

# Zechariah

(Intensive format)

OT 549      Zechariah: Heb/Eng

January 18-22, 2010

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## CATALOG DESCRIPTION

The book of Zechariah is studied in light of recent research. Some consideration is given to historical-critical issues (such as authorship, historical and biographical background), but the primary emphasis is upon literary characteristics and theological significance. Exegetical treatment of the book is selective and representative. Special attention will be given to a Pentecostal reading of the text.

## TEXTBOOKS (ENGLISH CREDIT):

1. The Holy Bible (a translation of your choice).
2. Conrad, Edgar W., *Zechariah* (Readings, A New Biblical Commentary; Sheffield: Sheffield Academic Press, 1999).

## TEXTBOOKS (HEBREW CREDIT):

1. The Holy Bible (a translation of your choice).
2. Conrad, Edgar W., *Zechariah* (Readings, A New Biblical Commentary; Sheffield: Sheffield Academic Press, 1999).
3. McComiskey, Thomas Edward, *The Minor Prophets: An Exegetical and expository Commentary* (3 vols.; Grand Rapids, Mich.: Baker Book House, 1992).
4. *Biblia Hebraica Stuttgartensia*

## Supplementary (recommended) Text for Hebrew Credit:

Waltke, Bruce and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990. ISBN 0931464315.

## JOURNAL ARTICLES:

Assigned articles can be downloaded from the Seminary's CAMS website or from the ATLAS database that is accessible through the library website. If you cannot access these sites, please email the professor ([lmartin@cogts.edu](mailto:lmartin@cogts.edu)).

1. Boda, Mark J. "From Fasts to Feasts: The Literary Function of Zechariah 7-8." *Catholic Biblical Quarterly* 65, no. 3 (2003): 390-407.
2. Caldwell, Elizabeth Francis. "Zechariah 8:1-8." *Interpretation* 55, no. 2 (2001): 185-87.
3. Floyd, Michael H. "The Evil in the Ephah : Reading Zechariah 5:5-11 in Its Literary Context." *Catholic Biblical Quarterly* 58 (1996): 51-68.
4. Frolov, Serge. "Is the Narrator Also among the Prophets? Reading Zechariah without Presuppositions." *Biblical Interpretation* 13, no. 1 (2005): 13-40.
5. Petersen, David L. "Zechariah's Visions : A Theological Perspective." *Vetus testamentum* 34, no. 2 (1984): 195-206.
6. Redditt, Paul L. "Israel's Shepherds : Hope and Pessimism in Zechariah 9-14." *Catholic Biblical Quarterly* 51 (1989): 631-42.
7. Schaefer, Konrad R. "Zechariah 14 : A Study in Allusion." *Catholic Biblical Quarterly* 57 (1995): 66-91.
8. Tarazi, Paul Nadim. "Israel and the Nations (According to Zechariah 14)." *St Vladimir's Theological Quarterly* 38, no. 2 (1994): 181-92.
9. Tate, Marvin E. "Satan in the Old Testament." *Review & Expositor* 89 (1992): 461-74.
10. VanderKam, James C. "Joshua the High Priest and the Interpretation of Zechariah 3." *Catholic Biblical Quarterly* 53 (1991): 553-70.

LEARNING OUTCOMES. As a result of taking this course, students should be able to:

1. Experience and give priority to encounter with God through His Word, particularly through the book of Zechariah.
2. Demonstrate knowledge of the Word of God by showing familiarity with the structure, content, theological emphases, canonical context, original context and Pentecostal context of the book of Zechariah.
3. Demonstrate proficiency in the biblical Hebrew (for those taking the course for Hebrew credit) by translating significant portions of the book of Zechariah and passing an exam over the assigned texts.
4. Rightly divide (interpret/discern) the Word of God, in particular the book of Zechariah, by means of a Pentecostal approach to Scripture that utilizes critical appropriation of spiritual and academic resources.
5. Practice and foster community of faith relationships around the Word of God, specifically around the book of Zechariah.
6. Exhibit knowledge of the book of Zechariah that informs Pentecostal faith and practice, both generally and more specifically.
7. Produce ministry of the Word, specifically of the book of Zechariah, through writing, speaking, and enacting the Word in relation to various gifts of ministry.
8. Discern the Spirit of the Word that attends the Word of the Spirit through reverential recognition and response to the presence and voice of the Holy Spirit in and through the book of Zechariah, assessed in the context of Pentecostal community.
9. Be people of the Word by ingesting the Word, specifically the book of Zechariah, to the point that it is embodied in one's life and witness.

