

# Rocky Mountain School of Ministry and Theology

## Graduate Course Syllabus

### Exegesis of Deuteronomy

### OT731 (Hebrew Exegesis)

Summer 2026  
MTS  
Arvada, CO 80004

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#### **COURSE DESCRIPTION**

An exegetical study of the Hebrew text of Deuteronomy with emphasis upon its literary features, canonical importance, and theological perspective. Hebrew proficiency or OT610 is a prerequisite.

#### **COURSE RATIONALE**

The Book of Deuteronomy stands unique in the canon as a document of covenant renewal for the Israelite nation about to enter the Promised Land. Its tenets and principles have much to instruct every generation, including the modern church.

#### **MTS MISSION**

The mission of Mountain Theological Seminary is to equip followers of Jesus around the world to be spiritual leaders and servants in Christ's church by providing them with a transformative biblical distance education.

#### **COURSE OBJECTIVES**

As a result of this course, students should accomplish the following objectives:

1. Apply, integrate, and research knowledge of the background, content, and themes of the book of Deuteronomy to reading and interpreting specific passages from the Hebrew text.
2. Discern the role of Deuteronomy to the greater narrative of both the Old Testament and the Bible as a whole.
3. Describe and analyze the various views offered by critical scholarship about Deuteronomy.
4. Analyze passages in Deuteronomy through Hebrew linguistic study.
5. Apply principles from Deuteronomy in various church and family settings.

#### **COURSE TEXTBOOKS**

Required reading:

1. Alexander, T. Desmond and Baker, David W. Editors. *Dictionary of the Old Testament: Pentateuch: A Compendium of Contemporary Biblical Scholarship* (Grand Rapids: IVP), 2002, Available in Hardback or 2010 E-book or Kindle).
2. Wright, Christopher J. H. *Deuteronomy Understanding the Bible Series* (Grand Rapids: Baker Academic, 1994), Available in Kindle and Paperback.

3. Work, Telford. *Deuteronomy Brazos Theological Commentary* (Grand Rapids: Brazos Press, 2009), Available in Kindle and Hardback.
4. Monje, Rolan. *Remember the Lord: Reflections on the Book of Deuteronomy* (Spring, TX: IPI, 2020). Available as an e-book through ipibooks.com.
5. Chisholm, Robert Jr., *Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew* (Grand Rapids: Baker, 1999), Available in Kindle and Paperback.

For writing papers please use *Turabian* style and format: The following link is available for reference: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

## COURSE ASSIGNMENTS

1. **Reading.** A reading schedule for OT731 is given below. Students are to read the required textbooks in their entirety and answer questions based on the textbooks. Please purchase the textbooks as early as possible. The reading assignments are worth 10% of your final grade. Applies to objectives 1, 2, and 3.
2. **Classroom Lectures.** For this course, all lectures will be previously taped and available online. Lecture viewing accounts for a total of some 18 hours of coursework and accounts for 10% of your final grade.
3. **Online Discussion.** Students are expected to participate in our online discussion groups.
  - a. At the start of each week, the professors will introduce a topic for discussion. You are to think critically and interact. Feel free to initiate your own discussions and explore subjects that interest you. Note the due dates.
  - b. Online posting and discussion provide unique ways of learning. You should endeavor to express yourself clearly and learn from others as well. This includes disagreeing in ways that are scholarly, considerate, and edifying. (See Online Etiquette section.)
  - c. Online posts per week should total at least 425 words (200+ words for the initial posting, three 75-word responses). This is equivalent to 2.5 hours of coursework/week and altogether makes up 20% of your final grade.
4. **Expository Papers.** Students are to show their ability to analyze Scripture in two research papers.
  - a. Choose a passage from Deuteronomy that interests you. Pray for wisdom to select a passage that will stir your heart and your thoughts.
  - b. Study the passage in the original Hebrew, including each of the following:
    - i. Variants of the passage and other textual attestations
    - ii. Complete parsing
    - iii. Key words in the passage
    - iv. Phrasing
    - v. How the parts contribute to the whole
    - vi. Other contextual elements
  - c. Your study should include research into commentaries, journals, and other references. For each paper, use at least four scholarly secondary sources (not including the primary

required reading for this course). Be sure to consult these only *after* you have read the passage several times and in various translations and garnered initial observations.

