



OTHB 6302 Hebrew Exegesis: Genesis 12-36  
New Orleans Baptist Theological Seminary  
Biblical Studies Division  
Internet - Fall 2020

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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.

### **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 worshiping 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 Mission Focus.

### **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 is an advanced course giving consideration to textual, grammatical, syntactical, literary, and historical issues through verse-by-verse and paragraph-by-paragraph analysis of Genesis 12-36. The course will emphasize proper methods for discovering the meaning of a text and applying it in teaching and preaching. Prerequisites for the course are: OTHB5300 Introductory Hebrew Grammar; OTHB6300 Intermediate Hebrew Grammar for Exegesis; and BSHM5310 Introduction to Biblical Hermeneutics.

## Student Learning Outcomes

In order to interpret and communicate the Bible accurately, by the end of the course, the student should:

1. Be able to apply Hebrew literary, grammatical, and syntactical analysis for translation and interpretation to the practice of interpreting and communicating the Bible accurately.
2. Value working with the original Hebrew language.
3. Be able to translate and exegete, with the help of relevant resources, the Hebrew text of Genesis 12-36.
4. Develop skills in applying the text and principles of Genesis 12-36 to the Christian life through devotional, teaching, and homiletical ministries.

## Course Teaching Methodology

The course will utilize the following methodologies:

1. The introductory material will be set forth in a video lecture format.
2. The theological significance and ministry implications of Genesis 12-36 will be explored through class discussion (via Discussion Boards) and outside reading.
3. Students will practice exegetical skills by writing and presenting (via video) an exegetical paper on an assigned passage.
4. Students will practice translation skills by translating selected passages of the Hebrew text of Genesis 12-36 and parsing the verbs.
5. Students will practice skills in applying the text(s) in ministry contexts by preparing sermon briefs and teaching outlines with a specific audience in mind.

## Textbooks

1. Mathews, Kenneth A. *Genesis 11:27-50:26*. New American Commentary. Nashville: B&H Publishing, 2005. (NAC)
2. Waltke, Bruce. *Genesis: A Commentary*. Zondervan: Grand Rapids, 2001. (BW)
3. *Biblia Hebraica Stuttgartensia*
4. A standard Hebrew lexicon

## Course Requirements

1. Translation (due each Sunday) - Each week, students will translate assigned passages from Genesis 12-36 (see Course Schedule below). Students will also be responsible for parsing important verbs (including all non-Qal verb stems).
2. Commentary Reading (due each Sunday) - Students will be required to read the relevant sections each week from the two commentaries for this course and will be responsible for answering exegetical/topical questions, via Discussion Board, derived from the commentary readings for each passage.
3. Character Study (due November 8) - Students will be required to prepare a character study on one of the key persons in Genesis 12-36 other than Abraham. This study will discuss the narrator's development of the character in the plot of the story as well as the perspectives of the narrator and the reader. The character study should be 3-5 pages, double-spaced and should include a bibliography with a minimum of five (5) critical sources.
4. Sermon Briefs/Teaching Outlines (due October 4 & December 6) - Students will prepare two (2) sermon briefs or teaching outlines for their specific ministry context. These outlines should be no less than one (1) single-spaced page and should demonstrate sound exegetical principles based on the students' translations and commentary readings of the selected passage.

5. **Book Review (due October 18)** - Students will submit a critical book review on 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 interaction.
  - Fokkelman, J. P. *Narrative Art in Genesis: Specimens of Stylistic and Structural Analysis*. 2d ed. Sheffield: JSOT, 1991.
  - Garrett, Duane. *Rethinking Genesis: The Sources and Authorship of the First Book of the Pentateuch*. Grand Rapids: Baker, 1991.
  - Halton, Charles, ed. *Genesis: History, Fiction, or Neither? Three Views on the Bible's Earliest Chapters*. Grand Rapids: Zondervan, 2015.
  - Hess, Richard S., Gordon J. Wenham, and Philip E. Satterthwaite, eds. *He Swore an Oath*. 2d ed. Republished. Eugene, OR: Wipf and Stock, 2007.
  - Kang, Hwagu. *Reading the Wife/Sister Narratives in Genesis*. Eugene, OR: Pickwick, 2018.
6. **Exegetical Paper (due December 17)** - Students will prepare an exegetical paper on a given passage, assigned on a first-come, first-served basis. The paper should include the following elements: translation, verb parsing, interpretation of text-critical notes, at least one brief word study, interpretation of the passage, literary analysis, sermon/teaching outline, and bibliography. The exegetical paper should be 18-22 pages, double-spaced and include a minimum of 20 critical sources, at least 8 of which should be articles from peer-reviewed journals. The exegetical paper should include a cover page and table of contents and should adhere to Turabian's *A Manual for Writers*, 8<sup>th</sup> ed. in form/style.

