

ACTS

SEMINARIES

Associated Canadian Theological Schools of Trinity Western University

BIB 692 LS – Special Topic Exploring the Septuagint Pentateuch

Robert J. V. Hiebert, PhD, and colleagues
Professor of Old Testament
Summer - 2022
3 credit hours
Prerequisites: Intermediate level Greek
Introductory Hebrew

E-mail: robh@twu.ca
Course Dates: May 1 – July 31, 2022
Class Days: May 16 – 20, 2022
Class Time: 8:30 a.m. – 12:30 p.m.*
*Pacific Daylight Saving Time

Note: This course will be delivered via live-streaming. Students will be able to participate in real time through interactive, online live-streaming of class sessions. Please see a more detailed description with guidelines and participation requirements in the Live-Streamed Courses appendix at the end of this syllabus.

I. Course Description

This course will focus on the books of the Pentateuch in the Septuagint version. It will deal with pertinent textual, philological, literary, historical, and theological issues. Class sessions will be led by members of the John William Wevers Institute for Septuagint Studies who are preparing commentaries on the Septuagint Pentateuch for the Society of Biblical Literature Commentary on the Septuagint (SBLCS) series: Rob Hiebert – Genesis; Larry Perkins – Exodus; Dirk Büchner – Leviticus; Jean Maurais – Deuteronomy.

II. Objectives

By the end of this course, each student will have:

- 1) read the Greek and English texts of the Septuagint Pentateuch;
- 2) evinced a developing awareness of how the Greek translators reconfigured their Semitic source texts;
- 3) exhibited awareness of how aspects of the context of this undertaking left their imprint on the translation product;
- 4) demonstrated appropriate use of relevant research tools for the study of the Septuagint in general and the books of the Pentateuch in particular;
- 5) shown evidence of knowledge of the foundational principles and methodology of the Society of Biblical Literature Commentary on the Septuagint (SBLCS) series;

- 6) gained experience in both explicating a passage of the Septuagint Pentateuch in accordance with SBLCS protocols and communicating the results of his/her research.

III. Course Textbooks and Readings

- Büchner, Dirk, ed. *The SBL Commentary on the Septuagint: An Introduction*. SCS 67. Atlanta: SBL Press, 2017. [259 pages]
- Gallagher, Edmon L. *Translation of the Seventy: History, Reception, and Contemporary Use of the Septuagint*. Abilene: ACU Press, 2021. [286 pages]
- Pietersma, Albert and Benjamin G. Wright, eds. *A New English Translation of the Septuagint. Genesis – Deuteronomy. Pages xiii-xx, 1-173*. New York / Oxford: Oxford University Press, 2007, 2009. [Electronic edition available at <http://ccat.sas.upenn.edu/nets/edition/>]
- Septuaginta: Id est Vetus Testamentum graece iuxta LXX interpretes edidit Alfred Rahlfs*. Robert Hanhart, rev. ed. *Pages 1-354*. Stuttgart: Deutsche Bibelgesellschaft, 2006.

Additional Resources Available Online through the TWU Library:

Religious Studies Resources: Hebrew/Greek/Latin:

<https://libguides.twu.ca/religiousstudies/greekhebrewlatin>

IV. Course Assignments

Typically, a student is expected to spend approximately 40 hours to complete the work necessary to earn 1 semester hour of credit, hence 120 hours for a 3 credit course. This includes time spent in class, and participation in all five class sessions is required. All assignments must be completed in order to receive credit for this course. Those that have not come in by August 3, 2022 will not be accepted.

Several kinds of assignments have been created to help students work through the required material and to acquire the skills that are necessary for the responsible interpretation of these books.

- 1) Readings, Class Participation, Reading Statement:

Read the Greek text of the books of the Pentateuch in Rahlfs' edition along with the corresponding pages in NETS, and *The SBL Commentary on the Septuagint: An Introduction* edited by Büchner. A list of passages that will be the focus of class discussions is included in the Course Outline below (p. 5), and students should connect via Zoom for classes during the week of May 16-20 prepared to read and discuss those passages. Submit **Reading Statement** (p. 12 of this syllabus) on **June 15**.

- 2) Word Study Paper

An interesting word study in the book of Numbers involves investigating the different ways that the Greek translator rendered the Hebrew term מִצְוָה , which occurs 11 times in the book. Identify the different Greek counterparts to this term, and discuss the significance of these different terms in the passages in which they are found. Why might this kind of semantic differentiation occur in the book? Do some exploration in *Thesaurus Linguae Graecae (TLG)* to see how the Greek terms were used in Greek literature prior to, or contemporaneously with, the Greek Pentateuch. Consider what contextual factors may have led to the translation choices that were made. Determine whether their usage in Numbers comports with their usage elsewhere or whether there are

distinctive nuances in the books we are studying in this course. Write up the results of your research in a **1000 word** paper (excluding footnotes and bibliography). Due **May 31**.

