

<p><i>Summer 2016</i> Internet</p>	<p>OTHB 6318 INTERNET VERSION ON-LINE <i>Office:</i> HSC 210; (504) 816-8171</p>	<p><i>Adv. Hebrew Exegesis: Proverbs</i> Dr. Archie W. England <i>Cell:</i> (985) 789-1570</p>
<p>MISSION STATEMENT</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>COURSE PURPOSE</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>CORE VALUES</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/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>Mission Focus</i>.</p>	
<p>KEY COMPETENCIES</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>COURSE DESCRIPTION</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>STUDENT LEARNING OUTCOMES</p>	<p><i>By the end of this course, the student will able to:</i></p> <ul style="list-style-type: none"> 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 to.... <ul style="list-style-type: none"> 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>COURSE TEXTS</p>	<p><u>Required texts for classroom discussion:</u></p> <ol style="list-style-type: none"> 1. <i>Biblia Hebraica Stuttgartensia</i>. 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>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, weekly. This is a mostly “wooden” translation. The smooth translation should include numerous footnotes indicating the reasons (along with scholarly support) for translation choices you’ve made. These smooth translations are due by the end of the day on Saturday of each week.</p> <p>Students will completely read the text on Wisdom literature, and will also read the Waltke commentary on all passages translated, as well as for the passage exegeted for the Bible Study.</p> <p>Word Study cameos (or word study reports; sketches), 3-5 being allowed, and are due when indicated within the BB (Blackboard shell). Each student will submit “word study sketches” on particular words (student’s choice) in assigned verses. These 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 BB (during the due week) and made accessible to all members of the class. Each cameo should be a one page, single spaced discussion. <u>Any work beyond 6 double-spaced pages (or 3 ss) will count as extra credit anywhere needed in the course work.</u></p>
	<p>Two on-line devotional journals are required. Weeks 3 and 6 are the designated texts for these devotional studies. Only the professor and teaching assistant will have access to the “Journal.” You will be given the opportunity to discuss the personal application options of one (or all of) the selected texts for each week. 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</p>

	<p>of the Proverbs.</p> <p>(Exegetical) Bible Study. Each student will submit a 4-6 page, single-spaced, Times New Roman, 12cpi font, Bible study on any text of the Book of Proverbs (except those chosen for coursework.) This Bible study should reflect knowledge of the Hebrew grammar and syntax, but it should be tailored for a real ministry setting. It is due by the BB date indicated.</p> <p>Read and submit a critical report on R. B. Chisholm’s text (or the B/O 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>COURSE GRADING SYSTEM</p>	<table border="0"> <tr> <td>Smooth Translations</td> <td>15%</td> </tr> <tr> <td>Rough Translations</td> <td>15%</td> </tr> <tr> <td>Word studies (3-5; 15 pp max)</td> <td>15%</td> </tr> <tr> <td>Two Devotional Journal studies</td> <td>20%</td> </tr> <tr> <td>Required Reading</td> <td>10%</td> </tr> <tr> <td>Bible Study</td> <td>15%</td> </tr> <tr> <td>Critical book review</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Smooth Translations	15%	Rough Translations	15%	Word studies (3-5; 15 pp max)	15%	Two Devotional Journal studies	20%	Required Reading	10%	Bible Study	15%	Critical book review	10%		100%
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<p>COURSE POLICY</p>	<p><i>Make-up and Extra-credit</i> <i>None allowed on individual basis</i></p> <p><i>The focus of this class is weekly translation.</i> You are expected to keep up, <i>weekly</i>. Vocabulary quizzes will occur every week; once a test has closed, there's no make up. Thursday and Saturday submissions should be turned at any time that day each week. This course attempts to connect each student with others, by working together (wiki) and separately (journal, exegesis). Some weekly grades derive from group work (journaling); the rest, individually (translation, testing); so it’s not wise to get behind: there’s just no way to catch up on massive amounts of translation, reading, and writing.</p> <p>Participation in weekly graded activities is required—without any make up allowed-- unless specifically approved by prior contact and agreement with the course instructor (that’s me). <i>Failure to participate in the weekly components of the class in a timely fashion may be considered cause for expulsion or failure of the entire course.</i> Please understand the nature of this course: it is graduate work.</p> <p>Contact me (aengland@nobts.edu) for any questions or to seek my approval for ministry absences. Better, call me @986-789-1570.</p> <p><i>Fulfilling the Terms of the Syllabus:</i></p> <p>No late work is 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 major assignment will result in failure of the entire course. As much as a full letter grade drop per day could be the penalty for any work not submitted by the time expected!</p>																

<p>DESCRIPTION <i>Of Selected Terms</i></p>	<p>Rough Translation (includes the following elements footnoted)</p> <ul style="list-style-type: none"> -Student chooses the text for the paper. -Significant grammatical issues (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) -Significant syntactical elements (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])
	<ul style="list-style-type: none"> -Textual Critical remarks (analyze every textual critical issue in the text; investigate and offer solutions/reasons for each textual note in BHS--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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