

RTS

O R L A N D O



Th.M. COURSE SYLLABUS

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OT Advanced Hebrew Readings - Pentateuch

J. Nicholas Reid, D.Phil.

## **PROFESSOR'S CONTACT INFORMATION**

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**NAME:** J. Nicholas Reid

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## **COURSE DATES**

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**COURSE DATES:** Tuesdays 1-3 pm (Fall 2026)

## **COURSE OVERVIEW**

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### **DESCRIPTION:**

This seminar involves the reading and analysis of Genesis –Deuteronomy in Hebrew, using the Masoretic Text as reproduced in Biblia Hebraica Stuttgartensia. The Septuagint will be consulted on occasion. Much of the course will be devoted to examining the grammar and syntax of the Tiberian Hebrew. Students will also practice pointing unpointed texts from the Pentateuch.

### **GOALS:**

- To familiarize students with the original text of the Pentateuch
- To gain greater facility with the Tiberian Hebrew reading tradition

## **COURSE DETAILS**

### **1. GRADING SCHEDULE**

Late work will be penalized 1 letter grade per day unless prior permission for late submission was granted. The published RTS grading scale is used in this course. See the latest Catalog.

### **2. DISCLAIMER**

This syllabus is intended to reflect accurately the learning objectives, instructional format and other information necessary for students to appraise the course. However, the instructor reserves the right to modify any portion of this syllabus as may become necessary.

### **3. SUPPORT**

Canvas allows you to interact with the Professor or his teaching assistant via the Inbox function.

Canvas also allows for interaction with classmates. You can interact with classmates via the Student to Student forum or Conferences.

See FAQ on the Home Page or at Modules > Course Resources for instructions on various Canvas features.

## COURSE REQUIREMENTS

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### READING

Pentateuch – Biblia Hebraica Stuttgartensia

*Additional Reading Will Be Required for in class preparation*

### ASSIGNMENTS

#### Class Performance (40%)

- Students should complete each weekly assignment and then come to class prepared to do the following. Translate a selection chosen by the professor from the assigned biblical texts and answer questions about it. Point a selection from the Pentateuch.
- Discuss the assigned scholarly readings in detail and lead the discussion on these occasionally
- Present in class as assigned.

#### Memorization (20%)

- Students will memorize in Hebrew and recite to the professor, the following texts throughout the course of the semester: Gen 15:1-6; Exod 34:6-8; Lev 18:1-5; Num 6:22-27; Deut 6:4-5.

#### Research Paper (40%)

- Students will submit a research paper on a topic of their choosing related to pentateuchal studies. The paper should be 5,000–7,000 words in length, including footnotes but excluding bibliography. The paper should: 1) be devoted to exegetical issues; 2) present a coherent argument on the topic/passage being investigated (this should not be done as a mere commentary); and 3) make connections between the central argument and current scholarly research. The formatting of citations should follow the SBL Handbook of Style, second edition.

## COURSE SCHEDULE

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Date	Reading from BHS	ThM Readings and MA/MDiv Assignments
Aug. 27	Genesis 1–11 (1–4, 6–7) Pointing: Exod 21:2–4	Friedman 1997: 50–69 (ch. 2) Carr 2020: 223–49 (ch. 8)
Sept. 3	Genesis 12–29 (12, 16–19, 22, 27–29) Pointing: Exod 21:5–6	Baden 2012b: 1–44; Steiner 2020; Reymond 2018: 265–287
Sept. 10	Genesis 30–45 (30–32, 34, 37–38, 43–45) Pointing: Exod 21:7–8	<i>Formation of the Pentateuch</i> (Gertz et al., 2016) Schniedewind: 345ff. (ThM Student) Römer: 357ff. (ThM Student) Wöhrle: 391ff. (ThM Student) Zahn: 491ff. (ThM Student) Japhet: 543ff. (ThM Student) Pres.: Producing Plural Nouns – <i>Masters Student</i>

