Hebrew Exegesis  
Spring  
OT 506  
2012  

John D. Currid  
Thursday 8:30-11:00am  
jcurrid@rts.edu  
601-559-8381 (c)  

TA: Rachel Icard (rachel.icard@gmail.com)  

Course Description  

In this course, we will (1) continue to study Biblical Hebrew morphology, grammar, and syntax; (2) continue to acquire new Hebrew vocabulary; and (3) learn how to study the Bible – the science of Hebrew exegesis! Prerequisites: Hebrew 1 and Hebrew 2.  

Course Protocols  

1. Grading Schedule. The letter grading scale is stipulated by the institutional catalogue.  

2. Attendance and Late Assignments. Attendance is a requirement. Due to the nature of the course offering, absence is not permitted. Students are expected to be on time and prepared for each class section. Late assignments are docked one letter grade per day.  

3. Special Needs. In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the professor at the beginning of the course.  

4. Computers. The use of a computer in class is not recommended. One may be used, if necessary, for note taking purposes. The playing of games, the use of the internet, or work unrelated to the course is prohibited. A first offence will result in the loss of a letter grade. A second offence will result in course failure.  

5. Disclaimer. This syllabus is intended to reflect accurately the learning objectives, instructional format and other information necessary for students to appraise the course. However, during the course of the term, the instructor reserves the right to modify any portion of the syllabus as may appear necessary because of events and circumstances that occur during the semester.  

Textbooks  


Course Requirements

1. We will read the story of Samson in the Book of Judges, selected Psalms, and Isaiah 43. Translations will be turned in on the last day of class. 10% of the final grade.

2. Major exegesis paper. 90% of the final grade.

Course Schedule

February 2  
Introduction and Syllabus
   History of Interpretation

February 9  
Translate Judges 14:1-9. Introduction to BHS. Assignment: Select and translate a narrative passage from the OT for your exegesis paper. The pericope should be between 8-10 verses in length. Read Stuart, 1-33.

February 16 
Translate Judges 14:10-20. Textual Criticism. Assignment: Enter the Hebrew text of your passage into your word processor and, in footnotes, translate the textual apparatus of BHS and comment on any other textual issues. Read Brotzman, 17-132.

February 23 
Translate Judges 15:1-13. Lexical Studies. Assignment: Select two important words from your text and conduct a thorough word study of each. Type a one page summary of each study.

March 1  
Translate Judges 15:14-20. Grammatical and Syntactical Analysis. Assignment: Make a list of 25 grammatical and syntactical observations related to your text. You should make reference to grammars such as Jouon-Muraoka, Waltke and O’Connor, Arnold and Choi, etc.

March 8  

March 15 
Spring Break

March 22 
Translate Judges 16:15-31. Literary Context. Assignment: Using any necessary secondary literature (see Stuart, 118-122), identify the genre of your text and demonstrate the significance of this literary type for your text.

March 29 
Translate Psalm 1:1-6. Historical Context. Assignment: Write a one page summary describing the historical context of your text.

April 5  
Translate Psalm 23:1-6. Biblical Context. Assignment: Identify the appearance of your passage elsewhere in either the OT or the NT. Do these texts help to interpret, explain, or apply your text? Make a list of references and briefly explain what these passages contribute to your understanding and interpretation of the text.
April 12  Translate Psalm 134:1-3; 136:1-13. Systematic Theology. Assignment: To what categories of systematic theology does your passage contribute? Select one appropriate category from systematic theology and write a one page summary detailing how your passage contributes to this area of study.

April 19  Translate Psalm 136:14-26; Isaiah 43:1-3. Secondary Literature. Assignment: Create the bibliography for your paper. List only those works cited in the footnotes or body of your paper. Be certain that your bibliographic entries comply with the appropriate format.

April 26  Translate Isaiah 43:11-21. Application. Assignment: Apply the message of your passage to the life of the modern day believer. How does the passage speak to us today? From Exegesis to Sermon Preparation. Assignment: Create a one-page sermon outline based on your text.

Exegesis Paper

Your exegesis paper must include the following items. Before you turn in your final paper, you must have a fellow student read, edit, and sign the last page of the bibliography.

1. Title Page. See attached example.

2. Hebrew Text. The first step is to import the Hebrew text into your word processing application. At this point, footnote and discuss any relevant text critical issues that appear in the textual apparatus or secondary literature.

3. English Translation. Provide your own translation of the Hebrew text. Footnote any relevant information that relates to your translation. For example, you may comment on how your translation differs from one or more of the standard English Bibles.

4. Introduction and Outline. Give a basic introduction to the content and structure of your passage. In other words, provide the big picture before you begin the verse by verse commentary.

5. Verse by Verse Commentary. Describe the basic content of each verse. Detailed analysis of grammar, syntax, word studies, and historical issues are to be considered.

6. Theological Summary and Conclusions. Tie it all together! This is the “so what” section of the paper. What is the biblical-theological contribution of this passage to the larger narrative complex and to the whole of Scripture? How does it fit in the unfolding of God’s redemptive history? What does your passage teach us of Christian living?

7. Sermon Outline. Create a one page sermon outline from which you could preach.

8. Bibliography. Provide a complete listing of all secondary literature cited in your paper. Entries may include Hebrew grammars, lexicons, word study books, monographs, dissertations, journal articles, or commentaries. Note that one’s consultation of commentaries should be restricted to the final stages of study. It is important that you develop your own exegetical skills rather than rely upon the work of others.
Strike that Rock!
A Study of Exodus 17:1-7

A Paper
Presented to
Dr. John D. Currid
Reformed Theological Seminary (Charlotte)

In Partial Fulfillment of the
Requirements for Hebrew Exegesis (OT 506)

By
Joe Student
May 3, 2012
### Course Objectives Related to MDiv* Student Learning Outcomes

**Course:** Hebrew Exegesis  
**Professor:** Currid  
**Campus:** Charlotte  
**Date:** 4/2009

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

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<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<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</td>
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<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</td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Moderate</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>Minimal</td>
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<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>None</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>Minimal</td>
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<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</td>
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<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>None</td>
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<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>None</td>
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<tr>
<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>None</td>
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