#### COURSE REQUIREMENTS:

##### **PHASE I: DURING THE FOUR WEEKS PRECEDING THE ON-CAMPUS SESSIONS**

(Phase I assignments must be submitted at 8:00 AM on the first day of class.)

1. **TEXTBOOKS:** Secure a copy of the textbooks.
2. **THEME OF ZECHARIAH:** Read the entire book of Zechariah at one sitting with the purpose of observing the overall theme of the book. Write a summary of your findings (one page or less), including your suggested theme and the reasons supporting your decision.
3. Read Conrad, Edgar W., *Zechariah*, and write a five-page book review.
4. I recommend that you read the ten assigned journal articles so that you will not be overloaded during the week of class. These readings are required to be completed by the day specified on the schedule.
5. (Hebrew Credit) I strongly recommend that students taking the class for Hebrew credit begin to work through the texts that will serve as the basis of the Phase III Hebrew exam.

##### **PHASE II: CLASS SESSIONS.** (Phase II assignments must be completed during the week of class.)

1. **OBSERVATIONS ON ZECHARIAH:** Read the book of Zechariah again, recording observations as you read. Your reading should correspond to the daily portion of Zechariah. Be prepared to discuss the biblical text and the commentary (Conrad) in the process of class discussions.
2. **JOURNAL ARTICLES:** Read the journal article assigned for the day's class (Directed Study students must submit a one-page response to each article. These responses must not be based upon mere opinion, but must show evidence of critical engagement with the articles).
3. **DISCUSSION:** Class participation in discussions related to Zechariah and to required readings. These discussions must be informed both by the text of Zechariah itself and by the assigned readings. Note the class attendance policy as set forth in the Seminary catalog, pp. 31-32. More than two unexcused absences (4 hours of class time) will require a grade reduction.

##### **PHASE III:** (Phase III assignments must be submitted by 4PM, **February 15, 2010**.)

1. **RESEARCH PAPER:** A 15-20 page, typewritten (double-spaced) term paper, conforming to instructions given below. All late papers are subject to a penalty reduction of up to one letter grade.
2. **PROJECT**
  - a. Students receiving English credit must choose one of the following: 1) Five Sermon outlines, or 2) Book review of another commentary on Zechariah.

- b. Students receiving Hebrew credit will have an exam covering selected texts from Zechariah (see below). Students must make an appointment to take the exam sometime between **February 1-5, 2010**.

TAKE NOTE OF THE FACT THAT NO EXAM IS REQUIRED. HOWEVER, IF STUDENTS FAIL TO BE PREPARED FOR CLASS, A FINAL EXAM WILL BE DEEMED NECESSARY.

#### ASSIGNMENT OF GRADES:

1. English students will be evaluated in the following manner:
 

Observations of Zech.	25%		
Project & Journal resp.	25%		
Term paper	50%		
2. The grade for "Observations of Zech." will include class participation and discussion of reading assignments.
3. Incompletes will be allowed only in exceptional circumstances and will be administered in strict adherence to the School policy (a statement of that policy is available from the Registrar's office). Note the School's policy of levying a \$25 charge for each incomplete.
4. Each student will be responsible for collecting his/her own graded work from Professor Martin. A large, self-addressed and sufficiently stamped envelope is recommended.
5. Grade scale:
 

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	60-66

Please take note of the following policy concerning incompletes:

***An Incomplete is not lightly given.*** It is designed for the rare occasion when the student has been seriously ill or suffered some other hardship beyond one's control (procrastination is not an acceptable reason). Permission to receive an "I" must be requested on forms which are available in the Academic Dean's office and must be approved by the respective teacher and the Academic Dean, ***not later than the last regularly scheduled day of class.*** Under extraordinary circumstances beyond the student's control, the student may apply to the Academic Dean and the instructor and with their approval register for an incomplete and pay the appropriate fee. **Application must be made within one month from the end of the course.**

If the "I" is not removed by one year from the date of enrollment in the course, it becomes an "F". **The student will then need to repeat the course.** No "F" resulting from an "I" may be changed to a passing grade. In such cases the course must be repeated to attain a passing grade and/or academic credit for the course. No "F" resulting from the failure to file for an incomplete may be changed to a passing grade.

In order for this instructor to give permission for taking an Incomplete, the following terms must be met:

1. The request must be based on an emergency which developed at a time and for a length of time that it interrupted work already in progress.
2. The student must describe the nature of the emergency. Matters of a private nature will be received as confidential material.
3. The student must present to the instructor the work that has already been completed. The instructor will evaluate the work in relation to the request.
4. The student must propose a completion date.
5. If the student does not submit the required work on the agreed upon date of completion, a grade of zero for that assignment will be entered on the student's record.

#### **Grading System (exerpted from the Seminary Catalog)**

Factors considered in assessing work and assigning grades:

1. Information Gained - demonstration of useable knowledge of pertinent data, accurately assembled and organized (to include: terms, ideas, theories, dates, names, events, people, places, institutions, processes, documents, etc.).
2. Ability to use Methodology - demonstration of ability to use advantageously the tools and resources of that particular discipline in a way that is fruitful for that course.
3. Ability to Communicate - demonstration of ability to organize and communicate material pertinent to that subject area, including written and, where applicable. verbal skills.
4. Evidence of Originality - demonstration of fresh and new insights into the subject matter and/or its methodology and application.

### Details of Grading System:

The Church of God Theological Seminary uses letter grades. They are to be interpreted by the following guidelines:

**A = EXCELLENT** - represents a high level of information gained. ability to use methodology, ability to communicate and evidence of originality.

**B = ABOVE AVERAGE** - represents an above-average grasp of the information and methodology, a commensurate ability to communicate, an industrious attitude and thoroughness.

**C = AVERAGE** - represents acceptable work, but tends to be mechanical and lacking in originality and depth. It may reflect a lack of concern to excel or ability to demonstrate insight into material studied.

**D = BELOW AVERAGE** - represents unsatisfactory achievement in all areas! but is passing.

**F = UNACCEPTABLE** - represents work that fails to meet the requirements for a seminary course or failure of the student to file for an incomplete. If the course is repeated and successfully passed the new grade, rather than the "F", will be used in calculating the student's G.P.A. and the first course will be expunged from the transcript. **The course must be repeated if it is over a year old and the grade received was an "F".**

### INSTRUCTIONS FOR TERM PAPER

#### FORM

1. This paper should conform to the standard research paper format as found in Kate L. Turabian's guide: A Manual for Writers of Term Papers, Theses, and Dissertations (use latest edition).
2. The bibliography must include at least three Old Testament Introductions, ten commentaries, and five journal articles. Monographs should be consulted if they relate to your passage or topic. These categories must be listed separately in the bibliography. Developing your bibliography should prove to be painless, considering the extensive bibliography that I have provided for you.
3. Footnotes must be placed at the bottom of the page. You must adhere to the guidelines given below as regards footnoting and quoting. Furthermore, due to the concise nature of this paper, direct quotes should be used sparingly. In following a source, you should instead rely primarily upon summarization and paraphrase.
4. Use 12 point type, with a left margin of one and one-half inches and the other three margins of one inch.
5. The finished paper must include the following parts, in this order:
  - Title Page
  - Table of Contents
  - Body of the paper
  - Bibliography
  - Sermon or lesson outlineSamples of these pages are found below.
6. Please keep a copy of your work in case your paper is accidentally lost.
7. Limited use of "Liquid Paper" correction fluid is acceptable, but make it neat.
8. Do NOT put your paper in a binder of any kind. Use one staple in the upper left corner.