Sept. 17	Genesis 46 – Exodus 6 (Gen 47–49, Exod 1–3) Pointing: Exod 21:9–11	Baden 2012a; Schmid 2012 Pres.: Producing Masc. Nouns with Suffixes – <b>Masters Student</b>
Sept. 24	Exodus 7–24 (7–10, 20–23) Pointing: Exod 21:12–14	Wildenboer 2019; Wright 2009: 29–51 (ch. 2) Pres.: <b>ThM Student</b> Producing Construct Forms of Nouns – <b>Masters Student</b>
Oct. 1	Exodus 25–40 (Exod 25–27, 32, 39–40) Pointing: Exod 21:15–17	Sommer 2008: 12–57 (ch. 1–2); Schwartz 2009 Pres.: <b>ThM Student</b> Producing Fem. Nouns with Suffixes – <b>Masters Student</b>
Oct. 8	Leviticus 1–16 (1–5, 12, 15–16) Pointing: Exod 21:18–19	Feldman 2020: 29–66 (ch. 2) Pres.: Producing the Qatal Verb form – <b>Masters Student</b>
Oct. 15	Reading Week	
Oct. 22	Leviticus 17 – Numbers 4 (Lev 17–20, 25, Num 1–2) Pointing: Exod 21:20–21	Pres.: Knohl 1995 (one student for each item) - Intro, ch. 1, excursus 1 and 2 - ch. 2 and excursus 5 - excursus 3 and ch. 3 - ch. 4 and 5  Pres.: Producing the Yiqtol and Wayyiqtol Forms – <b>Masters Student</b>
Oct. 29	Numbers 5–19 (5–6, 11, 15–17, 19) Pointing: Exod 21:22–23	
Nov. 5	Numbers 20–33 (22–24, 27, 29, 31) Pointing: Exod 21:24–25	Pres.: Erisman 2024 ( <b>ThM Student</b> ) - chapter 1 (The Journey Begins: The Sea) - chapter 2 (Literature as Politics: The Exodus) - chapter 3 (Your God Reigns: The Wilderness) - chapter 4 (The Sense of an Ending: The Land) - chapter 5 (The Rhetoric of Fear: The Priests) - chapter 6 (Trusted in My Household: Moses)  Pres.: Producing Imperative forms – <b>Masters Student</b>

Nov. 12	Numbers 34 – Deuteronomy 11 (Num 34–35, Deut 4–6, 8–9) Pointing: Exod 21:26–27	MacDonald 2012: 59–85 (ch. 2)
Nov. 12	Deuteronomy 12–27 (12–13, 19, 22–24) Pointing: Exod 21:28–29	van der Toorn 2006: 143–172 (ch. 6); Edenburg 2009; Wells 2010: 85–98
Nov. 19	Academic Conferences	
Nov. 26	THANKSGIVING BREAK	
Dec. 3	Deuteronomy 28–34 (28, 32) Pointing: Exod 21:30–32	Nihan and Römer 2013: 145–162; Joosten 2007 (optional)

### Select Bibliography

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**Course Objectives Related to ThM\* Student Learning Outcomes**

Course: OT 6455

Professor: Reid

Campus: Orlando

Date: Fall 2025

<b><u>ThM Student Learning Outcomes</u></b> <i>In order to measure the success of the ThM curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the ThM outcomes.</i>		<b><u>Rubric</u></b> <b>Strong</b> <b>Moderate</b> <b>Minimal</b> <b>None</b>	<b><u>Mini-Justification</u></b>
<b>Articulation (Oral &amp; Written)</b>	Articulates knowledge, both oral and written, regarding advanced biblical, theological, and historical scholarship, demonstrating attention to details, concepts, methods, and frameworks.	Strong	Paper writing and discussion emphasized
<b>Primary Texts</b>	Significant knowledge of, and skills to engage, primary texts within the student's chosen track (Bible or theology). This includes a demonstrated expertise in interpreting primary languages as appropriate (Bible = Greek and/or Hebrew; Theology = optional proficiency in a theological language)	Strong	Study Text in Hebrew
<b>Secondary Literature</b>	Demonstrates a breadth of knowledge of and skill to research and engage critically with secondary literature related to the appropriate discipline.	Strong	In-depth reading of secondary literature
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes a charitable engagement with a wide variety of views, of those both inside and outside the Evangelical and Reformed perspectives)	Moderate	Emphasis placed on analytical argumentation