



**OTHB 6318 Hebrew Exegesis: Proverbs**  
**New Orleans Baptist Theological Seminary**  
**Biblical Studies Division**  
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### **Mission Statement**

The mission of 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.

### **Core Value Focus**

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is Doctrinal Integrity.

### **Curriculum Competencies**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

- 1. Biblical Exposition:** to interpret and communicate the Bible accurately.

2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
  3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
  4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
  5. **Servant Leadership:** To serve churches effectively through team ministry.
  6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
  7. **Worship Leadership:** To facilitate worship effectively.
- The curriculum competency addressed in this course is biblical exposition.

### Course Description

According to the *NOBTS Graduate Catalog* 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).

### Student Learning Objectives

By the end of this course, the student will be able to:

1. Discuss the shape and structure of the Book of Proverbs.
2. Discuss selected critical issues related to the Book of Proverbs.
3. 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).
4. Identify and discuss specific topics, which are addressed holistically or otherwise, that comprise the message and theology of the Book of Proverbs.
5. Apply the lessons of the Book of Proverbs to the contemporary situation of local churches.
6. 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

### Course Teaching Methodology

The course will involve the following methodologies:

1. The material for each lesson is provided in weekly units for the student to assimilate via self study.
2. Students will demonstrate proficiency in handling the Hebrew text by presenting weekly translations (rough and smooth) of selected Hebrew passages.
3. Students will read (both widely and deeply) in selected, specific areas of the history, grammar, syntax, and biblical theology of the Book of Proverbs. Reflection papers, word studies, and exegetical devotions will be posted so that all the students can engage one

another in assessing the work of this class.

### Course Texts

#### Required texts for classroom discussion:

1. Biblia Hebraica Stuttgartensia; any approved Hebrew Lexicon
2. Waltke, Bruce K., *The Book of Proverbs*. 2 vols. Grand Rapids: Eerdmans,
3. 2004, 2005.
4. Bartholomew, Craig G., and Ryan P. O'Dowd. *Old Testament Wisdom Literature: A Theological Introduction*. Downers Grove, IL: IVP, 2011.
5. Robert B. Chisholm, Jr., *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids, Baker, 1998.

#### Optional texts for course work: (Good reference tools for advanced Hebrew studies)

6. Fuller, Russell T., and Kyoungwon Choi, *Invitation to Biblical Hebrew Syntax: An Intermediate Grammar*. Grand Rapids, MI: Kregel, 2017.
7. Kelley, Page H., Daniel S. Mynatt, and Timothy G. Crawford. *The Masorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*. Grand Rapids: Eerdmans, 1998.
8. O'Connor, M. *Hebrew Verse Structure*. Winona Lake: Eisenbrauns, 1997.
9. Scott, William R. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*.
10. Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. Second revised ed. Minneapolis, MN: Fortress, 2001.
11. Waltke, Bruce and M. O'Connor. *Introduction to Biblical Hebrew Syntax*. Winona Lake: Eisenbrauns, 1990.

### Course Requirements

#### 1. **Weekly Translation of selected texts: Rough & Smooth**

Each student will translate ALL the required texts twice--rough and smooth (approximately 120 verses for the summer course). Your **rough translations** must be accompanied with supporting textual, grammatical, syntactical, and lexical data and are **due every Thursday**. This is a mostly 1/3 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**.

#### 2. **Reading** of the required textbooks

- a. Students will completely read the text on Wisdom literature, and
- b. will also read the complete introduction of the Waltke commentary along with his commentary on all passages selected for weekly translation, as well as
- c. for the passages chosen for journaling and the Bible Study exegesis.

#### 3. **Word Study Cameos** (6 pages, ss)

Word study reports. Each student will submit word study sketches on particular words in assigned verses. Sketches are not lengthy word studies. Even though shorter in length, they should 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.

**Any work beyond 6 pages (single spaced) will count as extra credit anywhere needed in the course work.**

4. **Two On-line Devotional Journals** (3-4 pages total, ss)...*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, 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. Refer to the eight step process for making the analyses of each text.

5. **(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) *Hebrew grammar*, (ii) *syntax*, (iii) *verbal analysis*, (iv) *clausal analysis*, (v) *word studies*, and (vi) *literary context* impacts both meaning and application of this text for a real ministry setting. Refer to the eight step process for making the analyses of each text.

6. **Critical Book Review** (3-5 pages, ss)

Read and submit a critical report (3-5 pages, ss) on R. B. Chisholm's text. This should be single-spaced, using the text that you have chosen for your Bible study as the basis for your analysis.