## CONTENT

This paper calls for the student to choose a specific passage from Zechariah and present a detailed analysis.

## I. Analysis of a Specific Passage.

The paper should have an introduction, body, conclusion, and bibliography.

A. Although the outline of your paper may follow the structure of the passage that you are studying, the analysis should pay attention especially to the following 3 concerns:

1. **Literary Features:** What is the structure or the apparent divisions and subdivisions of the passage? What distinguishes these parts? What holds them together? What are the prominent themes, words, repetitions, contrasts, symbolisms, etc., and how do they function in the passage? What is the perspective, style, mood, etc.? What is the progression, development, climax, focal point, etc.?

2. **Contextual Factors:** How does the passage reflect, respond, or relate to the surrounding verses and chapters? To the book as a whole? To the surrounding historical and sociological situations? To the themes, patterns, and traditions found elsewhere in the Old Testament and in the ancient world?

3. **Theological Function:** In light of the foregoing considerations, how is life informed, formed, or transformed by this passage? What audience is being addressed? What response is being called for? How might this passage be speaking beyond its own day even unto our own?

B. This analysis should be attempted on your own before turning to research sources. Then you should seek help in 1) commentaries (see below) , 2) other books (see library catalog), and 3) available periodical articles (see ATLA index).

C. This analysis will be evaluated in terms of how well it shows 1) balanced and persuasive interpretation of the passage, 2) integration of your insight with that of recognized scholarship, and 3) clarity and coherence of discussion.

D. The structure of your analysis (the body of the paper) should follow the structure of the biblical text itself.

E. Hebrew and Greek words may be typed or hand printed. English students may use transliterations.

F. Additional Instructions for **Hebrew students**.

(1) Include an appendix with parsing sheets covering the entire passage.

(2) It is not necessary to discuss every Hebrew word and phrase in the body of your paper. However, you must demonstrate that you have done a thorough study of the Hebrew text (see resources below).

## II. Preaching or Teaching Outline (1-2 pages)

A. *Purpose:* One of the core practices of the Seminary is "Witness", and one of the Student Learning Outcomes for this course calls for the student to be able to communicate the message of the Bible. Your writing of the paper demonstrates your ability to communication to the academic audience. Although the Seminary's courses in preaching and teaching are designed to be the primary context where students bridge the gap between academic and practical writing, your preaching /teaching outline should demonstrate your ability to communicate to the the local church audience.

B. *Method:* The preaching/teaching outline should embody a practical approach that exemplifies your own vision for communicating the message of the passage you have studied.

C. *Structure:* The preaching/teaching outline should include the following elements:

Title, Scripture Reference, Introductory statement (1 or 2 sentences),

Thesis statement,

Main points (and sub-points if desired) accompanied by concise sentences that encapsulate each point,

Concluding statement (1 or 2 sentences),

Statement of Desired Outcome (what you hope your hearers will do in response to your preaching).

## GUIDELINES FOR USING FOOTNOTES AND QUOTATIONS

1. Footnotes should be used whenever you employ an idea or words which belong to someone else. A footnote may also be used to certify a given fact or statistic or to give an editorial word of explanation.

2. A footnote must be used immediately after the quotation, statement, or word which you wish to document. A footnote refers only to the statement or word it follows. It cannot be made to refer at the same time to previous sentences in the same paragraph or previous paragraphs, unless all the material lies within the same direct quotation.
3. Any time you duplicate the words of another in the same sequence, even if it is only a short phrase within a sentence, you are quoting. You must designate this as a quotation. Footnoting is mandatory, but footnoting alone does not designate a quotation. There are two ways of designating a quotation, as the following two statements indicate and illustrate. As I have said many times before, "Quotations less than four lines long are so designated by being placed within quotation marks." Furthermore, quotations four lines long or longer are so designated by being placed in an indented, single-spaced block. When this is done, quotation marks should not be used.
4. It is important to introduce a quotation in order to avoid confusing or distorting the context of the quoted author. This is usually done with such phrases as "according to X" or "X says."
5. Quotations should always serve the paper and should not include material which is not germane to the immediate argument.
6. Too much quoting, especially from the same source, will cause you to be overdependent on your sources and unable to synthesize your research into an organized and logical presentation of your own making.
7. Violation of these guidelines will result in penalty reduction of your grade.

