



## **OTHB 6300 Intermediate Hebrew Grammar**

New Orleans Baptist Theological Seminary  
Biblical Studies Division  
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**Professor's Name:** Archie W. England  
Chair of the Division of Biblical Studies  
Professor of Old Testament and Hebrew,  
occupying the J. Wash Watts Chair of Old Testament Hebrew  
**Office:** 210 Hardin Student Center  
**Phone:** 504.252.4455 x.8102; 985.789.1570 (cell)  
**Email:** [aengland@nobts.edu](mailto:aengland@nobts.edu)

**Teaching Assistant:** Ricky Michalski  
**Email:** rickymichalski@gmail.com

### **Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### **Core Value Focus**

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment. The emphasis this year is on **Spiritual Vitality**

## Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competency addressed in this course is biblical exposition.

## Course Description

Intermediate Hebrew grammar builds upon the foundation of Introductory Hebrew grammar (basic grammar and vocabulary). Thus, the first task of Intermediate Hebrew Grammar is to solidify the student's understanding of Hebrew grammar, particularly the weak verb patterns and suffix forms for nouns, pronouns, prepositions, and verbs. The second task of Intermediate Hebrew Grammar is to have the student thoroughly work through sample readings from the different genres in the Hebrew Bible. The third task of Intermediate Hebrew grammar is to introduce the student to the functional role of Hebrew syntax and textual criticism for translation and exegesis of the Hebrew Bible. The final task of intermediate Hebrew Grammar is to expand the student's basic vocabulary. Viewed together, the tasks of this course are designed to prepare a student for the immediate use of Hebrew in the preparation of biblical sermons as well as for the studies in advanced Hebrew grammar and exegesis.

## Student Learning Outcomes

1. The student will be able to understand how to improve biblical exegesis by means of Hebrew grammar and syntax.
2. The student will demonstrate how to apply the benefits of Hebrew word studies, syntax, literary analysis, genre nuances, or text critical issues in the proclamation of the Bible (Hebrew Bible).
3. The student will be able to communicate clearly the meaning of the original Hebrew text, especially as influenced by genre, lexicography, context, and literary structure.

## Course Teaching Methodologies

The course will involve the following methodologies:

1. The material for each lesson will be introduced in a lecture format.

2. Students will practice the skills discussed in class through classroom exercises, workbook exercises, oral reading, and occasional quizzes and exams.
3. Students will further demonstrate knowledge and skill by preparing a research project that integrates key components of Hebrew grammar and syntax.
4. To build upon the foundation of the introductory Hebrew course, this intermediate course is designed to be a working laboratory approach. The student will develop further in Hebrew by regular translation of the various Hebrew genres in the Old Testament. This approach does involve some lecture (mostly at the beginning of the course) but is mainly focused on showing learners the bigger picture. Consequently, students will be instructed in the Masorah, the critical apparatus, word studies, and analysis of selected components of Hebrew grammar and syntax. Preparation for class will require consistent weekly translation (initially at a rough level) but will build to a level of a more smooth rendering of the Hebrew text. The final research project will allow the student and the professor to assess how well the student has assimilated and synthesized the course materials.

### **Embedded Assignment**

Each student will prepare an exegetical project on an assigned passage from one of the Old Testament genres. The text must be approximately 2-5 verses. The student will complete an in-depth exegesis and indicate the impact of the critical apparatus, syntax, and grammar assessment on these 2-5 verses. This paper should be 10-12 pages double-spaced with no less than 20 critical or technical sources (if available by then).

*The rubric for grading this assignment is attached to the syllabus. Please complete the assignment according to the syllabus and this rubric.*

