

<p><i>Summer 2017–Internet</i></p>	<p><i>OTHB 6318</i> <i>Adv. Hebrew Exegesis: Proverbs</i> INTERNET VERSION ON-LINE Dr. Archie W. England <i>Office:</i> HSC 210; (504) 816-8171 <i>Cell:</i> (985) 789-1570 Teaching Assistant: Eric Reeves, ericreevesmusic@me.com <i>Cell:</i> (903)-715-0912</p>
<p><i>MISSION STATEMENT</i></p>	<p>The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the great commandments through the local church and its ministries.</p>
<p><i>COURSE PURPOSE</i></p>	<p>The purpose of this class is to enable the student to unlock the spiritual values of the poetic, wisdom genre contained in the Book of Proverbs.</p>
<p><i>CORE VALUES</i></p>	<p>NOBTS has five core values: 1) Doctrinal Integrity, 2) Spiritual Vitality, 3) Mission Focus, 4) Characteristic Excellence, and 5) Servant Leadership. This course addresses Doctrinal Integrity specifically, in that it further develops the exegetical and hermeneutical skills of the student particularly in Wisdom genre. Spiritual Vitality is addressed in the devotional journaling of the Hebrew, plus the preparation of a Bible study (a short exegetical paper). Encouraging the students to strive for thoroughness and readiness in handling God’s word addresses Characteristic Excellence. Directing students to address spiritual values for daily life helps them to prepare for Servant Leadership, and interacting with how Wisdom attempts to draw its audience into a relationship with Covenant God addresses a Mission Focus. The core for NOBTS for this year is <i>Characteristic Excellence</i>.</p>
<p><i>KEY COMPETENCIES</i></p>	<p>The seminary has seven key competencies in its academic programs. These are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. <i>The key competency addressed in this course is Biblical Exposition.</i></p>
<p><i>COURSE DESCRIPTION</i></p>	<p>According to the <i>NOBTS Graduate Catalog</i> this course “gives consideration to textual, grammatical, syntactical, literary, and historical issues through verse-by-verse and paragraph-by-paragraph analysis in a variety of genres. The course will emphasize proper methods for discovering the meaning of a text and applying it in teaching and preaching.” One particular genre has been chosen for emphasis this semester—poetry. We will explore various linguistic patterns and stylistic parallelisms of this genre (and compare our findings with some aspects of narrative).</p>
<p><i>STUDENT LEARNING OUTCOMES</i></p>	<p><i>By the end of this course, the student will able to:</i> Discuss the shape and structure of the Book of Proverbs. Discuss selected critical issues related to the Book of Proverbs. Discuss the impact that Wisdom literature has on our study of the Proverbs and how that affects our understanding of the role of wisdom in the theological formation of Israel (OT into the NT, as well). Identify and discuss specific topics, which are addressed holistically or otherwise, that comprise the message and theology of the Book of Proverbs. Apply the lessons of the Book of Proverbs to the contemporary situation of local churches. Utilize the Hebrew language in the preparation of Bible Study, in the following ways: a. Demonstrate the ability to translate Hebrew from the Proverbs b. Grasp the grammar and syntax of Biblical Hebrew c. Investigate words, phrases, and literary structure of the Proverbs</p>

<p>COURSE TEXTS</p>	<p><u>Required texts for classroom discussion:</u></p> <ol style="list-style-type: none"> 1. Biblia Hebraica Stuttgartensia. 2. Waltke, Bruce K., <i>The Book of Proverbs</i>. 2 vols. Grand Rapids: Eerdmans, 2004, 2005. 3. Bartholomew, Craig G., and Ryan P. O'Dowd. <i>Old Testament Wisdom Literature: A Theological Introduction</i>. Downers Grove, IL: IVP, 2011. 4. Robert B. Chisholm, Jr., <i>From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew</i>. Grand Rapids, Baker, 1998. 5. Any approved Hebrew Lexicon. <p><u>Optional texts for course work:</u> (Good reference tools for advanced Hebrew studies)</p> <p>Kelley, Page H., Daniel S. Mynatt, and Timothy G. Crawford. <i>The Masorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary</i>. Grand Rapids: Eerdmans, 1998.</p> <p>O'Connor, M. <i>Hebrew Verse Structure</i>. Winona Lake: Eisenbrauns, 1997.</p> <p>Scott, William R. <i>A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings</i>.</p> <p>Tov, Emanuel. <i>Textual Criticism of the Hebrew Bible</i>. Second revised ed. Minneapolis, MN: Fortress, 2001.</p> <p>Waltke, Bruce and M. O'Connor. <i>Introduction to Biblical Hebrew Syntax</i>. Winona Lake: Eisenbrauns, 1990.</p> <p>Wurthwein, Ernst. <i>The Text of the Old Testament</i>. Translated by Erroll F. Rhodes. Grand Rapids: Eerdmans, 1979.</p>
<p>COURSE REQUIREMENTS</p>	<p>Translation: Rough & Smooth</p> <p>Each student will translate ALL the required texts—rough and smooth (approximately 120 verses). Your rough translation must be accompanied with supporting textual, grammatical, syntactical, and lexical data and are due every Thursday. This is a mostly “wooden” translation. The smooth translation should include numerous footnotes indicating the reasons (along with scholarly support) for translation choices. These are due by the end of the day on Saturday of each week.</p> <p>Reading</p> <p>(1) Students will completely read the text on Wisdom literature, and (2) will also read the complete introduction of the Waltke commentary along with his commentary on all passages selected for weekly translation, as well as (3) for the passages chosen for journaling and the Bible Study exegesis.</p> <p>Word Study Cameos (6 pages, ss)</p> <p>Word study reports. Each student will submit “word study sketches” on particular words in assigned verses. “Sketches” are not full blown word studies, but they are intended to provide critical lexical, etymological, and usage data, along with pertinent scholarly findings. These must be posted to Blackboard and made accessible to all members of the class. Three to five word studies are allowed (based upon length, totaling six, single-spaced pages). Each cameo must be at least one page, single spaced in length. <u>Any work beyond 6 pages (single spaced) will count as extra credit anywhere needed in the course work.</u></p>
	<p>Two On-line Devotional Journals (3-4 pages total, ss)</p> <p>Weeks 3 and 6 are the designated texts for these devotional studies. Only the professor and teaching assistant will have access to the “Journal.” These entries should reflect solid translation, syntax, grammar, literary, and lexical understanding, and as such may contain academic sources, footnotes, quotes,</p>

