

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>HEBREW EXEGESIS I</b> OLDT 0711
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 12 – DECEMBER 5, 2022 MONDAYS, 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>DR. JOHN KESSLER, DOCTEUR DE L’UNIVERSITE, SORBONE-PARIS IV; DOCTEUR EN THEOLOGIE, INSTITUT CATHOLIQUE DE PARIS</b> Telephone/voice mail: (416) 226-6620 Ext. 6724 Email: <a href="mailto:jkessler@tyndale.ca">jkessler@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Mondays from 11:15 AM – 2:05 PM.  Office Hours: On zoom, by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

Through the in-depth study of selected passages of Biblical Hebrew Narrative, students will learn various foundational methods essential for OT exegesis. While geared toward teaching and preaching, the course also provides the student with a solid foundation for further advanced academic study.

### *Prerequisites*

- BIBL 0501 Biblical Interpretation
- OLDT 0612 Hebrew Grammar II

This course, and its continuation, OLDT 0712 are designed to provide the student with a foundational exegetical methodology for the interpretation of the Hebrew Bible, including the preparation of teaching and preaching materials. In order to achieve this goal, the course will explore matters relating to philology, semantics, syntax, poetics, genre, form, hermeneutics, and historical-cultural background. The student will be introduced to foundational concepts both practical and theoretical in nature, which may be applied to the Hebrew text. More specifically this course will introduce students to some of the exegetical, hermeneutical, and theological issues in (a) Yahweh's covenant as understood in the Pentateuch, and its use as a theological foundation in the prophets, and (b) Biblical Hebrew Narrative as represented in Genesis and 2 Samuel.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Translate selected passages of Biblical Hebrew from the Pentateuch, and Former and Latter Prophets, parsing all verbs, at an average rate of one verse per ten minutes or faster, using only minimal lexical aids (lexicon, STEP Bible).
2. Identify the main and subordinate clauses, with their subjects, predicates, objects, and modifiers, in a text of Biblical Hebrew prose.
3. Conduct a philological and syntactical analysis of a passage of Biblical Hebrew prose with the aid of a lexicon and syntax textbook at an average rate of one verse per hour, or faster.
4. Demonstrate the ability to research a historical-cultural feature of the Ancient Near East relevant to a biblical passage.
5. Demonstrate the ability to analyse the internal structure of a pericope of Biblical Hebrew.
6. Apply the technique of interpretive questioning to a passage (10-20 verses) of biblical Hebrew prose or legal material in a way that successfully identifies the central exegetical issues of the text.
7. Responsibly analyse and explain Hebrew word meanings.
8. Demonstrate a working knowledge of the basic exegetical and hermeneutical considerations involved in Old Testament interpretation, as presented on the Handout "Basic Overview of the Interpretive Process," posted on the course page.
9. Understand and apply the syntactical categories studied, especially as it relates to verbal translation values and clausal relationships.
10. Identify key structural patterns in the Hebrew text.
11. Efficiently use lexicons, concordances, grammars, theological dictionaries, and commentaries in exegesis.
12. Understand the concepts of "intertextuality," "antecedent theology," "informing theology," and "inner-biblical exegesis" and apply them to a biblical text.
13. Demonstrate a basic understanding of the techniques, structure, and hermeneutics of Hebrew narrative.

14. Demonstrate the ability to elicit the theological underpinnings of a text of Biblical Hebrew prose and to communicate these theological concepts to a contemporary faith community.
15. Gain a basic understanding of scholarly methodologies (source, redaction, traditions analysis, literary and close readings etc.) and engage them critically and constructively in the exegesis of an OT prose text.
16. Utilize one or more of the e-resources available for OT exegesis.
17. Bring the biblical texts studied into creative dialogue with one or several contemporary cultural contexts.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Berlin, Adele. *Poetics and Interpretation of Biblical Narrative*, Winona Lake, IN: Eisenbrauns, 1994.

Chisholm, Robert B. Jr. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids: Baker Books, 1998. Note: bring this book to each class session.