3) Class Presentation and Commentary Paper

Prepare a philological commentary in accordance with **SBLCS Guidelines** on a section of the Greek text of one of the books of the LXX Pentateuch, a section that is in the range of fifteen verses in length. None of the passages that will be the focus of class discussion (see Course Outline, p. 5) or that are covered in Büchner's *The SBL Commentary on the Septuagint: An Introduction* are eligible for this assignment. In this commentary, students should "provide an overview of the results of their descriptive analysis of the text-as-produced," distinguishing at any given point between the translation's alignment with "the formal features of the source text" and its orientation toward "the conventions of the target language" (Guidelines §4.2.1(i)). In the process, they should deal with the text's "lexicon, syntax, and textual-linguistic makeup" in order to "evaluate the text with respect to models of textual production" in other contemporaneous, non-translation literature (§ 4.2.3.1(i)); "note major differences in order and contents, such as major additions, omissions, and transpositions with respect to the MT" (§4.2.4.1(i)); "focus on identifiable and characteristic transformations, namely, deliberate manipulations of the source text that characterize a given translation technique, that are nonobligatory and not purely grammatical, and that are therefore not linguistically determined" (§4.2.5.1(i)); and, where relevant, "draw attention to Greek rhetorical conventions" that pertain to matters such as "word choice...the melodious arrangement of words...and the figures of speech in which the words are set" (§4.2.5.2(i)). This paper should be **4500 words** in length (excluding footnotes and bibliography). Students will prepare a **preliminary 20 minute presentation** for the final class session (**May 20**) in which they identify the passage they have chosen, describe some of the key problems that will need to be addressed, and discuss the research strategies that they plan to employ. The commentary paper is due on **July 15**.

4) Reflection Paper

Based on your reading of *The SBL Commentary on the Septuagint: An Introduction* edited by Büchner, the **SBLCS Guidelines** (to be provided), and your own commentary assignment for this course, write a personal reflection paper of 1500 words highlighting at least five significant issues with which you have grappled while familiarizing yourself with the approach and methodology of this commentary project, and discuss ways in which you have addressed the challenges inherent in such an undertaking. Due **July 31**.

Notes:

1. The grades for written assignments will be based on both their content and the quality of the student's writing. Papers should be carefully researched, well written, properly formatted and footnoted, and should include a bibliography of works consulted and cited.
2. Citation or other use of sources must be scrupulously documented. Plagiarism in submitted assignments must be avoided. Penalties for plagiarism may range from receiving an F on the paper to failing the entire course.

Grading Scale

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.

C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Grade Allocations

1. Readings, Class Participation (May 16-20), Reading Statement (June 15)..... 15%
2. Word Study Paper (May 31)..... 15%
2. Class Presentation (May 20) and Commentary Paper (July 15)..... 50%
3. Reflection Paper (July 31) 20%

V. Submission of Assignments

Written assignments should be submitted as Word documents.

VI. Course Outline

- May 1-15 Readings: Γένεσις, Ἔξοδος, Λευϊτικόν, Δευτερονόμιον, *Septuaginta* (Rahlfs/Hanhart), pp. 1-209, 284-354; NETS, pp. xiii-xx, 1-106, 141-173; Gallagher, *Translation of the Seventy*;
Büchner, *The SBL Commentary on the Septuagint*, pp. vii-ix, 1-167, 257-259.
- May 16 Introductions; Genesis 12:10-13:1; 15:12-18; 26:1-3; 41:53-42:17; 47:28-31; 50:1-3, 7-9, 24-26 (Rob Hiebert).
- May 17 Exodus 15:1-18; 32:1-14 (Larry Perkins).
- May 18 Leviticus 24:10-17; Papyrus texts (translations will be provided):
P. Mich. 1.57; SB 18 13256; SB 22 15762; P. Gurob 2; P. Hib. 1.34;
P. Cair. Zen. 59034; IG XI,4 1299 and 1247 (Dirk Büchner).
- May 19 Deuteronomy 25:1-12; 32:1-9 (Jean Maurais).
- May 20 Student Presentations; Discussion and Conclusions.
- May 31–June 15 Readings: Ἀριθμοί, *Septuaginta*, pp. 210-283; NETS, pp. 107-140;
Büchner, *The SBL Commentary*, pp. 169-256.
- May 31 Due date for Word Study Paper.
- June 15 Due date for Reading Statement.
- July 15 Due date for Commentary Paper.
- July 31 Due date for Reflection Paper.

VII. Select Bibliography

Aitken, James K., ed. *The T&T Clark Companion to the Septuagint*. London: Bloomsbury T&T Clark, 2015.

Biblia Hebraica Stuttgartensia. 5th ed. Stuttgart: Deutsche Bibelgesellschaft, 1997.

