



On-Campus Course Syllabus

HEB 620 FA.L1

Hebrew Exegetical Method

Fall 2021

Class Information

Day and Time: W 8:15 – 10:45

Room Number: E207

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: M 2 – 4, W 2 – 4

Course Description and Prerequisites

An advanced continuation of the study of Hebrew grammar, emphasizing exegetical method in Hebrew prose literature. Special attention will be given to syntax, textual criticism, literary analysis, and lexical studies.

(Prerequisite: HEB 302, 502, or equivalent)

Course Objectives

Upon completion of the course you should be able to:

- A. Interpret and evaluate the text critical apparatus in BHS;
- B. Analyze the syntax of words, phrases, and clauses in a passage;
- C. Apply the necessary tools to perform lexical studies; and
- D. Identify, discuss, and apply the basic principles of narrative and rhetorical criticism in the study of biblical Hebrew prose;
- E. Integrate and synthesize the preceding tools in the exegetical process in biblical Hebrew narrative, legal, and historical literature.

Required Textbooks

- A. Brotzman, Ellis R., and Eric Tully. *Old Testament Textual Criticism: A Practical Introduction*. Grand Rapids, MI: Baker, 2016. (978-0801097539)
- B. Carson, D. A. *Exegetical Fallacies*. Grand Rapids, MI: Baker, 1996. (978-0801020865)
- C. Elliger, K., and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia*. Stuttgart, Germany: Deutsche Biblegesellschaft, 1997. (978-1598561630)

Recommended Reading

- A. Chisholm, Robert B. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids, MI: Baker, 1998. (978-0801021718)
- B. Sandy, Brent, and Ronald L. Giese. *Cracking Old Testament Codes: A Guide to Interpreting the Literary Genres of the Old Testament*. Nashville, TN: B&H Academic, 1995. (978-0805410938)
- C. Waltke, Bruce K., and Michael Patrick O'Connor. *Introduction to Biblical Hebrew Syntax*. Warsaw, IN: Eisenbrauns, 1990. (978-0931464317) Recommended for purchase because of continued use over your exegetical ministry, but it is expensive.

Course Requirements and Assignments

A. **Reading Assignments.** See the schedule in Course Calendar below.

Read the required textbooks and report on the Reading Log:

1. Brotzman (text criticism)
2. Carson (word studies)

Also read the following chapters or articles, which will be available on Canvas or on reserve in the Criswell library, and report on the Reading Log.

1. Allen P. Ross, "The Study of Words." (Lexical studies) Available on Canvas Module Assigned Reading
 2. Chisholm excerpts: pp. 7-28, 31-54, 57-112, 113-17
 3. Steven D. Mathewson, "Guidelines for Understanding and Proclaiming Old Testament Narratives," *Bibliotheca Sacra* 154 (Oct-Dec 1997): 410-435. (Genre: Narrative study) Available on Canvas Module Assigned Reading
 4. Sandy and Giese excerpt by Kaiser: pp. 69-88 (narrative biblical literature)
 5. Sidney Greidanus, *Preaching Christ from the Old Testament: A Contemporary Hermeneutical Method* (Grand Rapids, MI: Eerdmans, 1999), 227-77. (Christological study of the O.T.) Available on Canvas Module Assigned Reading
 6. Waltke and O'Connor excerpts: pp. 125-35, 136-54, 161-76, 479-95, 505-13, 519-38, 543-63, 632-46. Available on reserve in Wallace Library
- B. **Exegetical assignments** are in four major areas: text criticism, lexical study, syntactical analysis, and narrative criticism. Each assignment consists of specific questions for you to study. Your answers must be typed and printed out. The assignments come from Genesis 20 – 21.
- C. **Exposition Paper:** This is an exposition of a narrative passage from Genesis. The passage may not be one for which you have done exegetical assignments in class, such as Genesis 20 – 21. All stages of the paper must be typed and printed out.
1. **Preliminary paper #1—Surfacing Issues for Further Study.** Include the following (this is a compilation of your own work) and make each a separate section of the paper with a heading for each of the following six sections:
 - a. The rationale for the limits of the passage,
 - b. A concise description of the literary context,
 - c. A working (hence, provisional, not final) translation of the passage,
 - d. Parsing of all verb forms,
 - e. A translation of the textual critical apparatus into English (Note: where there is any Greek, Aramaic, or Latin in the note, retrovert them into Hebrew and print the Hebrew along with its English translation) and identification of any textual critical problems requiring further study,
 - f. An identification of all words, syntactical structures, and rhetorical features that require further study.