	<p>etc.; however, this portion of the course is intentionally focusing upon the hermeneutical endeavor for life application of the Proverbs. The goal intended is for the student to demonstrate awareness of how to move from the Hebrew Bible to proclamation. Chisholm’s text should become helpful in this endeavor.</p> <p>(Exegetical) Bible Study (5-8 pages, ss) Each student will submit a 5-8 page, single-spaced, TimesNewRoman, 12cpi font, Bible study on any text of the Book of Proverbs (except those chosen for coursework.) The text chosen does not have to be any longer than one verse; but, the student must examine and demonstrate a knowledge of (i) <i>Hebrew grammar</i>, (ii) <i>syntax</i>, (iii) <i>verbal analysis</i>, (iv) <i>clausal analysis</i>, (v) <i>word studies</i>, and (vi) <i>literary context</i> impacts both meaning and application of this text for a real ministry setting.</p> <p>Critical Book Review (3-5 pages, ss) Read and submit a critical report on R. B. Chisholm’s text–3-5 pages, single-spaced, using the text that you have chosen for your Bible study as the basis for your analysis.</p> <p>Please follow the weekly schedule outlined in the Blackboard (BB) Shell. Since BB access will be severed almost immediately after the last day of class, be sure to send a copy of the final exegesis and reading report to both the professor and teaching assistant via email.</p>																
<p><i>COURSE GRADING SYSTEM</i></p>	<table border="0"> <tr> <td>Smooth translations</td> <td>15%</td> </tr> <tr> <td>Rough translations</td> <td>15%</td> </tr> <tr> <td>Reading</td> <td>10%</td> </tr> <tr> <td>Word study cameos</td> <td>15%</td> </tr> <tr> <td>Devotional journals</td> <td>20%</td> </tr> <tr> <td>Bible study exegesis paper</td> <td>15%</td> </tr> <tr> <td>Critical book review</td> <td><u>10%</u></td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Smooth translations	15%	Rough translations	15%	Reading	10%	Word study cameos	15%	Devotional journals	20%	Bible study exegesis paper	15%	Critical book review	<u>10%</u>		100%
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<p><i>COURSE POLICY</i></p>	<p><i>Make-up and Extra-credit</i> <i>None allowed on individual basis</i> The focus of this class is weekly translation. You are expected to keep up, weekly. Vocabulary quizzes will occur every week; once a test has closed, there’s no make up. Thursday and Saturday submissions should be turned in on time every week, as well, although you could work in advance. In summary, this course has a semester “look and feel” with all the assignments having specified due dates. With weekly grades coming from journaling, translation, and vocabulary quizzes, it’s not “smart” to get behind. In the short context of this summer course there is little way to catch up on the translation, reading, and writing. So, be sure to spend adequate time weekly, completing and submitting the required work. OTHO, should a student have a crisis/emergency, do not hesitate to contact the professor to seek a revised schedule for submitting work.</p> <p>Contact me (aengland@nobts.edu) or 985-789-1570 for any questions or to seek my approval for ministry absences. Also, please send me an email in order to let me know when I can call and talk over any questions or concerns about the syllabus.</p> <p><i>Fulfilling the Terms of the Syllabus:</i> No late work accepted without prior written permission. No exceptions. No student will receive a passing grade in this course if all assignments are not completed. Failure to submit any assignment will result in failure of the entire course. As much as a full letter</p>																

	grade drop per day for any work not submitted on time should be expected, though this is determined by the professor for each infraction.
<i>DESCRIPTION of Selected Terms</i>	<p>Rough Translation (includes the following elements footnoted)</p> <ul style="list-style-type: none"> -<i>Student chooses the text for the paper.</i> -<i>Significant grammatical issues</i> (e.g., analyze verb stems, tenses, or principle parts and their usage with the text; the role of the <i>waw</i> in the text; the role of the particles in the text; investigate the use of inseparable prepositions and separable prepositions) -<i>Significant syntactical elements</i> (e.g., analyze the word order of every sentence; group phrases and clauses according to word order; discuss significant insights gleaned from syntactical assessment of the text; Assess the degree to which the author imposed his perspective on the audience or vice-versa [retrospect, prospect, or durative state]) -<i>Textual Critical remarks</i> (analyze every textual critical issue in the text; investigate and offer solutions/reasons for each textual note in BHS, as well as BHK (Kittel, 1937 ed.); this portion should be in paragraph form) <p>Smooth Translation (compare you translation to the translation noted in the Word Biblical Commentary, New American Commentary, and the Anchor Bible commentary; this should be done via a chart, which highlights the differences between all four translations. Provide explanatory remarks (footnotes, endnotes, etc.) showing how you have treated or resolved the grammar and/or syntax issues.</p>

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