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 worshipping 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 **Spiritual Vitality**.

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
This course gives special 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—historical narrative—although some aspects of narrative and speech patterns will likewise be examined.

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 Joshua.
2. Discuss selected critical issues related to the Book of Joshua.
3. Discuss the impact that the Book of Joshua exerts on the chronological debates about the "history of Israel," as well as its role as "history."
4. Identify and discuss (overview) the message and theology of the Book of Joshua. Apply the lessons of Joshua to the contemporary situation of local churches.
5. Utilize the Hebrew language in the preparation of Bible study, in the following ways:
   a. Demonstrate the ability to translate Hebrew from the text of Joshua
   b. Grasp the grammar and syntax of Biblical Hebrew
   c. Investigate words, phrases, and literary structure of Joshua

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 Joshua. Reflection papers, position papers, and threaded discussion boards in which students will engage one another will form a large part of the student's engagement of this study.

Course Texts
Required:
1. Biblia Hebraica Stuttgartensia
4. Any quality, approved Hebrew lexicon.

Optional:

Course Requirements
1. Students must read all required texts and supplementary materials.
2. Prepare and submit weekly translations, both rough and smooth.
3. On weeks 4, 9, and 13 students will submit the following:
   a. Literary Analysis – Use the Masorah to unlock how the Massoretes understood the flow of the
Hebrew text. Develop your analysis of the literary structure of the entire discourse, highlighting the basic units (paragraphs).

b. **Syntactical Analysis** – You must thoroughly study the role of the verb in the discourse, its 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.

c. **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.

d. **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.

e. **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.

f. **Genre Analysis** – Be as precise as possible in identifying all genre considerations in the entire discourse. Provide brief support for your analysis.

g. **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.

h. **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?

4. On weeks 5, 10, and 14 the students will post a sermon brief by Monday evening via the Blackboard blog, based on their translations and the eight researched components. Students will then critique four sermons briefs not their own.

5. Students will take a vocabulary quiz on weeks 1-3, 6-8, and 11-12. The quizzes will be based on translations from the week.

6. Students will complete a biblical theology paper on a selected theme.

### Course Grading System

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Translations</td>
<td>25%</td>
</tr>
<tr>
<td>Rough Translations</td>
<td>12.5%</td>
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<tr>
<td>Smooth Translations</td>
<td>12.5%</td>
</tr>
<tr>
<td>Blog/Discussion</td>
<td>20%</td>
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<tr>
<td>Sermon Briefs</td>
<td>10%</td>
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<tr>
<td>Vocabulary Quizzes</td>
<td>15%</td>
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<tr>
<td>Required Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Biblical Theology Paper</td>
<td>20%</td>
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</table>

**Course Policy**

*Make-up and Extra Credit*

No make-up and/or extra credit will be allowed on an individual basis. The structure of this class centers on translation. There will be weekly dialogue questions posted for interaction between students. These questions are not listed in the course grading system above, but if a student shows exemplary work and dialogue, extra credit will be awarded. Making up work (e.g., threaded discussions, etc.) is not permissible. Every student is required to take part in three debates/discussions.

*Fulfilling the Terms of the Syllabus*

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. A letter grade drop per day for any work not submitted on time should be expected!

**Description of Course Requirements**

The description of each course requirement must be followed by every student. All writing projects must be written
1. **Smooth and Rough Translations**: Each student will turn in weekly translations in the weekly assignment folder. Students can scan their translations or simply type out the smooth and rough translations. If the translations are typed out, the student will footnote the significant parsing (students should not parse basic verbs), and important textual critical remarks, and basic syntactical elements. These translations will be due in weeks 1-3, 6-8, and 11-12. **Rough translations are due on Thursday; smooth translations are due on Saturday.**