- 2. Preliminary paper #2—Preliminary Exegesis.** Include the following, with headings for each section:
- A resolution with rationale of all textual critical problems,
 - Actual brief word studies, giving the semantic range, precise nuance, and key parallel passages that illustrate the same usage as in your passage,
 - The classification and discussion of the exegetical significance of critical or debatable syntactical features,
 - An identification of rhetorical features that are exegetically significant,
 - A synthetic outline in full sentence form, reflecting the structure of the genre and the message of the passage,
 - A statement of the significance of the passage in its literary context.
- 3. Exposition/final paper.** This is a 10- to 15-page exposition of the passage. The title page and bibliography page (and optional table of contents and appendixes) do not contribute to the page count but must be present. The paper must be double-spaced and conform in format to the Criswell College manual for research papers. Use the footnote/bibliography reference method, not the parenthetical reference/works cited method. Do not make a footnote that contains only a biblical reference; simply include the verse reference in the text.

The introduction must include statements on what the passage is, the message of the passage (thesis), the significance (why this is important) of the message, and the structure (how you will treat the subject) of your presentation. The body of the paper must be a clear and concise development of the exegetical argument or message of the passage in its literary context. If your technical data supporting your exegetical decisions on text critical issues, debated terms or syntactical structures, rhetorical features, etc., would detract from the flow of thought, place it in the footnotes. Your complete translation must be included, either near the beginning of the paper or correlated with the exposition throughout the paper. Your conclusion must include a brief summary of the main points of exposition, a statement of the thesis of the passage, and a correlation of the theological message of the passage with the teaching of related NT passage(s) or themes (yes, New Testament). It must also suggest a homiletic application to a contemporary audience.

Your bibliography page(s) must include at least ten (10) technical reference sources. Technical commentaries, lexicons, word study books, syntaxes, monologues, and scholarly journal articles are all relevant sources.

Course/Classroom Policies and Information

Weighted grading:

1.	Reading	10%
2.	Exegetical assignments	60%
3.	Preliminary paper 1	5%
4.	Preliminary paper 2	10%
5.	Exegetical paper	15%
	Total	100%

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When

unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a

course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable

accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

	Date	Subject	Reading Assignment Due	Written Assignment Due
1	Aug 18	Intro, syllabus, textual criticism		
2	Aug 25	Text criticism	Brotzman, 9-64; Chisholm, 7-28	Translation of Genesis 20
3	Sept 1	Text criticism	Brotzman, 65-141	Genesis 20: translation of text critical apparatus
4	Sept 8	Text criticism	Brotzman, 142-91	Genesis 21:1-21: translation of Hebrew text and its text critical apparatus

	Date	Subject	Reading Assignment Due	Written Assignment Due
5	Sept 15	Lexical studies	Ross, "The Study of Words"; Chisholm, 31-54	Genesis 21:22-34: translation of Hebrew text and its text critical apparatus, with evaluation of the apparatus for all of chapter 21
6	Sept 22	Lexical studies	Begin Carson, 15-142	Word studies from among (not all of) the following: גורג, הקרג, ירצות אלהים, נביא, קשא, נקה, תם, יכח, כסות עינים
7	Sept 29	Lexical studies	Carson, 15-142, if not completed already	Word studies from among (not all of) the following: תם, הקרג, קשא, נקה, נקה, נקה, מול, פקד, נקה, קשא, מלאך, יקרא, שמע אלהים
8	Oct 6	Syntactical studies: nouns	Waltke and O'Connor, 125-35, 136-54, 161-76; Chisholm, 57-112	Word studies from among (not all of) the following: מול, פקד, נקה, מלאך, יקרא, קשא, שמע אלהים
9	Oct 13	Student Development Week		
10	Oct 20	Syntactical studies: verbs	Waltke and O'Connor, 479-95, 502-13, 519-38, 543-63	Syntax of nouns
11	Oct 27	Syntactical studies: clauses	Waltke and O'Connor, 632-46; Chisholm, 113-17	Preliminary paper #1
12	Nov 3	Syntactical studies: clauses		Syntax of verbs
13	Nov 10	Narrative criticism	Matthewson, "Guidelines for Understanding and Proclaiming Old Testament Narratives," 410-35	Syntax of clauses
14	Nov 17	Rhetorical criticism	Kaiser, "Narrative," in Sandy and Giese, 69-88	Preliminary paper #2
Nov 24—Reading days and Thanksgiving Day—no classes meet				
15	Dec 1	Legal and historical lit and accents; theological and Christological analysis	Greidanus, <i>Preaching Christ from the Old Testament</i> , 227-77	Narrative: plot analysis
	Dec 8			Reading report, final paper

Selected Bibliography

Alter, Robert. *The Art of Biblical Narrative*. 2d e. N. Y.: Basic, 2011.