### **TERM PAPER EVALUATION CRITERIA**

Your term paper will be graded based upon the categories of research, originality, integration, organization, and style.

#### **The Grade of "A" will be given to your paper if it meets the following qualities:**

Your research shows that you have consulted sources of both high quality and quantity, with excellent documentation. You have accurately and thoroughly presented the important critical issues.

Your paper demonstrates creativity, insight, and cogency. You have fresh, new insights into the subject, the methodology, and the application. This appears to be YOUR paper.

Your work is an excellent example of integration, critical thinking, and the blending of research with your own independent ideas. You show very good interaction with your sources. Your critical thinking is apparent. You have integrated the results of your research with your own ideas.

The structure of your paper is excellent. It is clear and logical, and your thesis is well supported. Your organization of the paper fits the topic very well.

Your English prose is well polished, with superior style and vocabulary. You use excellent transitions and summaries. Finally, you have produced a superior, professional looking paper, with superb analysis and evaluation. Virtually no weaknesses are visible.

#### **The Grade of "B" will be given to your paper if it meets the following qualities:**

Your research shows a good use of sources of some quality. Perhaps more or better sources could have been used, or you overlooked some important questions. You do not seem to be fully aware of critical issues.

Your paper demonstrates some creativity. Your insights are good but not outstanding. It appears that you could have given a bit more thought to the topic.

You have not shown enough interaction with sources. However, some critical thinking is evident. More evidence of integration (the blending of research with your own ideas) is needed.

The structure of your paper is good, but not excellent. It is coherent, but no striking insights are developed.

Your paper shows good English prose for seminary work. Major problems are not apparent in your writing style, but there is room for improvement as you gain experience.

Finally, you have produced a good paper that includes above average analysis and evaluation. Only a few weaknesses are apparent. You should do well in Seminary work, and I believe that you can move up to a higher level as you gain more experience in research and writing.

#### **The Grade of "C" will be given to your paper if it meets the following qualities:**

Your research shows that your use of reference material is no more than adequate for the assignment. You need to work on your skills in research and the use of the library. You are not aware of the scholarly issues surrounding your topic.

Your paper demonstrates little evidence of insight, and the content is somewhat lacking in originality. Invest more time in your own study of the topic.

You show some interaction with sources. More evidence of critical thinking and integration (the blending of research with your own ideas) is needed.

The structure of your paper is acceptable, but needs improvement.

Your writing style shows some flaws and needs to be improved. Please focus some of your time and attention on improving your writing. Finally, you have produced a paper with some good qualities, but with several obvious imperfections. I believe that you can move up to a higher level as you gain more experience in research and writing.

#### **The Grade of "D" will be given to your paper if it meets the following qualities:**

Your research appears to be inadequate for acceptable seminary work. You need to learn how to find sources and/or how to document them.

Your paper demonstrates very little evidence of originality. Have you thought about this topic at all?

You show very little interaction with sources and little integration with critical scholarship. More evidence of critical thinking and integration (the blending of research with your own ideas) is needed.

The structure of your paper is not clear, and your thoughts are not well organized. Please spend more time thinking through your presentation.

Your writing style shows many errors, such as sentence fragments, comma faults, misspelled words, and other such grammatical problems. Finally, for whatever reason, you have produced a weak paper with many imperfections. However, you should not get discouraged. This paper should serve as a learning experience for you, and you can improve your research and writing skills if you will work at it.

### STEP-BY-STEP GUIDE TO WRITING YOUR PAPER

1. Choose the passage that you will study.
2. Read the passage several times and record your observations.
3. Read the OT introductions and commentary introductions to gain an understanding of the biblical book as a whole.
4. Collect books and journal articles.
5. Create a provisional plan for your paper.
6. Read the commentaries, books, and articles, making notes of important ideas, especially as they relate to your own observations.
7. Revise your plan for the paper. Locate any sources that may clarify any questionable issues in the text.
8. Write the paper, integrating and interacting with the relevant sources that you have consulted.
9. Revise and proofread the paper.

