

OT100: Syllabus
Spring, 2002
March 25 – May 31
Thursdays, 7:00-10:00 p.m.

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Hebrew Study Tools

COURSE DESCRIPTION:

A practical introduction to exegesis for those who take the English Bible Old Testament sequence. Emphasis is placed on an inductive approach to Old Testament study. Various Hebrew and English reference tools, including computer software, are introduced.

GOALS AND OBJECTIVES:

The goals of this course are to introduce students to the various resources available to assist in Old Testament exegesis, in an effort to develop skill in interpreting Old Testament texts. The objectives for each student are:

1. Master the Hebrew alphabet and basics of Hebrew grammar.
2. Become familiar with and proficient in using various biblical Hebrew reference tools.
3. Understand principles for effective word studies and their proper use in exegesis.
4. Gain an appreciation for the ways in which knowledge of biblical Hebrew contributes to sound interpretation and, therefore, effective ministry.

REQUIRED TEXTS:

Bornemann, Robert. *A Grammar of Biblical Hebrew*. Lanham, MD: University Press of America, 1998. ISBN: 0-7618-1185-0.

RECOMMENDED TEXTS:

Brown, F., S.R. Driver, C.A. Briggs, *The New Brown-Driver-Briggs-Gesenius Hebrew and English Lexicon, With an Appendix Containing the Biblical Aramaic*. Peabody: Hendrickson, 1979. ISBN: 0-913573-20-5.

ADDITIONAL MATERIAL (PROVIDED TO STUDENTS):

Silva, Moisés. "Let's Be Logical," in *An Introduction to Biblical Hermeneutics: The Search for Meaning*, ed. W.C. Kaiser and M. Silva, 47-64. Grand Rapids: Zondervan, 1994.

VanGemeren, Willem A. "Several Illustrations on Integrating the Guide with *NIDOTTE* in Doing Old Testament Exegesis and Theology," in *New International Dictionary of Old Testament Theology and Exegesis Vol. 1*, ed. W.A. VanGemeren, 206-218. Grand Rapids: Zondervan, 1997.

ASSIGNMENTS:

1. **Quizzes (40%):** There will be a quiz at the start of each class period except for the first. Quizzes will be on material covered in the previous week, although vocabulary from earlier weeks can and will appear. Quizzes may not be made up. The lowest quiz (or a missed quiz) will be dropped from calculating your final grade.

2. **Worksheets (30%):** Three worksheets will be completed, which must be completed in accordance with the instructions and utilizing the appropriate exegetical tool(s). All worksheets must be typed, except for Hebrew words, which may be *carefully* and *legibly* written in the text. If you can use a Hebrew font and so type the Hebrew, please do so.
3. **Exegetical Paper (30%):** One of the goals of this course is to enable the student to interpret Old Testament texts more effectively. To that end, students will engage in careful exegesis of a text using methods and tools covered in class. Specific instructions for this assignment is provided in this syllabus, and will be explained further in class. All exegesis papers should be typed. Exegesis papers are due at the start of the final class (see Course Schedule).

GRADING

Your work will be graded according to the following scale:

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|----------------|----------------|--------------------|
| • 95 – 100 = A | • 85 – 86 = B- | • 75 – 76 = D+ |
| • 93 – 94 = A- | • 83 – 84 = C+ | • 72 – 74 = D |
| • 91 – 92 = B+ | • 79 – 82 = C | • 70 – 71 = D- |
| • 87 – 90 = B | • 77 – 78 = C- | • 69 and below = F |

In addition to the student meeting due dates and using correct English, the following will serve as general criteria for grade levels:

A Excellent work submitted; outstanding evidence of ability to synthesize and utilize course knowledge; initiative expressed in preparing and completing assignments; creativity and originality manifested in assignment process and outcomes; positive contributions verbalized in class; and consistency and thoroughness of work submitted.

B Good work submitted; substantial evidence of ability to analyze and utilize course knowledge; positive contributions verbalized in class; and consistency and thoroughness of work submitted.

C Satisfactory performance and thoroughness of work submitted; moderate evidence of ability to utilize knowledge of the subject; and satisfactory class contribution.

D Poor performance in comprehension of work submitted; and meets minimal credit standard of the professor.

F Inadequacy of work submitted or performance and attendance in class.

LATE WORK AND INCOMPLETES

All assignments are to be handed in by the beginning of class on the date due. Unless *prior* arrangements are made with the professor, late work will be penalized 10% for each day it is overdue. No assignments will be accepted more than five days late. Students should take the initiative as much in advance as possible to alert the professor to extenuating circumstances. I am more than willing to take emergencies and crises of various sorts into account. Note, however, that though they often precipitate a crisis or emergency of one kind or another, procrastination, over-scheduling, and over-committing (even in the context of worthwhile

endeavors like ministry) do not constitute a crisis or emergency. Circumstances that a congregation would accept for a pastor's missing a Sunday sermon would constitute an emergency and crisis for which latitude will be granted.

In accordance with the policy in the current catalog (p. 86), a grade of incomplete is granted only by written contract. Please see the catalog for full details.

ATTENDANCE

Regular and on-time class attendance is a necessary part of the learning experience. Unexcused absences beyond one class period (or equivalent) will result in a grade reduction. Absences will be excused at the professor's discretion, according to the standards described above regarding late assignments. Please make every effort to attend every class session, and to be on-time.

