



**OTEN 5304 Exodus**  
**New Orleans Baptist Theological Seminary**  
**Biblical Studies Division**  
**Fall 2021; Thursday 6:00-8:50 pm (NOLA2U Flex)**

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**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Course Description**

A thorough study of the book of Exodus through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, along with consultation of comprehensive commentaries. The course will emphasize proper methods for discovering the meaning of a text and applying it in teaching and preaching. This course has two prerequisites: *Exploring the Old Testament* and *Introduction to Biblical Hermeneutics*.

**Student Learning Outcomes**

In this course, students should:

1. Understand the historical setting, theological themes, and interpretive issues of the book of Exodus.
2. Value the contribution of Exodus to the theological background of preaching/teaching in the local church.
3. Explain certain historical, thematic, and literary issues found in the book of Exodus.
4. Be able to supply a summary analysis of any assigned section of Exodus demonstrating interaction with historical-grammatical exegesis and narrative reading.

**Textbooks and Resources**

Longman, Tremper, III. *How to Read Exodus*. Downers Grove, IL: InterVarsity, 2009.  
Sarna, Nahum M. *Exploring Exodus: The Origins of Biblical Israel*. New York: Schocken, 1996.  
Stuart, Douglas K. *Exodus*. New American Commentary. Nashville: Broadman & Holman, 2006.  
Any modern English translation of the Bible (NASB, NIV, ESV, CSB, etc.)

**Course Teaching Methodology**

This course is primarily lecture-driven, though students are required to participate via regular interaction with the lecture materials as well as individual presentations and other learning assignments.

## Course Requirements

1. Commentary Reading Summaries (15%): All reading assignments should be completed prior to the start of each class period so that students may actively participate in all class discussions. Additionally, students will provide a brief summary of the reading for each week by way of a narrative outline, highlighting major arguments and supplemental information for each reading section. **(1/2 page each)**
2. Discussion Board Posts (20%): Students will participate in weekly discussion boards addressing a specific topic from the readings in the Sarna and Longman texts. These posts are designed to engage students in matters of exegesis and application.
3. Book Review (20%): Students will submit a critical book review of one of the books listed below. The review should be 6-8 pages, double-spaced, consisting of no more than 3-4 pages of summary and at least 3-4 pages of critical evaluation. The book review is due by **October 14**.
  - Dever, William G. *Who Were the Early Israelites and Where Did They Come From?* Grand Rapids: Eerdmans, 2003.
  - Hoffmeier, James K. *Israel in Egypt: The Evidence for the Authenticity of the Exodus Tradition*. New York: Oxford, 1996.
  - Hoffmeier, James K. *Ancient Israel in Sinai: The Evidence for the Authenticity of the Wilderness Tradition*. New York: Oxford, 2005.
  - Janzen, Mark D., ed. *Five Views on the Exodus: Historicity, Chronology, and Theological Implications*. Grand Rapids: Zondervan Academic, 2021.
4. Research Questions (15%): Students will complete three (3) research questions throughout the semester related to the book of Exodus and the exodus event itself. Responses to each question should be a minimum of 3-4 pages, double-spaced 12-point Times New Roman font and include no less than five *critical* sources (critical commentaries, biblical dictionaries/encyclopedias, etc.). Students should take care to ensure that their responses are well-written, adhering to Turabian 8th edition for formatting and footnoting, and well-developed. Each response should include a bibliography but no title page is necessary.
  - September 9** Discuss the arguments for the early and late dates of the exodus.
  - October 21** What is the significance of theophany in the Pentateuch, as a whole, and theophany in the book of Exodus, specifically?
  - November 14** What is the Book of the Covenant?
5. Exegetical Paper (30%): Students will select a passage to exegete from the book of Exodus of no fewer than 10 verses and no more than 25 verses. Exegetical papers should be 18-22 pages, double-spaced 12-point Times New Roman, written in accordance with Turabian 8th edition and will be submitted no later than **December 2**. The paper should include the following:
  - a. Title page
  - b. Background Issues
    - i. Historical context
    - ii. Impact on the message/understanding of the text
  - c. A word study
    - i. Key word from the passage and,
    - ii. Its importance for the message/understanding of the text
  - d. Literary analysis
    - i. Relevant literary features (prose/poetry, parallelism, chiasm, etc.)
    - ii. How does this passage fit into the broader context of the book?

- e. Detailed explanation/interpretation of the text
  - i. Refrain from using commentaries
  - ii. Provide your own explanation/interpretation (paragraph-by-paragraph, verse-by-verse)
- f. Conclusion/Implications
  - i. Summation of your findings
  - ii. Application for the modern Church
- g. Bibliography
  - i. Minimum of 20 *critical* sources

**Late Work:** Late assignments will be assessed a penalty of **ten (10) points each day** after the due date. No assignments will be accepted after December 2.