### ACCEPTABLE COMMENTARIES ON THE BOOK OF ZECHARIAH

Baldwin, Joyce G., *Haggai, Zechariah, Malachi: An Introduction and Commentary* (Downers Grove, Ill.: Inter-varsity Press, [1st edn, 1972).

Brown, William P., *Obadiah through Malachi* (Westminster Bible Companion; Louisville: Westminster John Knox Press, 1st edn, 1996).

Conrad, Edgar W., *Zechariah* (Readings, A New Biblical Commentary; Sheffield: Sheffield Academic Press, 1999).

McComiskey, Thomas Edward, *The Minor Prophets: An Exegetical and expository Commentary* (3 vols.; Grand Rapids, Mich.: Baker Book House, 1992).

Meyers, Carol L., and Eric M. Meyers, *Haggai; Zechariah 1-8: A New Translation with Introduction and Commentary* (Garden City, N.Y.: Doubleday, 1st edn, 1987).

\_\_\_\_\_, *Zechariah 9-14: A New Translation with Introduction and Commentary* (New York: Doubleday, 1st edn, 1993).

O'Brien, Julia M. *Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi* (Abingdon Old Testament Commentaries; Nashville, TN: Abingdon Press, 2004).

Petersen, David L., *Haggai and Zechariah 1-8: A Commentary* (Philadelphia: Westminster Press, 1st edn, 1984).

\_\_\_\_\_, *Zechariah 9-14 and Malachi: A Commentary* (Old Testament Library; Louisville, Ky.: Westminster John Knox Press, 1st edn, 1995).

Redditt, Paul L., *Haggai, Zechariah and Malachi* (New century Bible Commentary; Grand Rapids, Mich.: Eerdmans, 1995).

Stuhlmüller, Carroll, *Rebuilding with Hope: A Commentary on the Books of Haggai and Zechariah* (International theological Commentary; Grand Rapids: W.B. Eerdmans, 1988).

Sweeney, Marvin A., et al., *The twelve Prophets* (Berit Olam; Collegeville, Minn.: Liturgical Press, 2000).

Unger, Merrill Frederick, *Zechariah* (Grand Rapids,: Zondervan Pub. House, 1963).

Webb, Barry G., *The Message of Zechariah: Your Kingdom Come* (Bible Speaks Today; Downers Grove, Ill.: Inter-Varsity Press, 2004).

Any commentary that is not listed must be approved by the professor. This term paper assignment is focused on constructive scholarly research, therefore, you may not use outdated commentaries or homiletical commentaries. For example, you may not use Luther, Calvin, Poole, Matthew Henry, Wesley, Spurgeon, Adam Clarke, Albert Barnes, etc. You may not use the Pulpit Commentary, the Preacher's Homiletic Commentary, Maclaren's Expositions, etc.

#### RECENT MONOGRAPHS

Boda, Mark J. *Haggai & Zechariah Research : A Bibliographic Survey* (Tools for Biblical Study; Leiden: Deo, 2003).

Boda, Mark J., and Michael H. Floyd. *Bringing out the Treasure : Inner Biblical Allusion in Zechariah 9-14* (JSOTS; London: Sheffield Academic Press, 2003).

\_\_\_\_\_. *Tradition in Transition : Haggai and Zechariah 1-8 in the Trajectory of Hebrew Theology* (Library of Hebrew Bible/Old Testament Studies; New York: T & T Clark, 2008).

Ben Zvi, Ehud. *Utopia and Dystopia in Prophetic Literature* (Publications of the Finnish Exegetical Society; Göttingen: Vandenhoeck & Ruprecht, 2006).

Black, Mark C. "The Rejected and Slain Messiah Who Is Coming with His Angels : The Messianic Exegesis of Zechariah 9-14 in the Passion Narratives." Thesis (Ph D ), Emory University, 1990., 1990.

