

SECOND YEAR
Pre-Class Written Assignment
Perkins Course of Study School-2013

(211) HEBREW BIBLE I

John Holbert
jholbert@smu.edu 469.358.1436

Textbooks: Lawrence Boadt, *Reading the Old Testament: An Introduction*
Terrence Fretheim, *The Pentateuch*
Harper's Bible Commentary
Michael J. Gorman, *Elements of Biblical Exegesis*

Course Description: The specific objectives of the course include:

1. Formation of a historical overview of the life and faith of ancient Israel.
2. Exegesis of selected passages that illustrate crucial turning points in the history of Israel.
3. Correlation of exegesis with its utilization in preaching and other pastoral functions.
4. Reflection upon ways in which God has been at work in the lives of people in these biblical materials.
5. Ongoing development of an exegetical methodology.
6. Application of these studies to the concerns and issues of the present day.

Boadt's book is an introductory work exploring the study and use of the Old Testament as well as the historical background of ancient Israel. Both of these approaches will be important for the class.

Read the following chapters:

- 1-17 in Boadt (and the suggested Biblical texts).
- Read all of Frethiem.
- Also read chapters 1 and 2 in Gorman. We will use Gorman to do our exegesis in class, so if you want to read more, feel free.

In advance of the course: Prior to the beginning of the course you are required to submit the following written work. Please note the deadline for submission of pre-class assignments.

1. In 2 or 3 sentences, give the meaning and **significance** of the following terms. Note the source that you used.

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|---------------------|-------------|
| a. Canon | f. Exegesis |
| b. Septuagint | g. Yahweh |
| c. Pentateuch | h. Sheol |
| d. Fertile Crescent | |
| e. Qumran | |

2. In **2-3 pages for each essay**, respond to the following:

- a. Explain what Gorman means when he says "Every translation is an interpretation" (56).
- b. What do you think is the importance of knowing that there are two creation stories in the book of Genesis? Read carefully Boadt, 110-119 to help your reflection, but **answer in your own words**. Does this fact trouble you? Why or why not? How would you tell your congregation about this?
- c. Using what you learned in Fretheim, reflect in your own words on what is meant by "author-centered," "text-centered," and "reader-centered" approaches to the text of the Bible.
- d. After reading Boadt, as well as the books of Joshua and Judges, describe the differences between Joshua and Judges in their outlook on the conquest and settlement of Canaan. **Use your own words!** Reflect on what modern theories about the conquest have been put forward to explain what happened and tell me what you think about them.

Your advance assignments should be typed and double-spaced. Use full sentences and good paragraph structure. The work should represent your own best thought. When you use a source, do not forget to give proper credit (by giving the name of the author and the page of the text.) Biblical citations should refer to the chapter and verse and, if the verse is directly quoted, the translation; for example: Gen 1:10 (NRSV).

Please refer to the Guidelines for preparing advance assignments found in the Course of Study handbook. Also refer to Kate Turabians' *Manual of Style* for questions about writing, punctuation, citations, etc

IMPORTANT INFORMATION

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The completed pre-class work for courses 211-514 must be sent to the Course of Study School office **postmarked on or before May 15, 2013** OR submitted electronically through the Locker system (see information below **no later than May 15, 2013 at 11:59.59 p.m.** Pre-class work submitted after May 15 will have grading penalties assessed as follows: (grades are expressed alphabetically from A to F, with F being the lowest grade)

- Submissions dated May 16 - May 31 will receive a one letter grade reduction
- Submissions dated June 1 - June 15 will receive a two letter grade reduction.
- Submissions dated June 16 or later, the student will be dropped from that course registration with no refund (of registration, fees or housing)

A request for an extension requires the following:

- It must be submitted in writing to the director of the Course of Study School. Via e-mail, send to Jeannie Trevino-Teddle at COSSExt@smu.edu. Via regular mail, send to COSS Extension, P.O. Box 750133, Dallas, TX 75275-0133. By fax, send to 214-768-1042). **Make sure that you notify the COSS office of any transmission.**
- It must be received by May 1
- It must state valid reason(s) for needing an extension
- It must state the course name(s) and number(s) for which the extension(s) is/are requested
- It must state the amount of time being requested (not beyond June 15)

In order for an extension request to be considered, the student must be fully registered (i.e., fees paid, signatures acquired, Release of Liability and Course Registration and Housing forms filled out and submitted). Before a decision can be made regarding an extension, the Director will consult with the student's district superintendent, local pastor registrar and instructor.

Optional Electronic Submission for Pre Class Assignments

Course of Study School Lockers

We are offering an alternate method for the submission of pre-class assignments. The Course of Study School is using a "Locker System", Locker.SMU. This system allows COSS students to submit their pre-class assignments electronically. Please remember that we will continue to accept mailed in paper pre-class assignments. Electronic submissions and the use of Locker.SMU is optional.

A Locker will be assigned to each student for each class they are taking. For example, if you are taking Hebrew Bible I (211) and Formation Discipleship (213) you will be assigned two different

Lockers. The instructor for each course will then be able to log in to the Locker System and retrieve your submitted assignments for each particular class.

When your registration is received, the Course of Study School staff will be creating your private Locker(s) and informing you via e-mail when your Locker(s) has been successfully created. In this email, you will receive specific instructions on how to access your Locker(s) and how to upload your assignments.

If you have not registered by May 15th, you will not be guaranteed a locker and you will need to submit your pre-class assignments via postal service.

The Locker System will automatically date and time stamp your submitted assignments to inform the instructor and the Course of Study School staff when the assignment was submitted.

The pre-class assignments should be submitted to the Locker System **ONLY in .doc format.**

When you are ready to submit your pre-class assignments online, but have not received an e-mail with information on how to access your private Locker(s), please contact the Course of Study School staff at COSS@smu.edu with the subject line: Locker Access. The Course of Study School staff will then reply with specific instructions on how to access your Locker(s) and how to upload your assignments.

The completed pre-class work for courses 211-514 must be submitted to the Locker System **no later than May 15th at 11:59:59 p.m.** Pre-class work submitted to the Locker System after May 15 will incur grading penalties as mentioned above on the grading guidelines. The same deadline restrictions apply whether you are submitting pre-class assignments electronically or via postal service.

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Students should keep a printed copy of each assignment and bring a copy of each assignment to class regardless of how the assignment was submitted.

In addition, students should include a one-page autobiography for each instructor.

Each assignment should be typed, double-spaced, or legibly handwritten, with pagination numbers, and be accompanied by a completed cover sheet. A copy of the cover sheet can be found in the Course of Study School Catalogue and can be photocopied, it will also appear as a preloaded file when you access your locker.

Guidelines for writing pre-class assignments and information on academic dishonesty are provided in the Course of Study School catalog, available on the website. Students are expected to understand what constitutes plagiarism. Students who are found to plagiarize are subject to grading penalties, which may include dismissal from the school.