- d. When writing an expository paper:
- Include an introduction of a paragraph or so in which you give a general description of the context of the passage. In that paragraph, state the thesis of your paper. The thesis lays out the main conclusions you have formulated that will be fleshed out in the body of the paper.
  - The body of the paper should contain a clear presentation of your findings. As you comment on the text, be sure to indicate and cite other views of significant points that you have uncovered in your study and explain why you have chosen the view you have and rejected others.
  - Include a conclusion to the paper that briefly summarizes what you think is the significance of the passage for 1) your faith in general, 2) what action you personally may need to take as a result of your study, and 3) any other applications to your church or society that you see.
  - Include a bibliography of all the sources you consulted (not just the ones cited in the paper) at the end of the paper.
  - Write the paper according to Turabian style and format (for this reference, see above under “Course Textbooks”), paying attention to spelling, grammar, and style.
- e. Keep your paper to 7-9 pages (2,100-2,700 words). It must be documented with footnotes and a list of works cited.
- f. Note the due dates for each paper. Late papers will be reduced 2% per day. The papers are worth 40% of your final grade.

5. **Homiletic Project.** Create *one* of the following:

- a. A sermon series of 6 sermons or lessons on the Book of Deuteronomy. This should be in detail outline form with at least one full page per sermon. Try to vary your lessons: Do expositions on a verse, a series of verses, chapters, or themes. You may also create an outline for a group discussion, with at least 6 discussion questions to surface key points. If this option is chosen, students should spend about 1.5 hours on each of the sermon/lesson outlines (total = 9 hours).
- b. A video series of 3 lessons on the Book of Deuteronomy. Your intended audience might vary per lesson—adults, youth, or general seekers. Send a link to the instructors through Canvas email. Indicate your targeted viewers in your filename. If this option is chosen, students should spend about 3 hours scripting, filming, and editing each video (total = 9 hours).

Whether you choose a) or b) above, your lessons should be thoughtful and well organized.

Remember to include these items:

- Introduction with a main point of the sermon/lesson specified
- Body of the Lesson (i.e., 2 to 5 main points) which supports the main point of the sermon/lesson above, and
- Practical application for today.

The homiletic project constitutes 14% of your final grade. Applies to objectives 1, 2, and 5.

6. **Question Sets.** There will be three short question sets to be answered. Questions are designed to guide the student to work through select passages in the Hebrew.
- Type your answers directly onto the Word file provided. For parsing questions, use Hebrew font (block type), not transliterated English letters. Download a Hebrew font if necessary.
  - Answers to questions should be emailed directly to the professors through Canvas email. Submit them by midnight Saturday of each assigned week.
  - This accounts for 4.5 hours of coursework (1.5 hours per question set) and makes up 6% of your final grade. Applies to objectives 1, 2, and 4.

Passage for Question Set 1: Deuteronomy 6:1-15.

Passages for Question Set 2: Deuteronomy 10:12-16; 11:18-23.

Passage for Question Set 3: Deuteronomy 31:1-8.

## USDE REQUIREMENTS

The United States Department of Education (USDE) requires a minimum of 135 hours of work for *any* 3-hour course, regardless of how long the course lasts. It does not have to be the *same work* as a traditional 15-week course, but it must be the *same amount* of work.

To meet this USDE requirement, use the following formula for reading and writing workloads: an average adult student takes 1 hour to read and absorb 20 pages of graduate-level text and 1.5 hours to research and write and rewrite 1 page of graduate-level text. Our reading and writing guidelines require about 1,000 pages of reading per course and up to 50 pages of writing per course (including any online posts). Using the formula above, for example, reading 1,000 pages should take about 50 hours and writing 50 pages should take about 75 hours. That is a total of 125 hours, not including any in-class time for any onsite or offsite courses.

Use the following formula for determining total student work hours:

# of hours in class (including online, in person, and video) + (X pages /20) hours of reading + (Y pages of writing and research x 1.5) hours of writing  $\geq$  135 hours. Note that the total number of hours in a course may be more than 135, but it cannot be less.

1 hour in the classroom = 1 hour of course work

20 pages of reading = 1 hour of course work

1 page (300 words) of research and writing = 1.5 hours of course work

1 hour of field research = 1 hour of course work

1 page of online posting (200+ words) = 1 hour of course work.

## COURSE EXAMS/QUIZZES

No exams or quizzes for this course.