Williams, Ronald J., and John C. Beckman. 2007. *Williams' Hebrew Syntax*. 3rd ed. Toronto: University of Toronto Press.

A series of articles, see below, under course schedule.

#### B. ADDITIONAL REQUIRED and RECOMMENDED MATERIALS

**1. It is highly recommended that students purchase or be able to access Hebrew-capable Bible software and learn to use it. It will greatly aid in the completion of assignments, and will enable the student to keep using Hebrew long after graduation.** Tyndale has negotiated a special price for the Accordance software system, which functions on both Mac and PC platforms. See the document "Accordance Flyer and Discount Code" posted on the course page. Use of this software will be demonstrated in class. Owning this software will enable the student to make a giant leap forward both in the course itself, and in future work. Similarly, the STEP Bible, produced by the scholars at Tyndale House Cambridge, UK, is a very valuable resource, and is available free. See further on this, below.

**2. The student is expected to own or have access to one of the following standard Hebrew and Aramaic lexicons in paper or e format (many of these are included with or can be added on to the Accordance package noted just above).**

Brown, F., S. R. Driver, and C. A. Briggs. *A Hebrew and English Lexicon of the Old Testament* (a.k.a., BDB). Oxford University Press or Hendriksen edition.

The Hendrickson is a bit more user-friendly than the older Oxford University Press volume; library code: PJ 4833 .B6 1979 or PJ 4833 .B76 2006; some editions have the Strong's numbers included. *BDB is also available free at <https://hebrewcollege.edu/wp-content/uploads/2018/10/BDB.pdf>*. Although not searchable, this version is still very useful. Note: there is a shorter e-version of BDB available with some software packages. *This is not adequate for the course.*

Clines, David J. A., ed., *The Concise Dictionary of Classical Hebrew (DCH)*. Sheffield: Sheffield Phoenix Press, 2009. This is a condensed version of the larger 10-volume work by the same name. PJ 4833 .D53

Holladay, W. L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1971. Print volume in our library, PJ 4833 .H6 2000.

Koehler, L. and W. Baumgartner, *The Hebrew and Aramaic Lexicon of the Old Testament (HALOT)*, Leiden: E.J. Brill, 2001, print version in our library, or e-version available with *Accordance* or several software packages.

**3. The student is expected to own or have access to the *Biblia Hebraica Stuttgartensia (BHS)* in a print or e version, with full critical apparatus.** Stuttgart: Deutsche Bibelgesellschaft, 1997. Editio funditus renovata. This is the edition of the Hebrew Bible given to students by the Canadian Bible Society last year. **The BHS may be included with or can be added on to the Accordance package noted just above.** *Students must do all their translation work from the BHS. The BHS and critical apparatus can be purchased with the Accordance software package.*

**4. The student is also expected to own or have access to a Hebrew concordance (i.e., be able to search the occurrences of a Hebrew word). The STEP Bible (see below) and other software resources (see below) contain a full concordance function.**

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### **Print Tools**

Wigram, George V. *The Englishman's Hebrew Concordance of the Old Testament: Coded with the Numbering System from Strong's Exhaustive Concordance of the Bible*. 3rd ed. Peabody, MA: Hendrickson, 1996.

Lisowski, Gerhard. *Konkordanz zum Hebraischen Alten Testament*. Stuttgart: Württembergische Bibelanstalt, 1958.

5. The student is expected to download the professor's Hebrew Syntax handouts from the Syntax Folder on the Course Page ([classes.tyndale.ca](http://classes.tyndale.ca)) and be able to access them in each class session, as indicated (paper or e-format).

6. The student is expected to bring Chisholm's *From Exegesis to Exposition* and R. J. Williams and John C. Beckman, *Williams' Hebrew Syntax*. 3rd ed. Toronto: University of Toronto Press, to each class.

