



On-Campus Course Syllabus

HEB 630 SP.L1

Hebrew Exegetical Method II

Spring 2023

Class Information

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

Room Number: E207

Contact Information

Instructor Name: Brian P. Gault

Instructor Email: bgault@criswell.edu

Instructor Phone: 214-887-5328

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

Course Description and Prerequisites

An advanced study of Hebrew grammar and syntax, with special attention given to the exegesis and exposition of Old Testament poetic texts. Topics include the interpretation of figurative language, parallelism, and meter in the exegesis of poetic texts. (Prerequisite: HEB 620)

Course Objectives

Upon completion of this course, the student should be able to:

- A. Understand and appreciate the unique features of Hebrew poetry
- B. Exhibit competency in translating poetic texts in the Old Testament
- C. Demonstrate growing proficiency in steps of Hebrew exegesis: textual, historical-cultural, literary, form, discourse, grammatical-syntactical, rhetorical, and lexical analysis
- D. Utilize effectively the essential tools for Hebrew exegesis
- E. Synthesize exegetical analysis in preparation for exposition
- F. Identify major themes in OT wisdom literature and their contribution to biblical theology
- G. Apply themes of wisdom literature to Christian living and ministry

Required Textbooks

- A. [Logos Bible Software 9: Academic Basic Library](#) (Free)
- B. Bartholomew, Craig G. and Ryan P. O'Dowd. *Old Testament Wisdom Literature: A Theological Introduction*. Downers Grove: IVP Academic, 2011. (ISBN: 978-0830852185)

Recommended Reading

- A. Longman, Tremper & Peter Enns, eds. *Dictionary of the Old Testament: Wisdom, Poetry & Writings*. Downers Grove: IVP, 2008. (ISBN: 978-0830817832). Available as Logos/Accordance e-book.
- B. Berlin, Adele. *The Dynamics of Biblical Parallelism*. 2nd ed. Grand Rapids: Eerdmans, 2007. (ISBN: 978-0802803979)

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 will affect the total points received. Computers are allowed for class-related exercises, but students will be quizzed to confirm their thoroughness knowledge (e.g., not relying on previous work).
- B. Quizzes (10%): Students will complete weekly a translation/parsing quiz to assess your preparation of the assigned text. Each quiz will count 1% of your final grade, with the lowest grade dropped.
- C. Translation & Questions (40%): 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 Studies (10%): Students will trace major theological themes in Old Testament wisdom literature, using Logos to survey the data and answer related questions (*cf. Canvas*).
- E. Midterm 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.
- F. Textual Criticism (5%): Students will analyze the text and variants in Deuteronomy 32:8, seeking to determine the original reading and the cause of the variant reading (*cf. Canvas*).
- G. Exegetical Paper (20%): Students will complete an exegetical study according to provided instructions (*cf. exegetical method handout & sample*). The passage should be approximately 15 verses. A few possibilities include Ps. 18:17-31; 73:1-9, 119:9-24, 65-8-0, 113-128, 145-160; Prov. 1:20-33; 3:1-12; 4:1-19; 6:20-35). 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.

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. 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. 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

Wk #	Class Topic(s)	Class Preparation/Assignment
1/17	<i>Psalms: Role of Wisdom</i>	Translate Ps. 1, 128; <i>Read OTWL 19-30, Creach, Stocks</i>
1/24	<i>Psalms: Reflection of Wisdom</i>	Quiz; Trans. Ps. 111-112; <i>Read OTWL 47-71</i>
1/31	<i>Proverbs: Rewards of Wisdom</i>	Quiz; Trans. Prov. 2:1-15; Lexical #1
2/7	<i>Proverbs: Request for Wisdom</i>	Quiz; Trans. Prov. 9:1-18; <i>Read OTWL 73-99</i>
2/14	<i>Proverbs: Results of Wisdom</i>	Quiz; Trans. Prov. 31:10-31; <i>Read OTWL 101-25, Wolters, Webster</i>
2/21	<i>Proverbs: Realm of Wisdom</i>	Midterm Exam ; <i>Read OTWL 32-46</i> ; Trans. Prov. 22:20
2/28	<i>Job: Representative of Wisdom</i>	Quiz; Trans. Job 1:1-19; <i>Read OTWL 127-165, Tsevat</i>
3/7	<i>Job: Representative of Wisdom</i>	Quiz; Trans. Job 1:20-2:10; Lexical #2
3/21	<i>Job: Retribution in Wisdom</i>	Quiz; Trans. Job 9:1-5, 10, 16-24, 32-35; <i>Read OTWL 167-186, Gault</i>
3/28	<i>Job: Rebuke of Wisdom</i>	Quiz; Trans. Job 40:1-14; <i>Read Luc, Fox</i>
4/4	<i>Job: Repentance in Wisdom</i>	Quiz; Trans. Job 42:1-10; <i>Read Ortlund, Estes, Wright</i> ; TC Project
4/11	<i>Qoheleth: Riddle of Wisdom</i>	Quiz; Trans. Eccl 1:1-18; <i>Read OTWL 188-209</i>
4/18	<i>Qoheleth: Retribution in Wisdom</i>	Quiz; Trans. Eccl 2:12-26, 3:16-22; <i>Read OTWL 210-230</i>
4/25	<i>Qoheleth: Root of Wisdom</i>	Quiz; Trans. Eccl 8:10-17, 11:7-10, 12:9-14; <i>Read Longman</i>
5/2	Conclusions	Translate Song of Songs 1:1-14; <i>Read OTWL 261-88</i> ; Exegetical

