



# On-Campus Course Syllabus

## HEB 620 FA.L1

### Hebrew Exegetical Method

### Fall 2022

#### Class Information

**Day and Time:** T 4:45-7:15 PM

**Room Number:** E206

#### Contact Information

**Instructor Name:** Brian P. Gault

**Instructor Email:** bgault@criswell.edu

**Instructor Phone:** (enter your phone number(s))

**Instructor Office Hours:** T 3:00-4:45 PM

#### Course Description and Prerequisites

An advanced continuation of the study of Hebrew grammar, emphasizing exegetical method in Hebrew prose and poetic 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 this course, the student should be able to:

- A. Exhibit increasing knowledge of biblical Hebrew vocabulary
- B. Describe the characteristics of the major OT genres and their relevance to exegetical analyses
- C. Utilize effectively the essential tools for Hebrew exegesis
- D. Demonstrate growing proficiency in steps of Hebrew exegesis: textual, historical-cultural, literary, form, discourse, grammatical-syntactical, rhetorical, and lexical analysis
- E. Synthesize exegetical analysis in preparation for exposition

#### Required Textbooks

- A. [Logos Bible Software 9: Academic Basic Library](#) (Free)
- B. Chisholm, Robert B. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids: Baker, 1998. (ISBN: 978-0801021718)
- C. Sandy, Brent and Ronald L. Giese. *Cracking Old Testament Codes: A Guide to Interpreting the Literary Genres of the Old Testament*. Nashville: B&H Academic, 1995. (ISBN: 978-0805410938)
- D. Larry A. Mitchel. *A Student's Vocabulary for Biblical Hebrew and Aramaic*, Updated Edition. Grand Rapids: Zondervan, 2017. (ISBN: 978-0310533870)

#### Recommended Reading

- A. Ludwig Küdwig and Walter Baumgartner. *Hebrew & Aramaic Lexicon of the Old Testament*. 2 vols. Leiden: Brill, 2002. (ISBN: 978-9004124455) Also available as Logos/ Accordance e-book.

## Course Requirements and Assignments

- A. Attendance & Participation (5%): As class discussion is vital to your learning, students are expected to attend every session. One absence will be granted without penalty, with each subsequent absence resulting in a 5% reduction of the final grade. Students will be expected to read and translate verses as well as complete exegetical questions assigned for each class. Lack of preparation and/or lateness in submission of assignments will also affect the total points received for class participation. Computers are allowed for class-related exercises, but students will be quizzed in detail to ensure the thoroughness of their knowledge (e.g., not relying on previously prepared parsing and translation).
- B. Vocabulary Quizzes (10%): Students will complete weekly in-class vocabulary quizzes from lists in the Mitchel textbook. Each quiz will have 10 items, with a time limit of 10 minutes. Quizzes are cumulative, and there is no make-up for any quiz. The lowest quiz grade will be dropped.
- C. Translation & Questions (36%): Each week, students will produce a written translation of the assigned passage and answer exegetical questions, consulting relevant sources (lexicons, grammars) with appropriate citations. These questions have been created to help teach the exegetical process. An initial translation must be submitted by Saturday midnight, and weekly assignments must be submitted by midnight on the day of class. Mark in-class corrections in a different color (*cf. example*) for partial credit.
- D. Lexical Study (5%): Students will trace a major theological theme in the Old Testament, using Logos to survey the data and answer related questions (*cf. Canvas*).
- E. Discourse Analysis (5%): Students will analyze discourse in the assigned passage according to provided instructions, identifying major divisions and building an exegetical outline (*cf. Canvas*).
- F. Textual Criticism (5%): Students will analyze the text and variants in 1 Samuel 10:1, seeking to determine the original reading and the cause of the variant reading (*cf. Canvas*).
- G. Exegetical Paper (19%): Students will complete an exegetical study according to provided instructions (*cf. exegetical method handout and sample*). The passage should be approximately 10-15 verses, depending on the nature of the text. Due to the difficulty of some texts, please ask for prior approval. You must consult at least six relevant works (*not including course textbooks*), using appropriate citations.
- H. Genre Project (5%): Students will synthesize the basic features of the major genres based on the textbook reading (CC), including examples to show the relevance of genre to exegesis (*cf. Canvas*).
- I. Final Exam (10%): Students will complete translation & parsing from two passages, one from the assigned corpus as well as one unseen text. Rare vocabulary (*not in Mitchel 1A-4K*) will be glossed.

## 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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

**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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week #	Class Topic(s)	Class Preparation/Assignment
8/16	Intro, Exegetical Method	<i>Read Syllabus, Exegetical Method, EE 7-18, 187-91, CC 5-24</i>
8/23	Conjunction/Disjunction	Quiz (1A-1D); Trans Ex 1:1-21; <i>Read EE 119-35, CC 89-110</i>
8/30	Lexical Study	Quiz (1A-2E); Trans Ex 1:22-2:15; <i>Read EE 31-49, CC 69-87</i>
9/6	Noun, Adjective, Participle	Quiz (1A-3F); Trans Ex 20:1-21; <i>Read EE 57-76, CC 113-36; Lexical</i>
9/13	Discourse Analysis	Quiz (1A-4C); Prepare Deut 30:11-20; <i>Read Discourse Handout</i>
9/20	Verbal Stems	Quiz (1A-4E); Trans 1 Sam 3:1-19; <i>Read EE 78-85; Discourse</i>
9/27	Verbal Conjugations, Pt. 1	Quiz (1A-4F); Trans 2 Sam 11:1-15, 25-27; <i>Read EE 85-94</i>
10/4	Textual Criticism	Quiz (1A-4G); Prepare Ps 29; <i>Read EE 94-107, CC 217-30</i>
10/18	Verbal Conjugations, Pt. 2	Quiz (1A-4H); Trans Ps 3; <i>Read EE 19-29, CC 197-213; Text-Criticism</i>
10/25	Poetry & Parallelism	Quiz (1A-4I); Trans Ps 34:9-23; <i>Read EE 169-84, CC 233-80; Survey</i>
11/1	Volitives & Verbal Sequence	Quiz (1A-4J); Trans Hos 1:2-2:3; <i>Read EE 108-12, 142-47, CC 139-74</i>
11/8	Rhetorical Devices	Translate Isa 40:1-11; <i>Read EE 49-56; Gault; Exegetical Paper</i>
11/29	Infinitives	Quiz (1A-4K); Prepare Isa 53:4-12; <i>Read EE 76-78, 113-17</i>
12/6	<b>Final Exam</b>	<b>Final Exam, Genre Project</b>