Alternatively, if students have purchased them, students may use either Waltke-O'Connor, *An Introduction to Biblical Hebrew Syntax* (E-version available with Accordance software package) or P. Joüon-T. Muraoka, *A Grammar of Biblical Hebrew*. Roma: Pontificio Instituto Biblico, Gregorian & Biblical Press, 2006, (E-version available with Accordance software package).

7. The student is REQUIRED to bring a copy of the BHS Hebrew text of the Bible passage to be discussed that day, *including the critical apparatus*. Either your copy of the BHS or a photocopy will do.

8. In addition, the student will frequently need to refer to her/his textbook from Introductory Hebrew (OLDT 0611-0612, or equivalent), although this need not necessarily be brought to class.

### C. ADDITIONAL IMPORTANT RESOURCES

**Note: it is recommended that students who plan to use Hebrew in their ongoing study and ministry, and those taking OLDT 0712 (the continuation of this course) purchase some or all of the following texts:**

A. Stuart, D. *Old Testament Exegesis: A Handbook for Students and Pastors*. 4<sup>th</sup> ed. Louisville, KY: Westminster/John Knox, 2009.

This work provides a good, albeit limited introduction to exegetical methodology. It contains a superb chapter on exegesis aids and resources. That chapter is worth the price of the book.

**OR**

Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. 3<sup>rd</sup> ed. Louisville, KY: Westminster John Knox Press, 2007.

**OR**

Steck, Odil Hannes. *Old Testament Exegesis: A Guide to the Methodology*. 2nd ed., Resources for Biblical Study; Atlanta, GA: Scholars Press, 1998.

The standard critical work on OT exegesis. A must for those going on to do ThM, ThD, and PhD work in OT.

**B.** Waltke, B. K. and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990. *E-version available with Accordance software package*

**OR**

Joüon, Paul, and T. Muraoka. *A Grammar of Biblical Hebrew*. Roma: Pontificio Istituto Biblico, Gregorian & Biblical Press, 2006. *E-version available with Accordance software package*.

These works provide a more detailed discussion of Hebrew Syntax than the one contained in Chisholm's *From Exegesis to Exposition*. Waltke-O'Connor and Joüon-Muraoka are far more detailed than Williams. Serious students of Hebrew should purchase one or the other.

**C.** Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism*. 4th ed. Louisville, KY: Westminster John Knox Press, 2011.

This book is an indispensable resource. It defines most of the technical terms that students are likely to encounter in their reading of scholarly works in biblical studies.

**D.** Students may wish to purchase (in print or e version) one of the following theological/exegetical dictionaries (some are available in e versions).

Botterweck, G. Johannes, Helmer Ringgren, and Heinz-Josef Fabry. *Theological Dictionary of the Old Testament*. 12 vols. Grand Rapids, MI/Cambridge UK: Eerdmans, 2006.

Harris, R. Laird, Gleason L. Archer, and Bruce K. Waltke. *Theological Wordbook of the Old Testament*. 2 vols. Chicago: Moody Press, 1980.

Jenni, Ernst, and Claus Westermann. *Theological Lexicon of the Old Testament*. 3 vols. Peabody, MA: Hendrickson Publishers, 1997.

VanGemeren, Willem. *New International Dictionary of Old Testament Theology & Exegesis*. 5 vols. Grand Rapids, MI: Zondervan, 1997. *E-version available with Accordance software package*.

Students may wish to purchase (in print or e version) one of the following Bible dictionaries.

Alexander, T. Desmond, and David W. Baker. *Dictionary of the Old Testament: Pentateuch*. Downers Grove, IL: InterVarsity Press, 2003.

Arnold, Bill T., and H. G. M. Williamson. *Dictionary of the Old Testament Historical Books*. Downers Grove, IL: InterVarsity Press, 2005.

Boda, Mark J. and G. J. McConville. *Dictionary of the Old Testament Prophets*. Downers Grove, IL: InterVarsity Press, 2010.