Late Work: Assignments submitted after the due date will incur a **three (3) point penalty each day** the assignment is not submitted, including weekends. Quizzes and exams may not be made up after they have closed unless prior approval has been granted by the professor.

### Grading Scale and Course Evaluation

Per the NOBTS catalog, the grading scale for the master's program is as follows:

- A - 93-100
- B - 85-92
- C - 77-84
- D - 70-76
- F - Below 70

The student's grade for this course will be made up of the following elements:

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|---|-----|
| A. Translation (w/ parsing)                     | 25% |
| B. Commentary Reading (w/ exegetical questions) | 10% |
| C. Character Study                              | 15% |
| D. Sermon Briefs/Teaching Outlines (x2)         | 15% |
| E. Book Review                                  | 10% |
| F. Exegetical Paper                             | 25% |

### Course Schedule

Blackboard Unit	Assignments due	Due Date
UNIT 1	<i>Course Introduction</i> <b>Read:</b> "Narrative Analysis" article <b>Read:</b> NAC, 21-82; BW, 17-54 <b>Discussion Board:</b> Introductions	Sunday, Aug 30
UNIT 2	<i>Following God's Call from Mesopotamia</i> <b>Translate:</b> Gen 11:27-12:9 <b>Read:</b> NAC, 83-122; BW, 193-210 <b>Discussion Board:</b> Exegetical/Theological Question	Sunday, Sept 6
UNIT 3	<i>Abram in Egypt and Canaan</i> <b>Translate:</b> Gen 12:10-20; 13:1-13 <b>Read:</b> NAC, 122-138; BW, 210-222 <b>Discussion Board:</b> Geographical Implications	Sunday, Sept 13

UNIT 4	<i>Abram &amp; Melchizedek</i> <b>Translate:</b> Gen 13:14-18; 14:17-24 <b>Read:</b> NAC, 138-157; BW, 222-238 <b>Discussion Board:</b> Melchizedek	Sunday, Sept 20
UNIT 5	<i>Covenant Promise Confirmed</i> <b>Translate:</b> Gen 15:1-21 <b>Read:</b> NAC, 157-178; BW, 238-247 <b>Discussion Board:</b> Covenant & ANE Treaties	Sunday, Sept 27
UNIT 6	<i>Covenant Sign: Circumcision</i> <b>Translate:</b> Gen 17:1-27 <b>Read:</b> NAC, 192-208; BW, 257-265 <b>Discussion Board:</b> Function of Circumcision <i>Sermon Brief/Teaching Outline #1 due</i>	Sunday, Oct 4
UNIT 7	<i>Promise of Isaac</i> <b>Translate:</b> Gen 18:1-21 <b>Read:</b> NAC, 208-226; BW, 265-272 <b>Discussion Board:</b> Covenant and Blessing	Sunday, Oct 11
UNIT 8	<i>The Birth of Isaac &amp; God's Provision for Hagar</i> <b>Translate:</b> Gen 21:1-21 <b>Read:</b> NAC, 261-274; BW, 289-297 <b>Discussion Board:</b> God's Provision for Hagar & Ishmael <i>Book Review due</i>	Sunday, Oct 18
<b>FALL BREAK October 19-23</b>		
UNIT 9	<i>Abraham &amp; Abimelech</i> <b>Translate:</b> Gen 21:22-34 <b>Read:</b> NAC, 275-283; BW, 298-300 <b>Discussion Board:</b> Beersheba	Sunday, Nov 1
UNIT 10	<i>Abraham &amp; Isaac: Call of Sacrifice</i> <b>Translate:</b> Gen 22:1-19 <b>Read:</b> NAC, 283-306; BW, 301-311 <b>Discussion Board:</b> Climactic Episode in Abraham's Faith <i>Character Study due</i>	Sunday, Nov 8
UNIT 11	<i>A Bride for Isaac</i> <b>Translate:</b> Gen 24:1-21, 62-67 <b>Read:</b> NAC, 325-348; BW, 323-334 <b>Discussion Board:</b> Importance of the Bride's Heritage	Sunday, Nov 15
UNIT 12	<i>Jacob in the Land of His Forefathers</i> <b>Translate:</b> Gen 28:1-22 <b>Read:</b> NAC, 438-455; BW, 373-375, 382-398 <b>Discussion Board:</b> Jacob's Vow: Fear or Faith?	Sunday, Nov 22
<b>THANKSGIVING BREAK November 23-27</b>		
UNIT 13	<i>Jacob Returns to the Promised Land</i> <b>Translate:</b> Gen 32:9-17, 24-32 <b>Read:</b> NAC, 536-561; BW, 437-450 <b>Discussion Board:</b> Significance of Jacob's Name Change <i>Sermon Brief/Teaching Outline #2 due</i>	Sunday, Dec 6
UNIT 14	<i>Jacob Encounters God at Bethel</i> <b>Translate:</b> Gen 35:1-15 <b>Read:</b> NAC, 610-623; BW, 469-475 <b>Discussion Board:</b> Theophany & Promise	Sunday, Dec 13
UNIT 15	<i>Exegetical Papers due</i>	Thursday, Dec 17

