

# ACTS

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## SEMINARIES

### Associated Canadian Theological Schools of Trinity Western University

#### BOT 602A: Hebrew Exegesis II

Robert J. V. Hiebert, PhD  
Professor of Old Testament  
Spring - 2019  
3 credit hours  
Prerequisites: RES 502 or equivalent,  
BOT 601 or equivalent

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Course Dates: Jan. 8 – April 12, 2019  
Course Days and Times: Thursdays  
8:15 – 11:00 am

#### **I. Course Description**

This course focuses on further developing the student's competence in exegeting the Hebrew Bible. Emphasis is placed on enhancing both the knowledge base and the skills that are required to ascertain an Old Testament author's meaning/intent when one studies a text in its original language, all with a view to preparing the student for expository preaching or teaching.

#### **II. Objectives**

By the end of this course, each student should:

- 1) demonstrate increasing proficiency in reading and studying the Hebrew Scriptures;
- 2) give evidence of greater familiarity with the text and apparatus of *Biblia Hebraica Stuttgartensia* and enhanced competence in the use of key research tools for exegetical work in the Hebrew Bible;
- 3) exhibit a developing understanding of Hebrew syntax and the discourse features of the Hebrew text;
- 4) evince literary sensitivity in the reading of Hebrew prophetic literature;
- 5) show evidence of increasing competence in sound hermeneutical and expositional methodology for explicating the message of these books;
- 6) exhibit an understanding of the theological significance of the books individually and collectively in the context of developing redemptive history.

#### **III. Course Textbooks**

Achtmeier, Elizabeth. *Minor Prophets I*. Understanding the Bible Commentary Series. Grand Rapids: Baker, 2009. 365 pages.

Bergen, Robert D., ed. *Biblical Hebrew and Discourse Linguistics* (Dallas: Summer Institute of Linguistics, 1994), chapters 1-5, 7-8, 14, 17, 20-22. 318 pages.

Goldingay, John and Pamela Scalise. *Minor Prophets II*. Understanding the Bible Commentary Series. Grand Rapids: Baker, 2009. 365 pages.

Nogalski, James D. *Interpreting Prophetic Literature: Historical and Exegetical Tools for Reading the Prophets*. Louisville: Westminster John Knox, 2015. 122 pages.

**NOTE:** Students are already expected to have *Biblia Hebraica Stuttgartensia*, 5<sup>th</sup> ed. (Stuttgart: Deutsche Bibelgesellschaft, 1997), and at least one of the standard lexica (BDB, *HALOT*, *DCH*).

#### IV. Course Assignments

Typically, a student is expected to spend approximately 40 hours to complete the work necessary to earn 1 semester hour of credit, hence 120 hours for a 3 credit course. This includes time spent in class, so unexcused absences will result in grade reductions. If a student is absent from more than two classes for any reason, s/he will either be required to do make-up work to avoid further grade reductions or will have to retake the course to receive credit for it, depending on the number of absences. For full credit, assignments must be completed on time. Grades for late written work will be reduced 5% per day (weekends = 1 day) to a maximum reduction of 35%. All assignments must be completed in order to receive credit for this course. Those that have not come in by April 12, 2019 will not be accepted.

Several kinds of assignments have been created to help the student work through the required material in a meaningful way and to understand the basic issues involved in the study of this part of the Bible.

##### 1) Readings:

a. Primary Sources: Read carefully the Hebrew text of the following passages by the specified dates:

Amos 3:1-15 (Jan. 24)

Hosea 1:1-2:2 (Jan. 31)

Micah 4:1-5 (MT), 6:1-8 (Feb. 7)

Jonah 3:1-4:4 (Feb. 28)

Haggai 1:12-2:9 (March 14)

Malachi 3:1-15 (April 4)

b. Secondary Sources: Read the English text of the prophetic books; the books by Achtemeier, Goldingay & Scalise, and Nogalski; and the assigned readings in the book edited by Bergen.

##### 2) Readings-related Assignments:

Prepare your own annotated translations of the Hebrew passages in Amos, Hosea, Micah, Jonah, Haggai, and Malachi, to be handed in to the professor. In the light of your knowledge of text-critical and other exegetical issues, for each of the six book selections comment briefly on two textual problems or significant alternative readings to the *BHS* text (Codex Leningradensis) that are recorded in the *BHS* apparatus. Note briefly/succinctly a few insights from your reading of the textbooks that contribute to your study of these Hebrew passages. For each passage also select two words that you think are particularly significant in that context and explain in two sentences each why you think so. The translations etc. are due on the dates specified above. Submit the signed

Reading Statement with the Malachi assignment on April 4. These translation assignments will count for 40% of the total grade.