Freedman, David Noel. *The Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992. *E-*

*version available with Accordance software package.*

Freedman, David Noel. *Eerdmans Dictionary of the Bible*. New edition. Grand Rapids, MI: Eerdmans, 2000. *E-version available with Accordance software package.*

Longman, Tremper, and Peter Enns. *Dictionary of the Old Testament Wisdom, Poetry & Writings*. Downers Grove, IL; Nottingham, England: IVP Academic; InterVarsity Press, 2008.

Sakenfeld, Katharine Doob. *The New Interpreter's Dictionary of the Bible*. 5 vols. Nashville, TN: Abingdon Press, 2006.

### **Interesting website and subscriptions:**

Academy of Ancient Languages:

<http://saybro.com/aoal/index.html> . Numerous links to helpful resources for learning Hebrew.

[http://saybro.com/aoal/hebrew\\_audiobible.html](http://saybro.com/aoal/hebrew_audiobible.html) Features Hebrew Audio Bible.

### **Other Resources:**

<http://dailydoseofhebrew.com/> Simple, easy analysis of specific passages

<http://www.animatedhebrew.com/> Teaches Ross text slowly and simply

<http://www.mechon-mamre.org/> Excellent resources for contemporary conservative Jewish theological analysis.

<http://torahforme.org>

<http://www.learningbiblicalhebrewinteractively.com/>

<http://bakerpublishinggroup.com/books/beginning-biblical-hebrew/342630/esources>

<https://www.stepbible.org/>

A list of additional resources can be found on the Biblical Studies website:

<http://tyndale.ca/seminary/biblical-studies>

### **James Kugel's Weekly Torah Readings**

<http://www.jameskugel.com/category/weekly-torah-reading/>

(excellent resource for understanding contemporary Jewish hermeneutics and readings of the OT)

### **D. CHOOSING AND USING THE BEST COMMENTARIES**

***In your papers and assignments, you must work with commentaries on the biblical passages you are discussing.***

***FAILURE TO USE THE BEST COMMENTARIES ON THE PASSAGES RELEVANT TO YOUR TOPIC WILL RESULT IN A SIGNIFICANT REDUCTION OF YOUR MARK. MORE IMPORTANTLY, FAILURE***

**TO USE THE BEST COMMENTARIES OR OTHER RESOURCES WILL RESULT IN A SIGNIFICANTLY DIMINISHED UNDERSTANDING OF THE TEXT UNDER STUDY.**

**IN GENERAL, A MINIMUM OF THREE COMMENTARIES FROM THE SERIES MENTIONED IN THE FOLLOWING SECTION ARE NECESSARY TO ATTAIN A GRADE OF C+.**

***The single most valuable tool for finding and evaluating commentaries is***

**John F. Evans. *A Guide to Biblical Commentaries and Reference Works*. Edited by. 10th edition. Grand Rapids, MI: Zondervan, 2016.**

**This work discusses every book of the OT and NT and assess the various commentaries relating to it. It is truly an invaluable resource.**

It is also good to know the general approach and orientation of the *various commentary series*:

- Anchor Bible (AB), moderate orientation, excellent scholarship, broad range (Catholic, Evangelical, Mainstream Protestant, Jewish).
- Word Biblical Commentary (WBC), excellent scholarship mainstream-evangelical,.
- New International Commentary on the Old Testament (NICOT), excellent scholarship, primarily evangelical.
- Word Biblical Commentary (WBC), excellent scholarship mainstream-evangelical.
- International Critical Commentary (ICC) highly detailed, critical
- New Century Biblical Commentary (NCBC), detailed, critical, broad spectrum
- New International Biblical Commentary (NIBC), evangelical, more popular level, but still good for your work in this course
- Hermeneia, mainstream, various confessional backgrounds, excellent scholarship
- Tyndale Old Testament Commentaries (TOTC), concise, evangelical, excellent scholarship. Recently revised.
- New International Version Application Commentary (NIVAC), evangelical, more popular level, written by excellent scholars.
- Old Testament Library (OTL), mainstream, excellent scholarship.
- New American Commentary, evangelical.
- Jewish Publication Society Torah Commentary (JPS.), excellent scholarship, faith-based, highly worthwhile.
- Westminster Bible Companion (WBC), popular but still scholarly.
- Interpretation (Int), popular level, non-technical but still scholarly.
- Continental Commentaries, scholarly, broad spectrum, technical.
- Eerdmans Critical Commentaries (ECC), excellent scholarship, detailed, various confessional backgrounds