All assignments must be submitted by Thursday, December 17. Any late assignments submitted after December 17 will not be accepted.

## **Additional Items**

**Attendance:** The term may seem strange for an Internet course, but you are expected to "show up" on a regular basis, participate consistently, and submit work as indicated in unit instructions. Failure to "show up" regularly may result in an administrative withdrawal from the course. If you have severe problems that are hindering your adequate participation, please contact the professor as soon as possible.

**Courtesy:** All members of the class are to follow the rules of common courtesy in all communications and interaction. Remember that real people are out there struggling at their keyboards just as you are. Timely and considerate response will be particularly important when students are interacting with other members of the class individually or corporately.

**Submission of Work:** The course is taught at present in something of an "open format," meaning that to some extent you may work at your own pace, within reason of course, but you should submit work on a regular basis. The problem, particularly in study of a language, is that if you get behind in the course, you will find it very difficult to catch up as you might in other types of courses. So approach the work in a disciplined manner, plan specific times to complete your work, and submit assignments regularly and systematically no later than the date given on the schedule above.

**NOTE:** Calling the course "open format" and allowing you to submit work at your own pace, within reason, does not mean that you can submit assignments in any order that you choose. The course is designed so that you make gradual progress in mastery of the language, and assignments that you are to submit are a part of that design. Consequently, assignments are to be submitted according to the order in which they are assigned and will be accepted for grading only in that order. If you are having problems with a particular assignment, that may be a sign that you need to do more study/work/review at that point. It may also be a signal that you need to consult with the professor on the matter.

**Marvels and Messes:** Computers are great tools, but they do not always work correctly all the time. You already know that, so make a practice of backing up your work. Because this is an online class, students are expected to have regular access to a working computer as well as an internet connection. While the professor recognizes that computers sometimes crash or are otherwise problematic, it is the student's responsibility to have a "back-up plan" in place should his/her computer malfunction. In addition, do not wait until the last day, hour, or minute to complete and/or submit your work. You may not be able to log on, the server may down (which does happen from time to time), and God alone knows what else might happen. So plan ahead. *Encountering these kinds of problems during last minute rushes does not constitute an excuse for failure to complete your work in a timely fashion.*

**Honesty and Education:** The Course Covenant already addresses some issues falling into this arena, but another note is in order. In a standard classroom educational environment, the time that all students are together with the professor is a very restricted time, so that great potential for dishonesty has always existed in that setting. With an Internet course, such a potential is certainly more real. While most components of the course will have built-in safeguards, some will not, by the very nature of the work. The challenge, then, for each of you, is to keep before you the goal of learning well the subject matter of this course. In your case, it is the Hebrew language, mastery of which will allow you to read the word of God written in one of its original languages. Such a privilege can hardly be overvalued. So determine to do the work, as it is assigned, so that you will have the best opportunity to succeed in the best sense.

### **Need Technical Assistance?**

[Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [selfserve.nobts.edu](http://selfserve.nobts.edu) website.

[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).

[ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.

[\(504\) 816-8180](tel:(504)816-8180) - Call for any technical questions/support requests.

[www.nobts.edu/itc](http://www.nobts.edu/itc) - General NOBTS technical help information is provided on this website.

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