## COURSE GRADING

Below is the RMSMT grading scale for this class:

A	Excellent	94–100	4.00
A-		90–93	3.67
B+		87–89	3.33
B	Good	83–86	3.00
B-		80–82	2.67
C+		77–79	2.33
C	Average	73–76	2.00
C-		70–72	1.67
D+		67–69	1.33
D	Passing	63–66	1.00
D-		60–62	0.67
F	Failing	0–59	0.00

## COURSE GRADING RUBRICS

### Exegesis/Exposition Paper Grading Rubric:

Minimum pages	20% of Exegesis Paper Grade 100pts
Cogency of Exegesis (Includes Historical Context, Literary Context Canonical Context, and Theological Context)	20% of Exegesis Paper Grade 100pts
Cogency of Contemporary Application	20% of Exegesis Paper Grade 100pts
Citations and usage of Scholarly Sources	20% of Exegesis Paper Grade 100pts
Grammar and Neatness	10% of Exegesis Paper Grade 50pts
Bibliography	10% of Exegesis Paper Grade 50pts

### Details of Cogency of Exegesis Section of the above Exegesis Paper Rubric are noted below:

Through successful completion of this paper, the student will demonstrate the ability to interpret a biblical text attending to its historical, literary, canonical, and theological contexts.				
	Exemplary	Proficient	Adequate	Unacceptable
<b>Historical Context</b> Identify and engage interpretive implications of relevant matters having to do with setting in history for text and events described in text	23-25 pts	20-22 pts	18-19 pts	0-17 pts
<b>Literary Context</b> Explores matters of genre and literary type as relevant to study of the assigned passage. Relates events and literary features of the passage within narrative and/or literary context of author's book(s) and the Testament in which the book is located.	23-25 pts	20-22 pts	18-19 pts	0-17 pts
<b>Canonical Context</b> Explores how one or more themes from the assigned passage are developed in Old and New Testaments, how the passage informs other biblical texts and how other biblical texts inform the passage being interpreted.	23-25 pts	20-22 pts	18-19 pts	0-17 pts
<b>Theological Context</b>	23-25 pts	20-22 pts	18-19 pts	0-17 pts

Recognizes authority of the assigned passage as Christian Scripture. Explores how the assigned passage informs Christian theology and how Christian theology informs interpretation of the assigned passage. Identifies a point of application for the findings of the paper within the context of a Christian worldview.				
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## COURSE SCHEDULE

Week	Topic	Reading (Deut.)	Reading (Textbooks)/ Lecture	Reading (Dictionary Entry)	Course Workload	Writing Assignment
1 May 24-30	Title, Preamble Historical Review	1:1- 3:29	Wright, 1-44 Work, 17-58 Monje, 19-33*  "Introduction to Deuteronomy" "Title and Preamble"  "Historical Review"	"Deuteronomy, Book of" "Exodus Route and Wilderness Itinerary"	6.5 hours reading (129pp) 3 hours viewing 1 hour sermon/lesson series work <u>2</u> hours writing 12.5 hrs. work	Discussion (post of 200 words by Wed.; <i>three</i> responses of 225+ words total by Sat.)
2 May 31-June 6	General Laws Decalogue	4:1- 5:22	Wright, 45-94 Work, 59-93 Monje, 34-45  "The Decalogue"	"Decalogue"	6 hours reading (120pp) 1 hour sermon/lesson series work 1 hour viewing <u>2</u> hour writing 10 hrs. work	Discussion (same for all weeks)
3 June 7- 13	General Laws	6:1- 11:32	Wright, 95-157 Work, 94-136  "The Shema"	"Covenant"	6 hours reading (125pp) 1 hour sermon/lesson series work 4 hours viewing <u>2</u> hours writing 13 hrs. work	Discussion
4 June 14-20	Right Worship: Physical World Right Worship: Time	12:1- 16:17	Wright, 158-202 Work, 137-66 Monje, 77-85  "Right Worship: Place"  "Right Worship: Time"	"Idols, Idolatry" "Wealth and Poverty" "Sabbath, Sabbatical Year, Jubilee" "Festivals and Feasts"	8 hours reading (163pp) 1 hour sermon/lesson series work 5 hours viewing <u>2</u> hours writing 14 hrs. work	Discussion
5 June 21-27	Authorities	16:18- 18:22	Wright, 203-21 Work, 166-78 Monje, 85-93  "Authorities"	"Judges" "Priests, Priesthood" "Levi, Levites" "Prophets, Prophecy"	5 hours reading (105pp) 1 hour sermon/lesson series work 2 hours viewing 3 hours research/writing <u>2</u> hours writing	Discussion