The following books (available in either the reference collection or on reserve) can also be extremely helpful in finding and evaluating commentaries:



- D. A. Carson. *New Testament Commentary Survey*. Grand Rapids, MI: Baker Academic, 2007.
- John Glynn. *Commentary & Reference Survey: A Comprehensive Guide to Biblical and Theological Resources*. Grand Rapids, MI: Kregel Academic & Professional, 2007.
- John Goldingay, Mark Lau, and Robert L. Hubbard. *Old Testament Commentary Survey*. Madison, WI: Theological Students Fellowship, 1981.
- Tremper Longman III. *Old Testament Commentary Survey*. Grand Rapids, MI: Baker Academic, 2007.
- Douglas K. Stuart. *A Guide to Selecting and Using Bible Commentaries*. Dallas: Word, 1990.

Also check: (1) the introductory sections to major commentaries on the book you are studying and (2) the bibliographies for your subject in Oxford Bibliographies Online: go to <https://ezproxy.mytyndale.ca:2443/login?url=http://www.oxfordbibliographies.com>. These excellent bibliographies will give you an orientation to the subject, and a place to start. Similarly check out the Oxford Biblical Studies Online portlet (just above the Oxford Bibliographies Online portlet).

#### IV. COURSE STRUCTURE AND PROCEDURE

1. This course is designed to introduce the student to the art and science of OT exegesis. It consists of two foundational elements: (1) the weekly translations and reading assignments and (2) a series of exegetical assignments (largely related to Genesis 22). *Faithful completion of the weekly translations* will enable the student to attain speed and skill in translation, and make the use of Hebrew worthwhile for preaching, teaching, and Bible study. *Diligent preparation of the assignments* will give the student a “dry run” of the kind of exegetical techniques that can be used for the preparation of sermons and Bible studies, as well as for the academic study of the biblical text.
2. The weekly translations and readings for this course count for 15% of the grade. *Nothing could be easier than to “cheat oneself” by not making and taking the time to do the translations from the Hebrew text using only a lexicon, but rather relying on interlinear Bibles, or analytical lexicons.* Such tools have their place, but nothing can replace the initial discipline of working with only the Hebrew Bible (note: all translations must be done from the BHS, see above) and a lexicon (BDB, Holladay, DCH, or HALOT, see above) and a syntax book. Translations are to be done either (a) with the BHS (in print or e format) and a hard copy lexicon (e.g., Holladay) or (b) using Accordance or Bible Works with the Instant Details **turned off**, and HALOT or DCH **open**.

Students will seek to ascertain the root of the word in question, then reason their way to the inflected form in the text, then translate the form with the aid of the various translation options given in the lexicon. This skill is to exegesis what scales are to music. Analytical

lexicons and computer programmes, parsing guides, and linguistic keys may only be used *after* a reasonable attempt (5 min. minimum, 15 min. maximum!) to parse and translate the term using a standard lexicon.

3. The use of Armstrong, Busby, Carr, *A Reader's Hebrew English Lexicon*, 3 Vols. Grand Rapids: Zondervan, 1988 is encouraged, as well as Baylor's "Handbooks on the Hebrew Text" series.
4. Submitting assignments on time is an essential component of this course, since discussion of returned assignments constitutes a very important part of the learning experience in the classroom. Consequently, late assignments will be penalized at a rate of **2% per day**.
5. **Assignments must be submitted in pdf format**, up to 11:59 pm on the due date to assignmentsforkessler@yahoo.ca. See above for penalties for late assignments.