**NOTE:** Tutorial sessions dealing with the Hebrew readings will be scheduled throughout the semester. More details will be provided at the beginning of the semester.

3) Class Presentation:

Choose one of the translation passages mentioned above and prepare a 20 minute class presentation. This presentation should show evidence of thorough investigation of the context and content of the passage; it should highlight insights that you have gained from studying the Hebrew text of the passage but that you communicate intelligibly to people who may not know Hebrew; it should be creative; it should delve into the practical implications of the passage. Submit the written version of your presentation to the professor. This assignment will count for 20% of the total grade.

4) Exegetical Paper:

Write a 3500 word expository paper (not including footnotes and bibliography) on Hosea 6. In the paper, you must:

- *discuss the hermeneutical issues (e.g., genre; cultural, historical, literary and theological contexts) that are significant for the analysis of the passage;*
- *outline the structure and describe the compositional flow of the passage;*
- *identify any key words, and explain why they are key and, based on a careful investigation of usage, what they mean;*
- *explicate other significant points/ideas/themes in this text in your discussion of its overall message/meaning;*
- *describe how the passage functions in relation to the rest of the book in which it is situated;*
- *suggest at least one specific, contemporary application/illustration that you would use to underscore the relevance of this text if you were expositing it in your home church congregation.*

This paper is to be well-researched, properly documented, and is to include a bibliography of works consulted and cited. You may consult the class texts, reference works, and other reputable and recent books and journals/periodicals (but not Study Bible notes). At least ten such sources should be used. However, be sure to use these sources for background and contextual information. Do not simply survey the interpretations of commentators for the passage that you analyze, but give evidence of having worked through interpretative issues for yourself. Citation or other use of sources must be scrupulously documented. NB: Plagiarism for this or other assignments will not be tolerated. Penalties may range from receiving an F on the paper to failing the entire course. The grade for this assignment will be based on both the content of the paper and the quality of your writing. Due date: March 28, 2019. This assignment will count for 40% of the total grade.

Notes:

1. The grades for written assignments will be based on both their content and the quality of the student's writing.
2. Plagiarism in submitted assignments will not be tolerated. Penalties may range from receiving an F on the paper to failing the entire course.

Grading Scale

Letter Grade	Assessment	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

### **Grade Allocations**

1. Hebrew Translations & Tutorials (Jan. 24, 31; Feb. 7, 28; March 14; Apr. 4).....40%
  2. Class Presentation and Paper .....20%
  3. Exegetical Paper (March 28) .....40%
- \*Submit Reading Statement (April 4)

### **V. Submission of Assignments**

Written assignments should be submitted as Word documents.

### **VI. Course Outline**

- Jan. 10 Read Bergen, ch. 1-2; Nogalski, ch. 1-2.  
 17 Read Bergen, ch. 3-4; Nogalski, ch. 3-5.  
 24 Read Amos; Bergen, ch. 5; Nogalski, ch. 6-7; Achtemeier, “Amos.”  
 31 Read Hosea; Bergen, ch. 7; Achtemeier, “Hosea.”
- Feb. 7 Read Micah; Bergen, ch. 8, 21; Achtemeier, “Micah.”  
 14 Read Zephaniah; Bergen, ch. 20; Goldingay, “Zephaniah.”  
 21 NO CLASS (Reading Week & Modular Courses)  
 28 Read Nahum, Jonah; Bergen, ch. 14; Goldingay, “Nahum”;  
 Achtemeier, “Jonah.”
- March 7 Read Habakkuk, Obadiah; Bergen, ch. 17; Goldingay, “Habakkuk”;  
 Achtemeier, “Obadiah.”  
 14 Read Haggai; Goldingay, “Haggai.”  
 21 Read Zechariah; Bergen, ch. 22; Scalise, “Zechariah.”  
 28 Read Joel; Achtemeier, “Joel.”
- April 4 Read Malachi; Scalise, “Malachi.”

### **VII. Select Bibliography**

- Blenkinsopp, Joseph. *A History of Prophecy in Israel*. 2<sup>nd</sup> ed. Louisville: Westminster John Knox, 1996. [BS 1198. B53 1996]
- Brueggemann, Walter. *The Prophetic Imagination*. 2<sup>nd</sup> ed. Minneapolis: Fortress, 2001. [BS 1198. B84 2001]
- Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. Chicago: Moody, 2007. [BS 1505.52 .B85 2007]