Supplemental Bibliography

Hebrew Lexicons, Grammar, Syntax & Poetry

- Alter, Robert. *The Art of Biblical Poetry*. Revised & Expanded. Basic Books, 2011.
- Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge, 2003.
- Berlin, Adele. *The Dynamics of Biblical Parallelism*. 2nd ed. Grand Rapids: Eerdmans, 2007.
- Chisholm, Robert B. *From Exegesis to Exposition: A Practical Guide to Using Hebrew*, Baker: 1998.
- Clines, David J. A. ed. *A Dictionary of Classical Hebrew*. 8 vols. University of Sheffield, 1993-2011.
- _____. "The Parallelism of Greater Precision" Pgs. 77-100 in *Directions in Biblical Hebrew Poetry*. Edited by Elaine R. Follis. Sheffield: Sheffield Academic Press, 1987.
- Gesenius, H. F. W. *Gesenius' Hebrew Grammar*. 2nd English ed. Ed. E. Kautzsch. Rev. A. E. Cowley. London: Oxford University Press, 1910.
- Joüon, Paul and Takamitsu Muraoka. *A Grammar of Biblical Hebrew*. 2nd edition. Rome: Editrice Pontificio Istituto Biblico, 2005.
- 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.
- Koehler, Ludwig and Walter Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament*. Trans. by M. E. J. Richardson. 2 vols. Leiden: Brill, 2002.
- Kugel, James. *The Idea of Biblical Poetry: Parallelism & Its History*. Johns Hopkins, 1981.
- Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. 3rd Rev. ed. Minneapolis: Fortress Press, 2012.
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- Waltke, Bruce and Michael O'Connor. *An Introduction to Biblical Hebrew Syntax*. Eisenbrauns, 1990.
- Watson, Wilfred G. E. *Classical Hebrew Poetry: A Guide to Its Techniques*. JSOT Press, 1984.
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- Yeivin, Israel. *Introduction to the Tiberian Masorah*. Translated by E. J. Revell. SBL, 1980.

Wisdom Literature

- Longman, Tremper & Peter Enns, eds., *Dictionary of the Old Testament: Wisdom, Poetry & Writings*. IVP, 2008.
- Waltke, Bruce and David Diewert, "Wisdom Literature." Pgs. 295-328 in *The Face of Old Testament Studies*. Edited by D. Baker and B. Arnold, Baker, 1999.
- Zuck, Roy. "A Theology of Wisdom Books." Pgs. 207-55 in *A Biblical Theology of the Old Testament*. Moody, 1991

Psalms

- Bullock, C. Hassell. *Psalms 1-72, 73-150*. Teach the Text. Baker, 2015.
- deClaisse-Walford, Nancy, Rolf A. Jacobson, and Beth LaNeel Tanner. *Psalms*, New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2014.
- Goldingay, John. *Psalms*. 3 vols. Baker Commentary on Old Testament Wisdom & Psalms, 2006.
- Ross, Allen. *Psalms*. 3 vols. Kregel Exegetical Library. Kregel, 2012-15

Proverbs

Fox, Michael V. *Proverbs*. 2 vols. Anchor Bible. Doubleday, 2000, 2009.

Longman, Tremper. *Proverbs*. Baker Commentary on Old Testament Wisdom & Psalms, 2006.

Waltke, Bruce K. *The Book of Proverbs*. 2 vols. NICOT. Grand Rapids: Eerdmans, 2004, 2005.

Job

Balentine, Samuel E. *Job*. Smyth & Helwys Bible Commentary. Macon: Smyth & Helwys, 2006.

Clines, David J. A. *Job*. Word Biblical Commentary. 3 vols. Dallas: Word, 1998.

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Seow, Choon-Leong. *Job 1-21: Interpretation and Commentary*. Illuminations. Eerdmans, 2013.

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Bartholomew, Craig. *Ecclesiastes*. Baker Commentary on Old Testament Wisdom & Psalms, 2009.

Fox, Michael V. *A Time to Tear Down & A Time to Build Up*. Grand Rapids: Eerdmans, 1999.

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