## V. ASSIGNMENTS AND GRADING

### 1. Weekly Translations and Readings (15%). Summary Sheet Due Thursday, Dec 1.

For the weeks 2-12 of the course Bible translations and readings will be assigned. Each week the student must: (1) parse all the verbal forms, (2) provide a smooth translation using only a lexicon; and (3) ask at least 5 interpretive questions. The readings for that week must also be completed.

Translations, parsing and interpretive questions may be done in collaboration with one or two other class members. However, the "divide and copy" approach (you do vv. 1-3 and I'll do 4-6, and we will copy each other's work) is expressly prohibited.

Reading and Hebrew Devotions/Meditations must be done on your own, but may be discussed together in class.

**For each session, the student must indicate whether the work was done on time, made up later, or not done at all.** Late translations, parsing, readings etc. can be 'made up' until the last day of the course (see marking scheme below). See the course schedule posted on the Course Page for specific translation passages, readings, and dates.

### ***Reading and Translation Marking Scheme***

- i. Each student will fill out the *translation and reading summary* sheet found on the mytyndale course page, and submit it by 11:59 pm, on the last day of class, in pdf format, to me at assignmentsforkessler@yahoo.ca. *No translation and reading work may be made up after this date.*

- ii. For each week, the student will indicate whether: the translation, parsing, and interpretive questions, devotions/meditations and readings have been completed on time, have been made up later, or have not been done.
- iii. If all readings, translations, parsing, and interpretive questions are completed *on time* the student will receive an A.
- iv. If all translations, parsing, and interpretive questions are completed *on time* and the readings are made up by the end of the course the student will receive an A-.
- v. If all translations, parsing, interpretive questions *and readings* are completed *by the end of the course* the student will receive a B+.
- vi. For each week that the readings, translation and parsing, and questions have not been completed by the end of the course the student will receive the following grades:
  - 1 Incomplete=B
  - 2 Incomplete=B-
  - 3 Incomplete=C+
  - 4 Incomplete=C
  - Incomplete=C-
  - 6 incomplete=D+
  - 7 or more incomplete=D

## 2. Written Assignments (85%)

**Assignments must be submitted electronically to [assignmentsforkessler@yahoo.ca](mailto:assignmentsforkessler@yahoo.ca).**

**Assignments (except assignment 2) must be submitted in pdf format only.**

### IMPORTANT NOTES:

- Please indicate your e-mail address on all assignments.
- Additional material relating to the assignments may be found in the folders relating to each assignment on the course page. *It is essential that students familiarize themselves with the contents of these folders well in advance of the due dates for the assignments.*

**Assignment #1**                      WORD STUDY/EXEGETICAL PRACTICE

**Due: End of Week 3. Sat, Oct 1. Worth 15%.**

**Students are required to do this assignment in groups of 2-4.**

Present a study the noun TBA found in TBA. Further instructions and a marking grid may be found in Assignment #1 Folder on the course page.

See especially Chisholm, *From Exegesis to Exposition* ch. 4 for further details.

**Assignment #2** GENESIS 22:1-19: LITERARY/RHETORICAL/STRUCTURAL OVERVIEW

**Due: Week 6. Mon Oct 24. Worth 15%**

**Students are required to do this assignment in groups of 2-4.**

Using a photocopy of the Hebrew text of Gen 22:1-19 draw up a literary/rhetorical/structural analysis of the passage. See the instructions in the document '711.rhet.analysis.instructions.rev' in the Assignment #2 Folder on the course page. Use the chart (or make your own) following the format in the document in the document '711.rhet.narr.chart' in the Assignment #2 Folder on the course page.

**Assignment #3** TERM CHART AND INTERPRETIVE QUESTIONS

**Due: Week 7. Mon Oct 31. Worth 15%**

**Students are required to do this assignment individually.**

Draw up a term chart Genesis 22:1-19. Approximately 12 terms/features should be selected. In the appropriate columns identify the verse(s) in which the term(s) appear(s), and ask *insightful and pertinent interpretive questions*. Use the format for the term chart shown in class, and contained in the document 'Term Chart Format' in the Assignment #3 Folder on the course page.

