

OTHB6309 ADVANCED HEBREW EXEGESIS: JOSHUA
New Orleans Baptist Theological Seminary

Disclaimer: This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

MISSION STATEMENT

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.

COURSE DESCRIPTION

According to the *NOBTS Graduate Catalog* 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—historical narrative—although some aspects of narrative and speech patterns will likewise be examined.

COURSE 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 TEXTS

Required texts for classroom discussion:

1. *Biblia Hebraica Stuttgartensia.*
2. Howard, David M., Jr. *Joshua*. Vol. 5, *The New American Commentary.*

- Nashville, TN: Broadman, 1998.
3. Provan, Iain, Philips Long, and Tremper Longman. *A Biblical History of Israel*. Louisville: John Knox Press, 2003.
 4. Scott, William R. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*.
 5. Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. Second revised ed. Minneapolis, MN: Fortress, 2001.
 6. Any quality, approved Hebrew Lexicon.

Optional texts for course work:

- Kelley, Page H., Daniel S. Mynatt, and Timothy G. Crawford. *The Masorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*. Grand Rapids: Eerdmans, 1998.
- O'Connor, M. *Hebrew Verse Structure*. Winona Lake: Eisenbrauns, 1997.
- Waltke, Bruce and M. O'Connor. *Introduction to Biblical Hebrew Syntax*. Winona Lake: Eisenbrauns, 1990.
- Wurthwein, Ernst. *The Text of the Old Testament*. Translated by Erroll F. Rhodes. Grand Rapids: Eerdmans, 1979.

COURSE REQUIREMENTS

1. Each student will translate ALL the required texts. A translation guide with requirements will be posted separately. Be prepared for submitting a rough, smooth, parsed, and analyzed translation.
2. Students must read all required texts and supplementary materials as listed.
3. Each student will attempt each of the weekly quizzes associated with the passage translated. Quizzes will focus on the following areas: vocabulary acquisition, grammar, syntax, accents, and textual criticism.
4. Threaded debates: Each student will take significant part in three discussions/ debates in the following areas: (1) Who are the Israelites, from whence do they come, and how did they end up in the land of Caanan; (2) minimalist and maximalist views of history and its impact on the Book of Joshua; and (3) theology, miracle, and canon issues in the Book of Joshua.
5. A final worksheet, which is divided into three parts, will form the final teaching component of the class. Each question assumes a familiarity with all previous translation and reading work in the class. The worksheet must be completed and submitted in weekly installments by the end of the course.

COURSE GRADING SYSTEM

Contract grade differentiation:

A Contract

- Translation Joshua (1-2, 4-8, 10, & 24) submitted weekly 20%
- Read Howard, reference, and supplementary reading 15%

Quizzes/Testing (Voc/Parsing/Gram&TC/Syn&Accents)	20%
Threaded Debates (3), plus assigned articles	20%
Three part worksheet	25%
B Contract	
Translation Joshua (1-2, 4-8, 10, & 24) submitted weekly	20%
Read Howard plus one further commentary	15%
Quizzes/Testing (Voc/Parsing)	15%
Threaded Debates (3), plus assigned articles	20%
Exegetical Project (25-40 pp, DS, +WS)	25%
C Contract	
Translation Joshua (1-2, 4-8, 10, & 24) submitted weekly	20%
Read Howard plus one further commentary	20%
Quizzes/Testing (Voc/Parsing)	20%
Threaded Debates (3), plus assigned articles	20%
Four Special Study Topics (7-10 pages; 5 sources each)	20%

COURSE POLICY

Make-up and Extra-credit

None allowed on individual basis

Quizzes CANNOT be taken after the scheduled time. BTW, in an on-line course, the quality of your computer and Internet provider (service) is completely up to you; so, please don't expect us automatically to grant you grace for computer failures or Internet failure while testing. Here is the provisional policy, determined solely by the professor (until institutional policies have been established): any test started but not completed and recorded on-line via Blackboard automatically receives the final grade of "F." No restarts or retakes are allowed! Don't ask for exceptions. So be extremely careful during testing times. Now, two or three alternative tests will be allowed, probably at midterm and final exam times. To replace the grade of "F," simply take and use these later scores.

Fulfilling the Terms of the Syllabus:

No late work 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. A letter grade drop per day for any work not submitted on time should be expected!

Netiquette: Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that

will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.