2. **8-Component Analysis uploaded to the Blog**: On weeks 4, 9, and 13 the students will upload the analysis of the eight components into the designated BB discussion board for each respective cycle. This format is a place for you to share ideas, thoughts, and insights into the texts from the previous weeks. *Every student should include a brief study on any word he/she found to be interesting. Each student should also include discussions related to the following elements: Literary Analysis (of the entire discourse); Syntactical Analysis (of the entire discourse); Text Critical Analysis (of the entire discourse); Word Studies (of the sermon brief text chosen); Clause Analysis (of text for sermon brief); Genre Analysis (of the entire discourse); Conjunctions (of text for sermon brief); Thematic Studies (and their relationship to exegesis and exposition of sermon brief).*

   Each student should upload all of their work and make it available to one another.

3. **Sermon Briefs**: On weeks 5, 10, and 14 each student should post a sermon brief from any passage within the section. Ideally, all students should endeavor to divide the entire section into appropriate pericopes (so all the text will be covered). A sermon brief should include an outline, background information, exegetical comments that show how the Hebrew informs the exegesis, and footnotes containing important information from the process of translation and the eight components from above (e.g., long footnotes are acceptable—think of these notes as information to yourself which you may need in sermon preparation).

4. **Weekly Vocabulary Quizzes**: These quizzes will be given each week translation is completed. The quizzes contain words and/or phrases from the section translated for the week. The quizzes will be downloaded by the student in a PDF format. The student will complete the quiz in one hour. The quiz should be scanned or the answers typed out and submitted in the weekly folder. The quiz will open on Thursday of each week and close on Sunday at midnight.

5. **Reading Log**: Student should keep a reading log for all reading. Each student will read the introduction to Howard's commentary and the commentary portions for the required translations. Also, the student is required to read pages 1-192 in *A Biblical History of Israel*. The student should also read at least 250 pages related to their work in Joshua from sources in the bibliography. Please submit your log via e-mail to both the teaching assistant and professor at the end of the course.

6. **Exegetical Research Paper or Biblical Theology Paper**: ERP is intended to be an investigation of a selected text from the Book of Joshua (outside the areas treated in the cycles). This ERP should follow the guidelines from Intermediate Hebrew. The BTP should adhere to the requirements listed below.
   a. Title page
   b. Table of Contents
   c. Structural Analysis - The student should identify and explain similarities and differences in the structure of the primary text to other similar texts found in the Old Testament (i.e., textual assessment)
   d. Comparative Analysis
      i. Identify the theological emphases of the text
      ii. Discuss possible secondary/tertiary theological elements
      iii. How does Joshua’s treatment compare with the rest of the Hebrew Bible? (Students should begin at the textual level and move to a conceptual one.)
      iv. How have systematic theologians handled this theme?
      v. How have biblical theologians handled this theme?
vi. Can the two methods be reconciled in this text?

vii. Does the book of Joshua build upon theology found elsewhere?

viii. Does the theological theme change after the book of Joshua?

ix. Do the prophets treat theology as revelation itself?

x. Do they build upon/expand his theology?

e. Bibliography

   i. Minimum of 30 sources
   ii. At least 10 systematic/biblical theologies must be consulted and annotated

Papers should be 8-12 pages, single-spaced

Topics for Biblical Theology Paper (the first 5 are on a first come basis).

<table>
<thead>
<tr>
<th>Land</th>
<th>Miracle (Josh 3-4)</th>
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</thead>
<tbody>
<tr>
<td>Holy War/Genocide</td>
<td>Priesthood (Josh 21-22)</td>
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<td>Origins of Israel</td>
<td>Prophet/Prophecy (Josh 1, 23-24)</td>
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<td>Cursing and Blessing</td>
<td>Obedience/Holiness (Josh 5, 24)</td>
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<td>Historiography</td>
<td>Sin (Josh 6, 9)</td>
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<td>Community/Election</td>
<td>Kingship (Josh 2, 5, 12)</td>
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<td>ANE Deities (Josh 1, 7, 22)</td>
<td>Torah (Josh 1, 21, 23-24)</td>
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<td>Covenant Renewal (Josh 24)</td>
<td>Promise (Josh 1, 5, 23-24)</td>
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<tr>
<td>Holy Days/Festivals (Josh 5)</td>
<td>Revelation (Josh 1, 3, 23-24)</td>
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<tr>
<td>Idols and sacred images (Josh 7)</td>
<td>Tabernacle (Josh 3, 6, 8, 9)</td>
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</tbody>
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Bibliography of Books for Suggested Reading

Who were the Israelites and where did they come from?