Additional instructions will be given in class. See the other documents related to this assignment in the Assignment #3 Folder on the course page.

**Assignment #4** GENESIS 22:1-19 TERM/FEATURE CHART WITH INTERPRETIVE ANSWERS.

**Due: Week 9. Mon, Nov 14. Worth 25%**

**Students are required to do this assignment individually.**

Select 10-12 of the most relevant terms that you chose in your earlier term chart, or substitute new terms that may be more relevant. Put another way, refine and focus your earlier terms and questions, or ask new ones. Then, on your term chart, respond to the revised questions you have asked. The sources for your answers should include:

- (i) lexical data (your own study of other passages where the word is used, found with the aid of a lexicon or concordance, and studies/discussions in theological dictionaries),
- (ii) immediately relevant parallel passages (found with the aid of a Hebrew concordance and/or lexicon,
- (iii) the specific contextual meaning and function of the term, (found with the aid of Hebrew grammar and syntax books),
- (iv) engagement with scholarly debate and opinion (found with the aid of commentaries and journal articles—compare commentators’ opinions at critical points)
- (v) additional insights found in specialized verbal and thematic studies (for example in *TDOT*, *ABD*, *IDB*, *NIDOTTE*, and other Bible dictionaries and encyclopaedias etc.)
- (vi) material found in Bible dictionaries and encyclopaedias (*TDOT*, *ABD*, *IDB*, *DOTPent*, *DOTPr*, *DOTWis*, *NIDOTTE*, especially with reference to historical-cultural issues) and
- (vii) material found in specialized journal articles (see ATLA Database).

Your questions should address a *variety of aspects* of the text, such as: structure, word meanings, syntactical issues, antecedent theology and intertextuality, historical-cultural issues, redactional issues, narratological matters, and theological issues, to name but a few. Your answers should take no more than two paragraphs per question. Be selective and spend your energy on *the most critical and relevant issues*. *Be sure to indicate the source of your answers on the term chart*. Use author and page citations (e.g., Hamilton, p. 56) in the chart and include a full bibliography at the end.

Use the format of the Term Chart supplied for Assignment 3.

See the additional instructions and helps in the Assignment #4 Folder on the Course page.

**Assignment #5**            GENESIS 22:1-19 SERMON/BIBLE STUDY OUTLINE AND APPROPRIATION.

**Due: End of Week 11, Sat Dec 3, 11:59 pm. Worth 15%**

**Students are required to do this assignment individually.**

Present a Bible study or sermon *outline* based on Genesis 22:1-19. The study/sermon may take any form but must contain the following elements:

1. A statement of the theological perspectives, values, virtues, and call to personal engagement that can legitimately be derived from the passage.
2. An explanation of how your exegesis of the passage to these theological perspectives, values, virtues and call to personal engagement.

3. Suggested contemporary areas of re-contextualization of the passage's theological perspectives, values, virtues, and call to personal engagement.

See especially Chisholm, *From Exegesis to Exposition* ch. 9 for further details.

This paper should be *no more than 6 pages in length*. It need not contain a bibliography or footnotes. However, it must suggest contemporary appropriations/applications of the text that are based on and rooted in the exegetical work done in the student's term chart answers.

A detailed explanation of how to do this assignment can be found in the document "711. Final Assignment. Instructions" in the Assignment #5 Folder on the course page.

*Papers which simply reflect "off the cuff" suggestions for ways in which the passage might be applied, and that are not rooted in the careful exegesis of the text, do not meet the requirements of this assignment and **may be given a failing grade.***

## **VII. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS**

- Livestream attendance for the entire duration of the class at announced times
  - Headphones (preferred), built-in microphone, and web-camera
  - Well-lit and quiet room
  - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
  - Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
  - A commitment to having the camera on to foster community building\*
- \*exceptions with permission from professor

## **VIII. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

## **Turnitin Text-Matching Software**

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca). When you submit

your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](http://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