PO BOXES

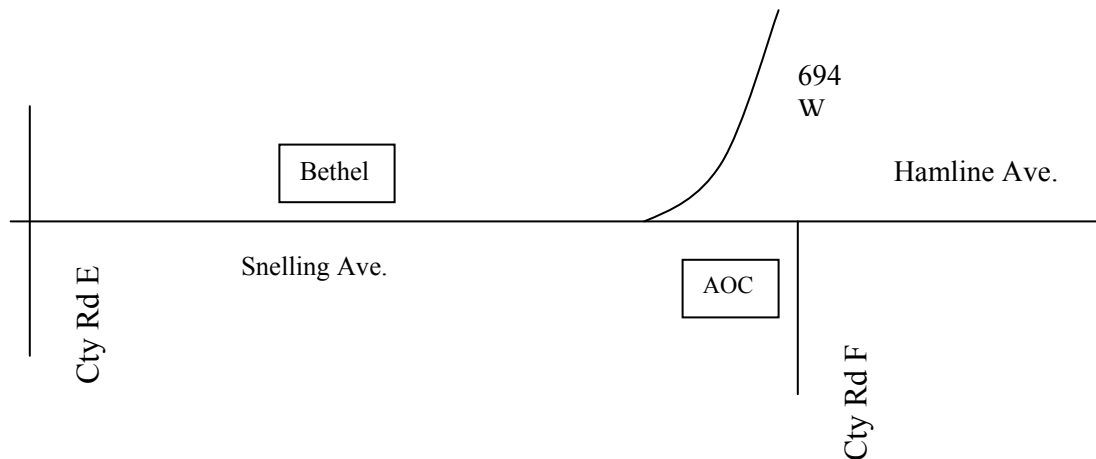
Please ensure that your Seminary PO box number appears on every assignment you turn in.

AN INVITATION

Please let me know if I can help you in any way. Feel free to stop by my office (if you can find it!), or make an appointment.

To find my office:

Office 132E
Arden Office Center
1306 County Road F
(County Road F and Hamline)



COURSE SCHEDULE

DATE	COURSE TOPIC	ASSIGNMENTS
3/28	Introduction to Course Hebrew Alphabet Vowels Transliteration	
4/4	Quiz 1 Nouns The article Vocabulary	Read Bornemann, pp. 1-17; 23-33; 41-44
4/11	Quiz 2 Prepositions Pronouns Pronominal suffixes Vocabulary	Read: pp. 33-39; 45-53
4/18	Quiz 3 Verbs: Roots and forms Vocabulary	Read: pp. 54-64
4/25	Quiz 4 <i>Qal</i> and <i>Niphal</i> Brown-Driver-Briggs Lexicon Vocabulary	
5/2	Quiz 5 <i>Piel</i> and <i>Pual</i> and <i>Hithpael</i> Computer software Concordances Vocabulary	Worksheet 1
5/9	Quiz 6 <i>Hiphil</i> and <i>Hophal</i> Word Studies Vocabulary	Worksheet 2 Read Silva article
5/16	Quiz 7 NIDOTTE TWOT Exegetical Method Vocabulary	Read VanGemeran article
5/23	Quiz 8 Beall, Banks, & Smith, <i>Old Testament Parsing Guide</i> Socio-historical context Vocabulary	Worksheet 3
5/30	Quiz 9 Commentaries	Exegetical Paper Due

Exegetical Paper

In approximately 2650 words, write an exegetical paper on Ezekiel 34. These are the *minimum* requirements:

1. Engage in a thorough analysis of the text in an effort to identify the author's intended meaning. In doing so, you should demonstrate a mastery of the principles for interpreting Old Testament texts covered in classroom discussions. You should demonstrate competence in using several of the tools and methods presented in class, and you should attempt to integrate appropriate reflection on Hebrew grammar. Your defense of the author's meaning should be articulate, and defended with evidence from the text, including the Hebrew text. You should also demonstrate familiarity with the views of others who do not share your views, and be able to counter criticism they would level. Your analysis should further include awareness of the cultural context in which the text was written, and in a final section should address the relevance of the text for a modern audience.
2. Your paper should be grammatically correct, well-organized, concise, and readable. I expect that you will write several drafts, revise, and retype. If your paper is too weak in these areas, I may return it for correction before I assign a grade.
3. You should use at least 10 high-quality sources, *in addition* to the Bible and any materials used in this class. You should consult scholarly journal articles as well as books, and these should represent at least 3 sources.
4. Papers are to be double-spaced, and properly documented according to the current (6th) edition of Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (see the catalog, p. 85). Please note that failure to properly document the ideas and expressions of others constitutes plagiarism, and will be penalized appropriately, as detailed in the current Seminary catalog. All notes should be numbered consecutively and placed as footnotes at the bottom of the page (preferred option) or at the end of the paper on a separate page (accepted alternative). Do not use notes that are right in the text except when noting biblical references. These can be placed in parentheses in the text like this: (Ezekiel 16:2).
5. Please use sexually inclusive language when referring to human beings in your paper: "persons" not "men"; "humanity" not "mankind"; etc., unless you mean specifically men instead of women. To avoid using "he" all the time, pluralize pronouns or alternate genders. Since it is assumed that Ezekiel was the author of the book that bears his name it is acceptable to refer to the author of the text as "he."
6. Your paper should have a cover sheet that includes your name, the title of the paper, and your PO box. Please staple your paper in the upper left-hand corner; do not use binders or other types of report covers.