- Heschel, Abraham J. *The Prophets*. 2 vols. New York: Harper & Row, 1962. [BS 1505.2 .H4 1969]
- Koch, Klaus. *The Prophets*. 2 vols. Philadelphia: Fortress, 1982. [BS 1198 .K6313 1983]
- Lundbom, Jack R. *The Prophets: An Introduction*. Minneapolis: Fortress, 2010. [BS 1505.52 .L86 2010]
- Matthews, Victor H. *The Hebrew Prophets and Their Social World: An Introduction*. 2<sup>nd</sup> ed. Grand Rapids: Baker Academic, 2012. [BS 1505.52 .M39 2012]
- McCarter, P. Kyle. *Textual Criticism: Recovering the Text of the Hebrew Bible*. Guides to Biblical Scholarship. Philadelphia: Fortress, 1986. [BS1136 .M38 1986]
- Newsome, James D. *The Hebrew Prophets*. Atlanta: John Knox, 1984. [BS 1505.5 .N48 1984]
- Redditt, Paul L. *Introduction to the Prophets*. Grand Rapids: Eerdmans, 2008. [BS 1505.52 .R43 2008]
- Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. 3<sup>rd</sup> ed. Minneapolis: Fortress, 2012. [BS1136 .T6813 2012]
- VanGemeren, W. A. *Interpreting the Prophetic Word*. Grand Rapids: Academic Books, 1990. [BS 1505.2 .V336 1990]
- von Rad, Gerhard. *The Message of the Prophets*. D. M. G. Stalker, trans. New York: Harper & Row, 1972. [BS 1505.2 .R313 1972]

See also Achtemeier, pp. 371-372; Goldingay and Scalise, pp. 367-369; Bergen, References at the end of each chapter.

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal** <https://www1.twu.ca/services>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. The student's email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If the student does not know his/her account or password, there is a link at the login area called "I forgot my password." When one clicks on that link, one will be walked through the process of retrieving one's account information.

### **Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM), and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (<http://www.twu.ca> – also see <http://www.twu.ca/campus/campus-notification.html> for more details).

An initial announcement regarding the status of the campus and cancellation of classes will be made at 6:00 a.m. and will cover all classes that begin before 1:00 p.m. A second announcement pertaining to classes that begin between 1:00 p.m. and 5 p.m. will be made at 11:00 a.m. A third announcement pertaining to classes that begin after 5:00 p.m. will be made at 3:00 p.m.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (available through the library home page [www.twu.ca/library](http://www.twu.ca/library) - lower left) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware of the need to "clean up" most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6<sup>th</sup> edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information can be found at the following website: <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, they should go to <http://www.calvin.edu/library/knightcite/> ("Chicago" stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. More information is given to incoming students in the fall.

**Please check with your professor to see which style he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Director's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This means that all members of the TWU academic community must avoid all forms of plagiarism and cheating in scholarly work. ACTS uses the TWU Student Handbook as a guide for seminary students. Though some features in the handbook are focused on the university's undergraduate population, it provides the essential student life information for ACTS students as well. It can be found online at: <http://www.twu.ca/studenthandbook/>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource in this regard has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or can be viewed in flash (self-running) tutorials of different lengths:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of

Access Office outlined on the TWU website at

<http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

**Reading Statement**  
**Hebrew Exegesis II**  
**BOT 602A**

Assigned Readings:

- Jan. 10 Read Bergen, ch. 1-2; Nogalski, ch. 1-2.
- 17 Read Bergen, ch. 3-4; Nogalski, ch. 3-5.
- 24 Read Amos; Bergen, ch. 5; Nogalski, ch. 6-7; Achtemeier, "Amos."
- 31 Read Hosea; Bergen, ch. 7; Achtemeier, "Hosea."
- Feb. 7 Read Micah; Bergen, ch. 8, 21; Achtemeier, "Micah."
- 14 Read Zephaniah; Bergen, ch. 20; Goldingay, "Zephaniah."
- 28 Read Nahum, Jonah; Bergen, ch. 14; Goldingay, "Nahum"; Achtemeier, "Jonah."
- March 7 Read Habakkuk, Obadiah; Bergen, ch. 17; Goldingay, "Habakkuk"; Achtemeier, "Obadiah."
- 14 Read Haggai; Goldingay, "Haggai."
- 21 Read Zechariah; Bergen, ch. 22; Scalise, "Zechariah."
- 28 Read Joel; Achtemeier, "Joel."
- April 4 Read Malachi; Scalise, "Malachi."

*Record the percentages for the appropriate options below. Then sign (legibly and in English) and date this statement. Due: April 4, 2019.*

I completed \_\_\_\_\_% of the assigned readings.

I failed to complete \_\_\_\_\_% of the assigned readings.

NB: The total of the preceding percentages cannot exceed 100%!!

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Please print your name (in English!) \_\_\_\_\_