portion of the Hebrew Bible from one of the following chapters: 1 Kgs 13, 14, 18; 2 Kgs 9, 10. The paper must demonstrate competency in the various methods of Hebrew exegesis, as well as interaction with critical methods and theories, historical and cultural backgrounds, literary methods, and biblical theology. The text selected must be emailed to the professor no later than the second week of class. All steps of the exegetical method outlined in class must be completed and the paper should be organized under the headings of the methodology, below (also see Stuart’s Old Testament Exegesis). Please consult the rubric posted on Moodle to ensure you are covering each of the essential components, as well as the English-based exegetical worksheets, sample paper, and “helpful tips” documents. N.B.: These documents were prepared for English-language exegesis and only serve as a guide for the method; your papers in this course are expected to fully engage the Hebrew (and Greek) texts and interact with text-critical, syntactical, and semantic issues, among others.

Requirements
• MS Word document format (.doc or .docx) with the following file name: LASTNAME_Text-BBL501-XX.doc [or .docx] (“LASTNAME” = your last name in all caps; “Text” = your paper text [Gen 12:10-20, e.g.; “XX”=your section number [25 or 35, e.g.]).
• Paper must be uploaded to the Moodle “TurnItIn” dropbox by 11:59 p.m. EST Nov. 14, 2015. Late submissions will not be accepted, barring serious circumstances.
• No more than five pages (not counting title page and bibliography) single-spaced body and footnotes (NOTE: this “single-space” requirement is the only deviation from GRTS style guidelines), one-inch margins, Times New Roman font, 12-point font for main text, 10-point font for footnotes. If you choose a longer text selection, you may be permitted to extend your paper up to one half-page.
• Arranged in bullet-point outline form, following each step of the Exegetical Method Outline (see Example Outline Paper and rubric).
• Free from spelling and grammatical errors; reread and edit many times over before turning the paper in (please do not turn in a “rough draft”!).
• Hebrew and Greek fonts must be used and are available at http://www.sbl-site.org/educational/biblicalfonts.aspx. Academic style prefers unpointed Hebrew text (unless vowel pointing is crucial to the discussion, as it sometimes is) and fully accented Greek text.
• At least ten sources (not counting Bible translations) selected only from resources mentioned in the mini-lectures and from the bibliographies in your syllabus, textbooks, and worksheets. Source citation via footnotes and a bibliography is required (see “Guidelines” document).
• Papers in Bible and Theology courses should be formatted and sources documented according to the GRTS Guidelines for Papers (see sample footnotes and bibliography on p. 10-17). These guidelines are based on the Turabian/Chicago Manual of Style and the SBL Handbook of Style. To access these style guides in EaglesNest: Go to eaglesnest.cornerstone.edu>Select GRTS>The GRTS Guidelines for Papers and APA Style Guide are in the Quick Links menu under “Academic Writing Resources.” These guidelines also appear in the Course Orientation block.
Overview
Students will give an in-class exegetical sermon on the text selected for their exegesis paper. The presentation will be oral and may be accompanied by visual aids. The form is flexible and the student is encouraged to tailor the presentation to match one’s vocational goals (e.g., M.Div. students called to pastoral ministry may give a sermon, other students may lead a relevant small group discussion centered on a relational or ethical issue or give an academic paper, etc.). An outline must be turned in at the conclusion of the presentation (N.B. one would do well to follow the outline provided in Scripture itself).

The presentation must be 4-5 minutes in duration. It must demonstrate interaction with each of the steps of the exegetical method expounded in the paper. The outline must be in outline format, no more than 3 pages, single spaced, 1 inch margins, 12 point font. It must be free from spelling and grammatical errors.

Mini-sermon Rubric

<table>
<thead>
<tr>
<th>Mini-sermon Rubric</th>
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<tbody>
<tr>
<td>Outline: grammar, spelling, style</td>
<td>10</td>
</tr>
<tr>
<td>Correlation between outline and sermon</td>
<td>10</td>
</tr>
<tr>
<td>Structure related to text</td>
<td>10</td>
</tr>
<tr>
<td>Well-developed content</td>
<td>40</td>
</tr>
<tr>
<td>Text driven main point(s)</td>
<td>10</td>
</tr>
<tr>
<td>Relevant application</td>
<td>10</td>
</tr>
<tr>
<td>Presentation style</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>(100)</td>
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# APPENDIX C

## WEEKLY TRANSLATION ASSIGNMENT CHECKLIST

<table>
<thead>
<tr>
<th>Text</th>
<th>% Complete</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>EW1: 1 Kgs 11:26-30</td>
<td></td>
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<tr>
<td>EW2: 1 Kgs 11:31-36</td>
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<td>EW3: 1 Kgs 11:37-43</td>
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<td>EW4: 1 Kgs 12:1-11</td>
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<td>EW5: 1 Kgs 12:12-19</td>
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<td>EW6: 1 Kgs 12:20-24</td>
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<td>EW7: 1 Kgs 12:25-33</td>
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<td>EW8: 2 Kgs 17:5-23</td>
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<td>EW9: 2 Kgs 17:24-41</td>
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<td><strong>Average:</strong></td>
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Signed: _____________________________  Date: _____________________________.

Printed name: _____________________________.

Remind yourself of why you are here and why you are doing this . . .