					13 hrs. work	
6 June 28-July 4	Killing	19:1- 22:8	Wright, 222-47 Work, 179-200 Monje, 94-96	“Warfare” “Herem” “Bodily Injuries, Murder, Manslaughter” “Ethics”	7 hours reading (136pp) 1 hour sermon/lesson series work 2 hours viewing 3 hours research/writing <u>1</u> hour writing 14 hrs. work	Discussion
7 July 5- 11	Improper Relations; Private Property	22:9- 24:22	Wright, 242-63 Work, 200-21	“Sexuality and Sexual Ethics”	5.5 hours reading (110pp) 1 hour sermon/lesson series work 1 hour viewing <u>6.5</u> hrs res./writing 14 hrs. work	Expository Paper 1
8 July 12- 18	Balanced Relationships; Firstfruits Conclusion	25:1- 26:19	Wright, 264-74 Work, 222-35	“Family Relationships” “Wealth and Poverty” “Alien, Foreign Resident” “Firstfruits”	4.5 hours reading (88pp) 2 hours sermon/lesson series work 1 hour viewing <u>2</u> hours writing 9.5 hrs. work	Discussion  Homiletic Project
9 July 19- 25	Curses & Blessings; General Laws	27:1- 31:29	Wright, 275-97 Work, 236-78 Monje, 98-108	“Blessings and Curses” “Agriculture”	5.5 hours reading (114pp) 2 hours viewing <u>2</u> hours writing 9.5 hrs. work	Discussion  Question Set 1
10 July 26- Aug 1	Song & Blessing of Moses; Death of Moses	31:30- 34:12	Wright, 297-315 Work, 279-316	“Moses” “Joshua”	6 hours reading (121pp) 2 hours viewing <u>3</u> hours writing 11 hrs. work	Discussion  Question Set 2
11 August 2-8	Special Topics		Monje, 46-76  “Jesus and Torah” “Deuteronomy in the New Testament”		1.5 hours reading (31pp) 2 hours viewing 5.5 hours research/writing <u>2</u> hours writing 11 hrs. work	Discussion  Question Set 3
12 August 9-15	Special Topics		Monje, 77-95; Review: 117-26; 127-31; 134-35  “The Name of God in Deuteronomy” “The Word of God in Deuteronomy”		1.5 hours reading (37pp) 2 hours viewing 2 hours research/presenting <u>4.5</u> hours res./writing 11 hrs. work  <b>Total Course Hours =142.5</b>	Expository Paper 2

## COURSE GRADING – FINAL GRADE DETERMINATION

Reading & Viewing Logs	20%
Online Posting & Response	20%
Expository Papers (2)	40%
Question Sets	6%
Homiletic Project	<u>14%</u>
TOTAL	100%

## COURSE BIBLIOGRAPHY

Secondary Recommended reading:

Block, Daniel I. *The NIV Application Commentary: Deuteronomy*. Grand Rapids: Zondervan, 2012. [ISBN – 978-0-310-21048-1]

Miller, Patrick D. *Deuteronomy: Interpretation: A Bible Commentary for Teaching and Preaching*. Louisville, KY: John Knox Press, 1990. [ISBN – 978-0664238605]

Wright, Christopher J.H.. *Biblical Theology for Life, The Mission of God's People*. Grand Rapids: Zondervan, 2010. [ISBN 978-0-310-29112-1]

## POLICIES

### ATTENDANCE POLICY

Students are expected to attend every class session. In the event that a student misses one class session, he/she must work with the instructor to determine what is needed to make up what was missed. If the student does not make up the work in a satisfactory manner, the student's final grade will be lowered one letter grade at the end of the course. If the student misses two class sessions, the student's final grade will be lowered one letter grade, provided that he/she makes up work for both class sessions. If that make-up work is not completed, then the final grade will be lowered by two letter grades. If the student misses three class sessions, he/she will be given an F for his/her final grade and not be allowed to finish the course.