Eight step Analysis Process

2. **Literary Analysis** – Use the Masorah to unlock how the Masoretes understood the flow of the Hebrew text. Develop your analysis of the literary structure of the entire discourse, highlighting the basic units (paragraphs).
3. **Syntactical Analysis** – You must thoroughly study the role of the verb in the discourse, it's use with the *vav*, as well as main verbs and verbals (infinitives, imperatives, participles). Compile lists of verb stems, frequency, and association with sentence structure.
4. **Text Critical Analysis** – Check the critical apparatus for all the verses of the discourse. Identify which TC concerns are significant and briefly discuss solutions. This may directly relate to literary analysis or word studies.
5. **Word Studies** – These are short, but well thought out sketches of word meanings as constrained by the current context of the text selected for exposition. Be sure to note any significant issues, especially those highlighted by LXX or DSS data.
6. **Clause Analysis** – Present a clausal study of the specific verses chosen for your sermon brief. Discuss the impact of noun clauses that interrupt verbal clauses. Attempt to construct the literary flow of the text in light of these clausal relationships.
7. **Genre Analysis** – Be as precise as possible in identifying all genre considerations in the entire discourse. Provide brief support for your analysis.
8. **Conjunctions** – Analyze every conjunction used in the passage of your sermon brief text. Be thorough! Be sure to use other scholarly material to assist in your assessment of how

the conjunctions are functioning syntactically.

9. **Thematic Studies** (and their relationship to exegesis and exposition of your sermon brief) – Reflect on the previous seven areas and determine if the text contains implicit or explicit themes and components. How do these implicit/explicit ideas impact the exegesis/exposition of your sermon brief idea?

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

### Course Grading System

Smooth translations	15%
Rough translations	15%
Reading of textbooks	10%
Word study cameos	15%
Devotional journals	20%
Bible study exegesis paper	15%
Critical book review	<u>10%</u>
	100%

Extra Credit approved: Additional Word Study research, and additional pages read from optional texts, especially concerning grammar and syntax

### Course Policy

#### *Make-up and Extra-credit*

*None allowed on individual basis*

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 makeup. 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 wise 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.***

Please Contact me ([aengland@nobts.edu](mailto: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.

#### *Fulfilling the Terms of the Syllabus:*

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 grade drop

(typically ½ letter grade) per day late for any work not submitted on time should be expected, though this is determined by the professor for each infraction.

For the course schedule, please see the layout in the BB shell.

## Selected Bibliography of the Book of Proverbs

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Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*. Baker, 1999.

Birch, Bruce C., Walter Brueggemann, Terence E. Fretheim, and David L. Petersen. *A Theological Introduction to the Old Testament*. Second edition. Abingdon, 2005.

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Childs, B.S. *Introduction to the Old Testament as Scripture*. Fortress, 1979.

Collins, John J. *Introduction to the Hebrew Bible*. Fortress, 2004.

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Dillard, Raymond and Tremper Longman III. *An Introduction to the Old Testament*. Zondervan, 1994.

Eissfeldt, O. *The Old Testament: An Introduction*. Translated by P. R. Ackroyd. Harper and Row, 1965.

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Hill, Andrew E. and John H. Walton. *A Survey of the Old Testament*. Third edition. Zondervan, 2009.

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Soggin, J. Alberto. *Introduction to the Old Testament. OTL*. Westminster, 1989.

### Commentaries

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- Longman III, Tremper. *Proverbs. Baker Commentary on the Old Testament Wisdom and Psalms*. Baker, 2005.
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### **Hebrew Lexica**

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### **Biblical-Theological Dictionaries**

- Botterweck, G. J., H. Ringgren, H.-J. Fabry, eds. *Theological Dictionary of the Old Testament*. Eerdmans, 1977.
- Harris, R. L., G. L. Archer, Jr., and B. K. Waltke, eds. *Theological Wordbook of the Old Testament*. 2 vols. Moody, 1980.
- Jenni, E., and C. Westermann, eds. *Theological Lexicon of the Old Testament*. 3 vols. Hendrickson, 1997.

VanGemeren, Willem A., ed. *New International Dictionary of Old Testament Theology and Exegesis*. 5 vols. Zondervan, 1997.

### **Concordances**

Even-Shoshan, E. *A New Concordance of the Old Testament Using the Hebrew and Aramaic Text*. 2nd edition. Baker, 1989.

### **Hebrew Grammars Introductory**

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Dobson, John H. *Learn Biblical Hebrew*. Baker, 2005.

Ross, Allen P. *Introducing Biblical Hebrew*. Baker, 2001.

Seow, C. L. *A Grammar for Biblical Hebrew*. Revised edition. Abingdon, 1995.

### **Intermediate**

Arnold, Bill T., and John H. Choi, *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University Press, 2003.

Benner, Jeff A. *Hebrew Text and Lexicon of Genesis*. College Station, TX:

Virtualbookworm.com Publishing, Inc., 2007.

Goldstein, Jessica W. *The First Hebrew Reader: Guided Selections from the Hebrew Bible*. Berkely, CA: EKS Publishing Co, 2000.

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