I. Course Description

This course introduces basic tools for interpreting the Old Testament. Attention is given to a working knowledge of biblical Hebrew and to principles of interpretation as they inform effective preaching and teaching of the Old Testament.

II. Course Goals

A. To increase the student's grasp of basic vocabulary.
B. To strengthen the student's competence in translation.
C. To equip the student to handle the issues of Hebrew syntax.
D. To be able to use the textual apparatus of BHS in analyzing textual variants.
E. To develop a method for using Hebrew in exegesis and sermon preparation.

II. Textbooks

A. Students may already have the following books, which are required:

1) A Hebrew Bible: *Biblia Hebraica Stuttgartensia* (Hebrew text only) or *Biblia Sacra* (Hebrew and NT Greek)
2) Hebrew Vocabulary Cards (Dillard)

B. Other Required Books:

2) E. R. Brotzman, *Old Testament Textual Criticism*
3) Tremper Longman III, *How To Read the Psalms*, chapters 6-8 on Hebrew poetry
4) Steven D. Mathewson, "Appendix A: Advanced Plot Analysis," in *The Art of Preaching Old Testament Narrative* (APOTN); this text may be used in an Oliver preaching class

C. Other Resources

1) *Christianity Today* articles on translation are made available to the students.
2) **Recommended**: Todd J. Murphy, *Pocket Dictionary for the Study of Biblical Hebrew* (Downers Grove, IL: InterVarsity Press, 2003): this book defines terms a student will come across in the study of languages and is not only useful while in seminary but also for the future.

3. **Recommended** for students without a computer program (Bible Works, Logos, Gramcord/Accordance):

   a) Tod S. Beale, *Old Testament Parsing Guide*
   b) Benjamin Davidson, *The Analytical Hebrew and Chaldee Lexicon*
   c) Wigram, *The New Englishman's Hebrew Concordance*, or it may be titled *The Englishman's Hebrew Concordance of OT*

### III. Basic Course Structure

A. **Quizzes**: the quizzes will be given outside of class. Pick up the quiz from the receptionist and take it in the library. The quizzes will cover vocabulary, translation, parsing, and possibly questions related to syntax. Twelve quizzes will be given; the lowest quiz grade will be dropped. The first time you miss a quiz, for whatever reason, will be your dropped quiz.

B. **Translation**: a portion of Hebrew text will be assigned for each class with a Worksheet on the passage that needs to be completed. You should translate the passage, parse all the verbs, and complete the Worksheet. You do not need to hand in your translation, parsing, or the Worksheets, but there will be a question on the quiz concerning whether you completed the Worksheet. The following is what will be on the quiz in relationship to the parsing of verbs (the terms in parenthesis are Futato's terms):

<table>
<thead>
<tr>
<th>Form</th>
<th>Root</th>
<th>Stem (Pattern)</th>
<th>Aspect (Conjugation)</th>
<th>PGN</th>
<th>Additives</th>
</tr>
</thead>
<tbody>
<tr>
<td>ljoq.YIw</td>
<td>ljq</td>
<td>Qal</td>
<td>Impf</td>
<td>3ms</td>
<td></td>
</tr>
<tr>
<td>wcs</td>
<td>not imp</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

C. An Exegesis Paper is required. It should be based on a Hebrew text of at least 8 verses (see the handout on "Basic Format of the Exegesis Paper").

D. A homiletical outline on an assigned text from Ruth is required. In addition to the outline, your exegetical work on the passage should also be handed in (see the handout "Assignment for Homiletical Outlines").

E. A word study is also required. The student can do the word study laid out in the assignment (see "Doing a Word Study Assignment"), or a word study can be done in connection with the Exegesis Paper.
F. Classroom participation is important and can be a factor in your final grade. If you are regularly late, miss class, or are not well-prepared for class, it can affect your final grade. Such participation includes coming to class, reading the Hebrew text from BHS, translating the text, parsing the verbs, and answering questions in the Worksheets. You must bring your Hebrew Bible to class.

G. Although students may use BibleWorks (or an equivalent) to prepare homework, BibleWorks is not to be used when going over homework in class. Thus each student should bring the results of their homework on a separate sheet of paper (parsing of verbs, translation of the verse, and any other questions on the Worksheet).

V. Grading

30% Quizzes
25% Exegesis Paper
20% Final Exam
10% Ruth Assignment
10% Word Study
05% Reading
# Hebrew Exegesis Syllabus

## Course Objectives Related to MDiv* Student Learning Outcomes

**Course**: Hebrew Exegesis (OT 506)  
**Professor**: Richard P Belcher  
**Campus**: Charlotte  
**Date**: March 2009

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td><strong>None</strong></td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td><strong>Strong</strong></td>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td><strong>None</strong></td>
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<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td><strong>Minimal</strong></td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td><strong>None</strong></td>
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<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td><strong>None</strong></td>
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<tr>
<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td><strong>Moderate</strong></td>
</tr>
<tr>
<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td><strong>None</strong></td>
</tr>
<tr>
<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td><strong>None</strong></td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with</td>
<td></td>
</tr>
<tr>
<td>Significant Public Issues</td>
<td>None</td>
<td></td>
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</tbody>
</table>