## IX. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## X. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Weekly Translations and Readings	15%
Assignment 1	15%
Assignment 2	15%
Assignment 3	15%
Assignment 4	25%
Assignment 5	15%
Total grade	100%

## XI. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the

instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

**IMPORTANT NOTE: BEWARE OF “ACCIDENTAL PLAGIARISM.”** Accidental plagiarism occurs when students cut material from an online resource and then inadvertently paste it into their essays, without citation, or take notes from a source and insert them into their papers, without citation. Even though unintentional, this is *still an important infraction of Tyndale’s academic honesty policy and will incur a penalty. Before submitting their papers, students must be absolutely certain that no unattributed citations or quotations have slipped in.*

### Late Grading Policy

1. Much of our class discussion will involve an analysis of work done for the assignments. It is therefore vitally important that assignments be submitted on time. **Late assignments are assessed at 2% per day** to a maximum of 3 weeks, after which the paper receives a **zero**. Students need not ask permission to submit a paper late if they are not seeking to be exempted from penalty.

Days late are calculated from the 11:59 pm on the due date, including Sundays.

Extensions **without** penalty are granted **only** in exceptional circumstances. These include illness (a medical attestation is required), crisis, severe illness or death in the family, etc. Requests for such extensions must be addressed to the professor in writing.

Extensions without penalty will NOT be granted for: personal or mission trips, ministry responsibilities, heavy workload in other courses, slowness of reading (except in cases of disability, registered with Tyndale’s [Accessibility Services](#)), computer or printer problems (*make absolutely sure you back up your work on an external drive on a daily basis!!!*).

Should you feel extenuating circumstances of a more personal nature apply in your case, and an extension may be justified, please contact [George Sweetman](#), Dean of Students.



Students seeking extensions or accommodations due special needs (such as learning disabilities, accommodations) should contact [Tyndale's Accessibility Services](#).

Remember: it is generally more advantageous to submit an acceptable paper on time, than a better paper one week late.

*Try to follow the '24-hour rule' i.e., have a final version of your work ready 24 hours before it is due.*

- 2. Deadline Policy:** According to the Tyndale Academic policy, no papers may be submitted later than the last day of final exam week. Any requests for extensions beyond this time must be made directly to the Registrar. The professor can accept no materials after this date, nor grant any extensions past this date.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **XII. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## **XIII. COURSE SCHEDULE, CONTENT, AND REQUIRED READINGS**

This course contains two distinct components. Most class sessions will be divided between them.

The first component is the verse-by-verse reading of several Hebrew texts, with special attention to their philological, syntactical, structural, and theological dimensions.

The second component consists of the development of exegetical skills and methodology. This will build upon that which the student has learned in BIBL 0501 (Biblical Interpretation). This section will cover the following three stages:

### **STAGE 1: FOUNDATIONAL SKILLS**

- A. PHILOLOGICAL ANALYSIS. UNDERSTANDING WORDS AND THEIR MEANINGS.
- B. SYNTACTICAL ANALYSIS. UNDERSTANDING THE RELATIONSHIP BETWEEN WORDS AND WORD GROUPINGS.
- C. THE DEVELOPMENT OF AN INTERPRETIVE FRAMEWORK.

### **STAGE 2: INTERMEDIATE SKILLS**

- A. THE ANALYSIS OF THE STRUCTURAL AND LITERARY ASPECTS OF A BIBLICAL TEXT.
- B. UNDERSTANDING THE THEOLOGICAL TRADITIONS AND THE GROWTH OF THE BIBLICAL LITERATURE.
- C. ASCERTAINING THE THEOLOGICAL PURPOSE(S) OF A BIBLICAL TEXT.
- D. UNDERSTANDING THE CONVENTIONS OF BIBLICAL NARRATIVE.

### **STAGE 3: MOVING FROM TEXT TO OUR WORLD: APPROPRIATION**

***COURSE OUTLINE: See Document "Course Outline Fall 2022" on Course Page***

### **XIV. SELECTED BIBLIOGRAPHY**

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)