## **Selected Bibliography**

### **Text of the Old Testament**

- Brotzman, Ellis R. *Old Testament Textual Criticism: A Practical Introduction*. 2<sup>nd</sup> ed. Baker, 2016.
- Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. 3rd Rev. ed. Minneapolis: Fortress Press, 2012.
- Kelley, Page H., Daniel S. Mynatt, and Timothy G. Crawford. *The Masorah of the Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*. Grand Rapids: Eerdmans, 1998.
- McCarter, P. K. *Textual Criticism: Recovering the Text of the Hebrew Bible*. Fortress Press, 1986
- Yeivin, Israel. *Introduction to the Tiberian Masorah*. Translated by E. J. Revell. SBL, 1980.

### **Hebrew Lexicons**

- Clines, David J. A. ed. *A Dictionary of Classical Hebrew*. 8 vols. University of Sheffield, 1993-2011
- Koehler, Ludwig and Walter Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament* (HALOT). 2 vols. Leiden: Brill, 2002.

### **Hebrew Grammar & Syntax**

- Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge, 2003.
- Gesenius, Wilhelm. *Gesenius' Hebrew Grammar*. Edited by Emil Kautzsch. Translated by A.E. Cowley. 2<sup>nd</sup> English ed. Oxford: Clarendon Press, 1910.
- Joüon, Paul and Takamitsu Muraoka. *A Grammar of Biblical Hebrew*. 2<sup>nd</sup> edition. Rome: Editrice Pontificio Istituto Biblico, 2005.
- Waltke, B. and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Eisenbrauns, 1990.
- Williams, Ronald J. *Williams' Hebrew Syntax*. 3rd ed. Toronto: University of Toronto Press, 2007.

### **Theological Dictionaries**

- Botterweck, G. Johannes, Helmer Ringgren, and Heinz-Josef Fabry, eds. *Theological Dictionary of the Old Testament*. Translated by Geoffrey W. Bromiley, David E. Green, Douglas W. Stott, and John T. Willis. 15 vols. Grand Rapids: Eerdmans, 1974-2006.
- Harris, R. Laird, Gleason L. Archer, Jr., and Bruce K. Waltke, eds. *Theological Wordbook of the Old Testament*. 2 vols. Chicago: Moody Press, 1980.
- Jenni, Ernst and Claus Westermann, eds. *Theological Lexicon of the Old Testament*. Translated by Mark E. Biddle. 3 vols. Peabody, MA: Hendrickson, 1997.
- VanGemeren, Willem A., ed. *New International Dictionary of Old Testament Theology and Exegesis*. 5 vols. Grand Rapids: Zondervan, 1997.

### **Commentaries**

#### *Exodus*

- Garrett, Duane. *A Commentary on Exodus*. Grand Rapids: Kregel, 2014.
- Hamilton, Victor. *Exodus: An Exegetical Commentary*. Grand Rapids: Baker, 2011.
- Stuart, Douglas. *Exodus*. NAC. Nashville: B&H, 2006.

### *Deuteronomy*

Lundbom, Jack R. *Deuteronomy: A Commentary*. Grand Rapids: Eerdmans, 2013.

McConville, J. Gordon. *Deuteronomy*. Apollos OT Commentary. Downers Grove: InterVarsity, 2002.

Tigay, Jeffrey H. *Deuteronomy*. JPS Bible Commentary. Philadelphia: Jewish Publication Society, 1996.

### *Samuel*

Chisholm, Robert. B. *1 & 2 Samuel*. Teach the Text. Grand Rapids: Baker, 2013.

Firth, David. *1 & 2 Samuel*. Apollos OT Commentary. Downers Grove: InterVarsity, 2009.

McCarter, P. Kyle. *1-2 Samuel*. AB. 2 vols. Yale Press, 1995, 2005.

Tsumura, David. *1-2 Samuel*. NICOT. Grand Rapids: Eerdmans, 2007.

### *Psalms*

deClaisse-Walford, N., R. A. Jacobson, and B. L. Tanner. *Psalms*. NICOT. Grand Rapids: Eerdmans, 2014.

Goldingay, John. *Psalms*. 3 vols. BCOTWP. Grand Rapids: Baker, 2006.

Ross, Allen. *Psalms*. 3 vols. Kregel Exegetical Library, 2012, 2013, 2015.

### *Hosea*

Andersen, Francis I. and David Noel Freedman. *Hosea*. AB. Garden City: Doubleday, 1980.

Dearman, Andrew. *The Book of Hosea*. NICOT. Grand Rapids: Eerdmans, 2010.

Stuart, Douglas. *Hosea-Jonah*. WBC. Waco: Word, 1987.

### *Isaiah*

Oswalt, John. *Isaiah 40-66*. NICOT. Grand Rapids: Eerdmans, 1998.

Smith, Gary V. *Isaiah 40-66*. NAC. Nashville: B&H, 2009.

Watts, John. *Isaiah 34-66*. WBC. Thomas Nelson, 1998.