### Evaluation of Grade

The student's grade will be computed as follows:

Commentary Reading Summaries	15%
Discussion Board Posts	20%
Book Review	20%
Research Questions	15%
Exegetical Paper	30%

### Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### Attendance and Classroom Etiquette

Students are expected to attend all class meetings; however, your professor recognizes that absences are sometimes necessary and/or unavoidable. NOBTS policy mandates that students may miss no more than nine hours of class meetings for a 3-hour class. That means that only three absences are allowed for this class; a student who misses more than three class periods will not receive credit for this course. Attendance will be taken at the start of each class period, so students who arrive significantly tardy may be counted absent for the entire class.

Students are also expected to be respectful of their classmates in any online discussion and interaction. Any student who repeatedly demonstrates a lack of respect for classmates or the professors may be required to meet with the professors and the Dean of Students and could be subject to removal from the class.

### NOLA2U Flex Students

If you are taking this course as a NOLA2U Flex student, please note the following attendance policies:

1. You are required to be in class either through viewing the lectures live or viewing the recorded lectures on Blackboard. When you view the recorded lecture, you will be considered present for that class. Regardless of if you watch the class live or recorded, you are only allowed to miss the amount of class time specified in the NOBTS

attendance policy as stated in the graduate catalog. (See "Absences" category in the website catalog at <https://catalog.nobts.edu/generalinfo/academicpolicies>.)

2. You will be asked to certify that you have been present for the live session or have viewed the recorded session. This certification will be done through a brief discussion question after having watched the class live or viewing the recorded session.
3. All video lectures are available for seven (7) days after the video is posted. If you are unable to view the video within that time frame, you will be considered absent for that class session.
4. Technical issues will not be considered a valid reason for missing a lecture.

### Writing Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

### Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

### Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### Course Schedule

Date	Topic	Reading	Assignments
Aug 20	Syllabus Overview Introduction to Exodus	NAC: 19-52 Sarna: 1-14 Longman: 1-49	NAC Reading Summary; Discussion Board (due Sunday, Aug 23)
Aug 27	Oppression in Israel and the Birth of Moses	<i>Exodus 1:1-2:25</i> NAC: 53-104 Sarna: 15-37 Longman: 51-67	NAC Reading Summary; Discussion Board
Sept 2	The Call of Moses and his First Audience with Pharaoh	<i>Exodus 3:1-7:7</i> NAC: 105-82 Sarna: 38-62	NAC Reading Summary; Discussion Board
Sept 9	The First Nine Plagues	<i>Exodus 7:8-10:29</i> NAC: 183-261 Sarna: 63-80	NAC Reading Summary; Discussion Board; <b>Research Question 1</b>
Sept 16	The Tenth Plague and the Passover	<i>Exodus 11:1-13:16</i> NAC: 261-318 Sarna: 81-102 Longman: 68-82	NAC Reading Summary; Discussion Board
Sept 24	The Exodus Begins . . . and the Complaints Quickly Follow	<i>Exodus 13:17-17:16</i> NAC: 319-401 Sarna: 103-29	NAC Reading Summary; Discussion Board

		Longman: 83-92	
<b>Sept 30</b>	Arrival at Sinai and the Ten Commandments	<i>Exodus 18:1-20:26</i> NAC: 401-73 Sarna: 130-57 Longman: 93-119	NAC Reading Summary; Discussion Board
<b>FALL BREAK (Oct 4-8)</b>			
<b>Oct 14</b>	The Book of the Covenant	<i>Exodus 21:1-23:33</i> NAC: 473-551 Sarna: 158-89	NAC Reading Summary; Discussion Board; <b>Book Review</b>
<b>Oct 21</b>	How Israel is to Worship: The Tabernacle	<i>Exodus 24:1-27:21</i> NAC: 551-601 Sarna: 190-215 Longman: 120-30	NAC Reading Summary; Discussion Board; <b>Research Question 2</b>
<b>Oct 28</b>	How Israel is to Worship: The Priests	<i>Exodus 28:1-31:18</i> NAC: 601-56	NAC Reading Summary
<b>Nov 4</b>	A Sign of Things to Come: The Golden Calf	<i>Exodus 32:1-34:35</i> NAC: 657-744 Sarna: 215-20	NAC Reading Summary; Discussion Board
<b>Nov 11</b>	Construction of the Tabernacle	<i>Exodus 35:1-39:43</i> NAC: 744-85 Longman: 131-142	NAC Reading Summary; Discussion Board
<b>Nov 18</b>	The Tabernacle Completed and The Glory of God Fills It	<i>Exodus 40:1-38</i> NAC: 785-94 Longman: 143-81	NAC Reading Summary; Discussion Board <b>Research Question 3</b>
<b>THANKSGIVING BREAK (Nov 22-26)</b>			
<b>Dec 2</b>	No Class (Final Exam date)		<b>Exegetical Paper</b>

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