Clark, David J., and Howard Hatton. *A Handbook on Haggai, Zechariah, and Malachi* (UBS Handbook Series; New York: United Bible Societies, 2002).

Coggins, R. J. *Haggai, Zechariah, Malachi* (Old Testament Guides; Sheffield: Sheffield Academic Press, 1996).

Curtis, Byron G. *Up the Steep and Stony Road : The Book of Zechariah in Social Location Trajectory Analysis* (Society of Biblical Literature Academia Biblica; Atlanta: Society of Biblical Literature, 2006).

Love, Mark Cameron. *The Evasive Text : Zechariah 1-8 and the Frustrated Reader* (JSOTS; Sheffield: Sheffield Academic Press, 1999).

Neusner, Jacob. *Zephaniah, Haggai, Zechariah and Malachi in Talmud and Midrash : A Source Book* (Studies in Judaism; Lanham, MD: University Press of America, 2007).

Stead, Michael R. *The Intertextuality of Zechariah 1-8* (Library of Hebrew Bible/Old Testament Studies; New York: T & T Clark, 2009).

## COURSE OUTLINE AND SCHEDULE

- DAY 1      Discuss Syllabus  
 Context of Zechariah  
 Journal: Frolov, 'Is the Narrator also among the Prophets? Reading Zechariah without Presuppositions'  
 Discuss the structure of Zechariah  
 Zechariah 1-2  
 Journal: Peterson, 'Zechariah's Visions: A Theological Perspective'
- DAY 2      Zechariah 3-6  
 Journal: Tate, 'Satan in the Old Testament';  
               VanderKam, 'Joshua the High Priest and the Interpretation of Zechariah 3'; and  
               Floyd, 'The Evil in the Ephah'
- DAY 3      Zechariah 7-9  
 Journal: Boda, 'From fasts to feasts: the literary function of Zechariah 7-8' and  
               Caldwell, 'Zechariah 8.1-8'
- DAY 4      Zechariah 10-12  
 Journal: Redditt, 'Israel's Shepherds: Hope and Pessimism in Zech. 9-14'
- DAY 5      Zechariah 13-14  
 Journal: Schaefer, 'Zechariah 14: A Study in Allusion' and  
               Tarazi, 'Israel and the Nations'

## INDUCTIVE BIBLE STUDY METHOD<sup>1</sup>

by Lee Roy Martin

### STEP ONE: OBSERVE THE FACTS IN THE TEXT

#### I. Read the entire book at one sitting.

Read as a receiver, observing the message of the book. The books of the Bible were written as individual units, to be read as wholes. You cannot exegete a passage within a book without knowing the message of the whole book. Do not write anything on the first reading. Resources: the more literal Bible translations, e.g. NASB, RSV, KJV.

#### II. Read the entire book a second time.

Read as an investigator. List the facts. Facts are actual data contained in the text. Not mere impressions. List the important facts, but be familiar with everything possible.

##### 1. Observe the literary qualities, that is the form of writing: poetry or prose, and the genre:

Epistles- Observe the occasion (heresy, questions, practical problems), date, destination, formal or informal, understand the context.

Narrative- Observe the characters, setting, plot, etc. Note the facts. Is it a narrative, parable, or discourse?

Apocalyptic- Observe the Symbolism

##### 2. Observe the historical context

Geographical

Specific Historical

Cultural

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<sup>1</sup> For a detailed study of the inductive method see Cheryl Bridges Johns, *Finding Eternal Treasures* (Cleveland, TN: Pathway Press, 1986).

Religious (Do not look at reference works yet. First check for internal references to context. You may use a Bible dictionary.)

III. Read the book a third time.

Relate the Facts to One Another. Relationships between facts demonstrate the author's intent. Note interrelationships between facts.

1. Relate the Compositional patterns (stylistic) found both within the story and story-to-story. (See more detailed description of these patterns on the handout).

Comparison/Contrast

Repetition

Continuity

Climax

Cruciality

Interchange

Particularization

Generalization

Cause and effect

Substantiation

Radiation

Progression

2. Relate the Semantic patterns (some compositional patterns are semantic). (See more detailed description of these patterns on the handout).