At times, students have legitimate extenuating circumstances for their absences from class. If this occurs and the student is doing well in class up to that point, the student can contact the professor of the class and the Dean of the appropriate MTS School and ask for a 30-day extension beyond the end of class to complete the work in the class. This request however must be made at least 2 weeks before the final class session. If a 30 -ay extension is approved beyond the end of class and the student fails to finish all the

requirements of the class by the end of those 30 days, the student will be assigned an F for his/her final grade for that class. Appeals can be made to the MTS President.

### **LATE WORK POLICY**

All work is due when listed in the course syllabus, unless otherwise stipulated by the instructor. Grading of any late work on any assignment during the semester will be done at the discretion of the Instructor. (Note that instructors are not under obligation to accept any assignment that is late but may do so and grade it if they wish according to their discretion). No work may be accepted later than one week after the course concludes, since ***final grades for all classes are due two weeks after the last class session***. The only exception to this policy is for students who request and are granted an official course extension as noted in the above paragraph. All such extensions are granted only for extreme circumstances (extended illness, death in family, etc.), and the extension may not exceed 30 days from the last day of class. Only the appropriate MTS Dean may grant such requests, which must be made in writing at least 2 weeks before the last class session. Otherwise, the grade earned at the end of the class is the one granted.

### **ACADEMIC AND PERSONAL DISCIPLESHIP INTEGRITY POLICY**

It is the policy of MTS that its students and faculty exhibit a high standard of honesty and integrity and a commitment to the Lordship of Jesus Christ. Students are expected to be committed to a living standard depicted in the Bible both academically and relationally both inside and outside of school. Incidents of lack of integrity, including such things as plagiarism, cheating, treating others with lack of respect will be taken seriously and offenders held accountable up to and including probation, suspension and/or removal from their academic program and MTS. All infractions should be reported to the Dean of MTS.

### **INSTRUCTOR/STUDENT COVENANT**

As instructor of this course, I covenant with each student that I will model Christ-like behavior, value and respect each student as a fellow disciple/learner, be prepared for each class session, make appropriate assignments, grade all assignments fairly, return all graded assignments promptly, and be available for consultation outside of class. In return, I expect each student to model Christ-like behavior, value and respect fellow students and me as the instructor, be prepared for each class session, and complete assignments in ways that demonstrate your integrity.

### **ONLINE ETIQUETTE**

Most of the online or hybrid courses in the graduate programs require students to interact with each other and with the instructor on a regular basis (per syllabus instructions). Most of that interaction is done through online comments posted on Canvas. Due to the constraints and unique nature of online communication, students should be aware of the tone or insinuations of any comments they post. Comments can often be misinterpreted when non-verbal cues such as facial expression and voice intonation are not present. Excessive punctuation, such as repeated exclamation points, could be

construed as overly emotional or angry. Students need to consider how remarks might be interpreted by someone who does not know them personally and can only take their words at face value. Students should compose their comments per instructions under the syllabus assignments, paying careful attention to proper grammar and spelling.

## **LIBRARY RESOURCES AND SERVICES**

While MTS does not have an official Physical library onsite. However, we do have an online library for all students. Students can access this library with the link and User ID and Password noted below:

### **MTS Library link and access codes:**

<https://search.ebscohost.com/login.aspx?authtype=ip,uid&custid=s9813984&profile=ehost&defaultdb=aph>

**Username:** rmsmt2016

**Password:** ICOC!YYYY (YYYY = Current Year)

There are also many theological school libraries which are available in the Denver area for students to use with the schools' permission. These include:

The Denver Seminary Library  
6399 South Santa Fe Drive  
Littleton, Colorado 80120

Colorado Christian University  
8787 W. Alameda Ave.  
Lakewood, CO 80226

Iliff School of Theology  
2323 E. Iliff Ave.  
Denver, CO 80021

In addition, there are several State University libraries in the Denver area which can be visited for research including the University of Colorado in Boulder, Regis University, University of Colorado in Colorado Springs, Colorado College in Colorado Springs, Naropa University in Boulder. The best search engine for biblical article research is EBSCO ATLA Religion with Serials data base which can be found at all of the above libraries.

Please also visit any theological or university library in your area of the world to see if they have access to ATLAS Religion data base or other religious/counseling search engines. In Colorado, you may also check with local libraries for the availability of EBSCO *Academic Search Premier* data base. It searches many well respected academic religious journals.