What are the minimalist and maximalist views of history in the Book of Joshua?


Theology, miracle, and canon issues in the Book of Joshua


Choose from and read the following articles, along with an additional 100 pages on the theology of Joshua from commentaries, books, and articles.


### Course Schedule

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<th>Passage</th>
<th>Assignments and Due Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Joshua 2</td>
<td>Rough Translation – 8/22&lt;br&gt;Smooth Translation – 8/24&lt;br&gt;Vocabulary Quiz – 8/24</td>
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<tr>
<td>Week 2</td>
<td>Joshua 3</td>
<td>Rough Translation – 8/29&lt;br&gt;Smooth Translation – 8/31&lt;br&gt;Vocabulary Quiz – 8/31</td>
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<tr>
<td>Week 3</td>
<td>Joshua 4</td>
<td>Rough Translation – 9/5&lt;br&gt;Smooth Translation – 9/7&lt;br&gt;Vocabulary Quiz – 9/7</td>
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<tr>
<td>Week 4</td>
<td></td>
<td>Eight Components Research – 9/14</td>
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<td>Week 5</td>
<td></td>
<td>Sermon Brief from Josh 1-3; Blog Josh 2-4; Critique SBs – 9/21</td>
</tr>
<tr>
<td>Week 6</td>
<td>Joshua 6</td>
<td>Rough Translation – 9/26&lt;br&gt;Smooth Translation – 9/28&lt;br&gt;Vocabulary Quiz – 9/28</td>
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<tr>
<td>Week 7</td>
<td>Joshua 7</td>
<td>Rough Translation – 10/3&lt;br&gt;Smooth Translation – 10/5&lt;br&gt;Vocabulary Quiz – 10/5</td>
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<tr>
<td>Week 8</td>
<td>Joshua 8</td>
<td>Rough Translation – 10/10&lt;br&gt;Smooth Translation – 10/12&lt;br&gt;Vocabulary Quiz – 10/12</td>
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<td>FALL BREAK 10/14 – 10/18</td>
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<td>Week 9</td>
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<td>Eight Components Research – 10/26</td>
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<td>Week 10</td>
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<td>Sermon Brief from Josh 6-8; Blog Josh 6-8; Critique SBs – 11/2</td>
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<td>Week 11</td>
<td>Joshua 23</td>
<td>Rough Translation – 11/7&lt;br&gt;Smooth Translation – 11/9&lt;br&gt;Vocabulary Quiz – 11/9</td>
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<td>Week 12</td>
<td>Joshua 24</td>
<td>Rough Translation – 11/14&lt;br&gt;Smooth Translation – 11/16&lt;br&gt;Vocabulary Quiz – 11/16</td>
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<td>THANKSGIVING BREAK 11/25 – 11/29</td>
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<td>Week 13</td>
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<td>Eight Components Research – 11/30</td>
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<tr>
<td>Week 14</td>
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<td>Sermon Brief from Josh 23-24; Blog Josh 23-24; Critique SBs – 12/7</td>
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<tr>
<td>Week 15</td>
<td></td>
<td>Biblical Theology Paper – 12/13</td>
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</tbody>
</table>
SELECTED BIBLIOGRAPHY

Histories of Israel


Commentaries
Joshua


Hebrew Grammars
Introductory


Pratico, G. D. and M. V. Van Pelt. *Biblical Hebrew*


Intermediate


Advanced


Exegetical