Synonyms

Semantic fields

Antonyms

Overlapping words

Contiguous words

Included words

Cognate words

Alliterations

Word frequency

3. Relate Theological patterns

May be semantic, compositional

Movements: e.g. God / Christ, Death / Life

4. Relate the patterns in the form of a structure for the book

Chart or outline the book. Your analysis to this point should have revealed the outline of the book. Base your outline on the natural structure of the text. (See Genesis, Deuteronomy, etc.)

This is a very important step.

5. If you are studying a specific passage in the book, then outline the passage in a more detailed way.

Micro Structure: Within the sentence: Grammar, Syntax, Sentence diagrams

Macro Structure: Sentence level and above: Sentences, paragraphs, divisions, view the progression with flow chart

List the alternatives

(Sample Title Page)

THE KING'S HIGHWAY: AN EXPOSITION  
OF ISAIAH 35:8-10

A Term Paper

Submitted to Lee R. Martin

In Partial Fulfilment  
of the Requirements for the Class  
Old Testament Introduction

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# HEBREW RESEARCH

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Computer software is available that will operate as a concordance, e.g. Logos, Quickverse, CompuBible, BibleWord, Online Bible, BibleWorks for Windows, etc.

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**TRANSLATION ASSIGNMENT FOR HEBREW STUDENTS**

Choose nine of the following passages from the book of Zechariah and translate them into English. Parse the verb forms and explain any important, striking, or unusual syntax. The Hebrew Exam will come from one of these passages. If you prefer, you may add parsing to the Hebrew text, or to your translation; e.g.

וְגַם כָּל-הַדּוֹר הַהוּא נֶאֱסָפוּ (אסַף N Pf 3cpl) אֶל-אֲבוֹתָיו וַיָּקָם (קום Q Imf 3ms) דּוֹר אַחֵר אַחֲרֵיהֶם

And also, all that generation were gathered (N Pf 3cpl אַסַּף) unto their fathers,  
and another generation arose (Q Imf W 3ms קום) after them . . . .

	Heb. text of Zech.	Number of Verses
1	1:13-17	5
2	2:1-5	5
3	3:1-10	10
4	4:1-14	14
5	5:5-11	7
6	6:1-15	15
7	8:1-8	8
8	9:9-17	9
9	11:7-17	11
10	13:1-6	6
11	14:8-9	2
Total 92 verses		

**COMMENTARY REVIEW GUIDELINES****FORM**

The review should be 4-6 double-spaced, typewritten pages.

Use 12 point type.

Left margins should be one and one-half inches and the other three margins should be one inch.

**CONTENT:**

Your book review should reflect that you have carefully read, understood, and evaluated the book you are reporting. A book review should have at least four parts:

## 1. Identification.

List the title, author, publisher, publication date, and total number of pages.

## 2. Theological Stance of the Author.

In one short paragraph, give a brief statement of the author's theology. How does it affect his interpretation.

## 3. Summarize any Distinctive or Unusual Interpretations.

Does the author espouse any interpretations that seem to be significant? Does he challenge your beliefs?

## 4. Evaluation.

This is the most important part. Your evaluation should include the following elements:

1. Your comments on how successful the author was in achieving his purpose.

2. An analysis of specific strengths and weaknesses of the book. For example:

--its literary form

--its readability

--its persuasiveness

--its comprehensiveness

--its biases

--its treatment of Scripture

3. Your opinion of the book.

--Did you think the format of the commentary was effective?

--What was outstanding or interesting about the book?

Was it boring or engrossing.

--Did the book measure up to your expectations?

--Are there any conflicts between the book and your understanding of the issues involved?

--Were any creative ideas suggested to you?

--Would you recommend the book to others? Why or why not?

--How has the book contributed to your understanding of this course?

4. How does it compare to other commentaries?

5. Additional comments you wish to make in evaluating the book, which add to your review. Keep in mind that your ability to interact reflectively and critically with the author is just as important as being able to understand the facts he is arguing. In other words, your review should answer the questions "Why?" and "So what?" as well as the question "What?"