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- Brown, F., S. R. Driver and C. A. Briggs. *The Brown-Driver-Briggs Hebrew and English Lexicon*. Peabody: Hendrickson, 1996. [= BDB]
- Bulletin of the International Organization for Septuagint and Cognate Studies*. 1968–2010. [= BIOSCS]
- Clines, D. J. A. *The Dictionary of Classical Hebrew*. 8 vols. Sheffield: Sheffield Academic Press, 1993-2011. [= DCH]
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- Conybeare, Frederick C. and St. George Stock. *A Grammar of Septuagint Greek*. Grand Rapids: Zondervan, 1980.
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- Dogniez, Cécile. *Bibliography of the Septuagint = Bibliographie de la Septante: (1970-1993)*. Leiden: Brill, 1995.
- Fernández Marcos, Natalio. *The Septuagint in Context: An Introduction to the Greek Versions of the Bible*. Translated by Wilfred G. E. Watson. Leiden: Brill, 2000.
- Grabbe, Lester. *Judaism from Cyrus to Hadrian*. London: SCM Press, 1992.
- Hatch, Edwin and Henry A. Redpath. *A Concordance to the Septuagint and the Other Greek Versions of the Old Testament*. 3 vols. Oxford: Clarendon, 1897-1906. One-volume reprint including Takamitsu Muraoka's *Hebrew/Aramaic Index to the Septuagint*. Grand Rapids: Baker, 1998.
- Hengel, Martin. *Judaism and Hellenism: Studies in their Encounter in Palestine during the Early Hellenistic Period*. 2 vols. Philadelphia: Fortress, 1974.
- Hiebert, Robert J. V., ed. "Translation Is Required": *The Septuagint in Retrospect and Prospect*. SBLSCS 56. Atlanta: Society of Biblical Literature, 2010.
- Holladay, Carl R. *Fragments from Hellenistic Jewish Authors*. Volume 1: *Historians*. Texts and Translations 20. Pseudepigrapha Series 10. Chico: Scholars Press, 1983.
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- Koehler, L., and W. Baumgartner et al. *The Hebrew and Aramaic Lexicon of the Old Testament*. 5 vols. M. E. J. Richardson et al., trans. and ed.; Leiden: Brill, 1994-2000. [= HALOT]
- Kraus, Wolfgang and R. Glenn Wooden, eds. *Septuagint Research: Issues and Challenges in the Study of the Greek Jewish Scriptures*. SBLSCS 53. Atlanta: Society of Biblical Literature, 2006.

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- Wevers, John William. *Notes on the Greek Text of Leviticus*. SBLSCS 44. Atlanta: Scholars Press, 1997.
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Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (to create an account or log in, go to: <http://libguides.twu.ca/EndNote/>) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware that it is necessary to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information may be found at the following website: <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, go to <http://www.eturabian.com/turabian/index.html> or <http://www.calvin.edu/library/knightcite/> (“Chicago” stands for “Turabian”).

CANIL students should consult with their own faculty on specific requirements.

Please check with your professor to find out which style he/she recommends you use!!

Course Evaluations

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes). Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Director's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

Scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar). Learning what constitutes plagiarism and avoiding it are the student's responsibility. Excellent resources describing plagiarism and how to avoid it have been prepared by TWU Librarian William Badke:

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

Equity of Access

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at:

<http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

Policy Information and Student Concerns

Information on academic and community life policies and procedures that affect students can be found in the ACTS *Academic Catalogue*, which is available on the ACTS website (www.actsseminaries.com) under the *Academics* tab. Students who wish to communicate concerns or to lodge academic appeals are welcome to contact the appropriate faculty or staff

member directly, or to fill out and submit the relevant Concerns & Grievances or Appeals form found on the *Files & Forms* page of the *Current Students* section of the ACTS Website.

Appendix: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in-group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience.

Requirements for Participating in a Live-streamed Course

- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets.

ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming ***requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone***. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly before the first class session.

Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, ***be sure you are fully ready for each class session before the class begins***. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to “arrive” as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.
- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:
 - Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.
 - Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the Zoom link fails.)

- Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as “distance” education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.

Reading Statement
Exploring the Septuagint Pentateuch
BIB 692 LS

Assigned Readings:

- May 1-15 Γένεσις, Ἔξοδος, Λευϊτικόν, Δευτερονόμιον, *Septuaginta* (Rahlfs/Hanhart), pp. 1-209, 284-354.

 NETS, pp. xiii-xx, 1-106, 141-173.

 Gallagher, *Translation of the Seventy*.

 Büchner, *The SBL Commentary on the Septuagint*, pp. vii-ix, 1-167, 257-259.
- May 16–June 15 Ἀριθμοί, *Septuaginta* (Rahlfs/Hanhart), pp. 210-283.

 NETS, pp. 107-140.

 Büchner, pp. 169-256.

*Record the percentages for the appropriate options below. Then sign (legibly and in English) and date this statement. **Due: June 15, 2022.***

I completed _____% of the assigned readings.

I failed to complete _____% of the assigned readings.

NB: The total of the two preceding percentages cannot exceed 100%!!

Signed: _____ Date: _____

Please print your name (in English!) _____