Alter, Robert, and Frank Kermode, eds. *The Literary Guide to the Bible*. Cambridge: Belnap Press of the Harvard University Press, 1990.

- Armstrong, Terry A., Douglas L. Busby, and Cyril F. Carr. *A Reader's Hebrew-English Lexicon of the Old Testament*. Grand Rapids, MI: Zondervan, 1989.
- Bar-Efrat. *Narrative Art in the Bible*. 3d ed. London: T & T Clark, 2004.
- Beall, Todd S., Colin S. Smith, and William S. Banks. *Old Testament Parsing Guide*. 2d ed. Nashville, TN: B&H Academic, 2000.
- Berlin, Adele. *Poetics and Interpretation of Biblical Narrative*. Winona Lake, IN: Eisenbrauns, 1994.
- Bodine, Walter R., editor. *Linguistics and Biblical Hebrew*. Winona Lake, IN: Eisenbrauns, 1992.
- Botterweck, G. Johannes, Helmer Ringgren, and Heinz-Josef Fabry, eds. *Theological Dictionary of the Old Testament*. 15 vols. Translated by John T. Willis, Geoffrey W. Bromiley, David E. Green, and Douglas W. Stott. Grand Rapids, MI: Eerdmans, 1974-2006. (TDOT)
- Even-Shoshan, Abraham, ed. *A New Concordance of the Old Testament*, 2d ed. Grand Rapids, MI: Baker, 1990.
- Greidanus, Sidney. "Preaching Hebrew Narratives." In *The Modern Preacher and the Ancient Text*, 188-227. Grand Rapids, MI: Eerdmans, 1988.
- Gunn, David M., and Danna Nolan Fewell. *Narrative in the Hebrew Bible*. Oxford: Oxford University Press, 1993.
- Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*, 3d ed. Louisville, KY: Westminster John Knox, 2007.
- Jenni, Ernst, and Claus Westermann. *Theological Lexicon of the Old Testament*. Translated by Mark E. Biddle. Peabody, MA: Hendrickson, 1997. (TLOT)
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- Kautsch, E., ed. *Gesenius' Hebrew Grammar*. 2d ed. Trans. A. E. Cowley. Oxford: Clarendon, 1910. (GKC) (Currently claimed by Nabu Press, 2010.)
- Koehler, Ludwig, Walter Baumgartner, and Johann Jakob Stamm, eds. *Hebrew and Aramaic Lexicon of the Old Testament*. 2 vols. Translated by M. E. J. Richardson. Leiden: Brill, 2002. (HALOT)
- LaSor, William Sanford. *Handbook of Biblical Hebrew: An Inductive Approach Based on the Hebrew Text of Esther*. 2 vols. Grand Rapids, MI: Eerdmans, 1979
- Longman, Tremper III. *Literary Approaches to Biblical Interpretation*. Grand Rapids, MI: Zondervan, 1987.
- McCarter, P. Kyle. *Textual Criticism: Recovering the Text of the Hebrew Bible*. 2d ed. Guides to Biblical Scholarship: Old Testament Guides, edited by Gene M. Tucker. Minneapolis: Augsburg Fortress, 2001.
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- Price, James D. *The Syntax of Masoretic Accents in the Hebrew Bible*. Studies in the Bible and Early Christianity, 27. Lewiston, NY: Edwin Mellen, 1990.
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- Sternberg, Meir. *The Poetics of Biblical Narrative*. Bloomington, IN: Indiana University Press, 1985.
- Tov, Emanuel. *Textual Criticism of the Bible*. 2d ed. Minneapolis: Augsburg Fortress, 2001.
- VanGemeren, Willem A., editor. *New International Dictionary of Old Testament Theology and Exegesis*, 5 vols. Grand Rapids, MI: Zondervan, 1997. (NIDOTTE)
- Waltke, Bruce K., and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990.
- Wegner, Paul D. *A Student's Guide to Textual Criticism of the Bible: Its History, Methods and Results*. Downers Grove, IL: IVP Academic, 2006.
- Wegner, Paul D. *Using Old Testament Hebrew in Preaching: A Guide for Students and Pastors*. Grand Rapids, MI: Kregel, 2009.
- Williams, Ronald J. *Williams Hebrew Syntax: An Outline*, 3d. ed. John C. Beckman. Toronto: University of Toronto Press, 2007.
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- Würthwein, Ernst. *The Text of the Old Testament: An Introduction to the Biblia Hebraica*. 2d ed. Translated by Erroll F. Rhodes. Grand Rapids, MI: Eerdmans, 1994.