**OTHB6300 Embedded Assignment Grading Rubric applied to each student:**

		NAME	
<b>Grammar</b> .....	<b>15%</b>	<b>Content</b> .....	<b>35%</b>
Spelling	10	Exegesis	75
Punctuation	50	Textual Criticism assessment	13
Fragments			
FS; CS		Masorah analysis	12
Run Ons			
Sentence Structure; clarity	10	Literary analysis	20
Verb Tenses	10	Grammatical/syntactical analysis	30
Misplaced/Dangling phrases	10	Genre issues	10
Split Infinitives, etc.	10	Historical Context	15
		Application	25
<b>General Composition Concerns</b>			
.....		<b>15%</b>	
Paragraph flow	25	Style (readability)	25
Focus (completeness)	25	Depth of Analysis	25
<b>Mechanics/Turabian</b> .....	<b>15%</b>	<b>Documentation</b> .....	<b>20%</b>
Title Page	25	Footnotes	10
Table of Content	25	Style/Form	7
# Subheading levels		Punctuation	3
Proper outlining			
Period leaders		Use of Researched Data	40
Page #s/		Frequency of Notation	8
SubHeadings	25	Adequacy of Interaction	16
Margins	25	Quality of source analysis	16
Block Quotes, etc	9	Quality of Sources	25
Top/Bottom	8	Primary	
Left/Right	8	Secondary	
		Journals	
		Bibliography	25
Word Studies		Bonus	
		Penalties	
FINAL PROJECT GRADE=====>>			

Embedded Assessment Tool that will be applied thereafter to the whole class (specifically, the sample selected).....

**COMPETENCY ASSESSMENT RUBRIC – EMBEDDED ASSIGNMENT  
ASSESSMENT ANALYSIS WORKSHEET  
OTHB 6300 INTERMEDIATE HEBREW FOR EXEGESIS**

Site \_\_\_\_\_ Format \_\_\_\_\_ Semester \_\_\_\_\_

**Student Learning Outcomes:**

1. The student will be able to understand how to improve biblical exegesis by means of Hebrew grammar and syntax.
2. The student will demonstrate how to apply the benefits of Hebrew word studies, syntax, literary analysis, genre nuances, or text critical issues in the proclamation of the Bible.
3. The student will be able to communicate clearly the meaning of the original Hebrew text, especially as influenced by genre, lexicography, context, and literary structure.

**Assignment Description:**

1. Prepare an exegetical paper on an assigned passage from one of the Old Testament genres. The text will consist of 2-5 verses in order to address textual meaning, textual criticism, syntax, grammar, context, and literary structure. The paper should be 10-12 pages, double-spaced, using 12 pt Times New Roman font, and employ no less than 20 critical and/or technical sources.
2. Document and interact with key contributors in the field of study and demonstrate how the use of appropriate tools and resources can assist in the exegetical research process of investigating a selected passage for exegesis.

DOMAIN	LEVEL	INADE- QUATE (0)	BASIC (1)	COMPE- TENT (2)	GOOD (3)	EXCEL- LENT (4)
UNDER- STANDING The Student:	Understands how to improve biblical exegesis by means of Hebrew grammar and syntax					
APPLICA- TION The Student:	Applies the benefits of Hebrew word studies, syntax, literary analysis, genre nuances, or text critical issues in the proclamation of the Hebrew Bible					
COMMUNI- CATION The Student:	Communicates clearly the meaning of the original Hebrew, especially as influenced by genre, lexicography, context, and literary structure-for the life of contemporary believers					

3. Communicate how exegesis of biblical texts impacts the faith and life of contemporary believers.

## Textbooks

### Required:

*Biblia Hebraica Stuttgartensia*

Any standard Hebrew Lexicon (Holladay; BDB; or KB). Use of electronic sources are allowed.

Brotzmann, Ellis R., and Eric J. Tully. *Old Testament Textual Criticism: A Practical Introduction*. 2d edition. Grand Rapids, MI: Baker Book House, 2016.

Frederic Putnam and Matthew Patton, *Basics of Hebrew Discourse*. (Grand Rapids: Zondervan, 2019).

Miles van Pelt, *Biblical Hebrew Vocabulary in Context*. (Grand Rapids: Zondervan, 2019).

William R. Scott. *A Simplified Guide to Biblia Hebraica Stuttgartensia: Critical Apparatus, Masorah, Accents, Unusual Letter, and Other Markings*. Berkley, CA: Bibal Press, 1987.  
**THIS WILL BE PROVIDED**

Frederic Putnam. *Hebrew Bible Insert: A Student's Guide to the Syntax of Biblical Hebrew*. Quakertown, PA: Stylus Publishing, 1996. **THIS WILL BE PROVIDED**

### Optional:

**Page H. Kelley, Daniel S. Mynatt, and Timothy G Crawford. *The Massorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*. Grand Rapids: Eerdmans, 1998.**

**Russell T. Fuller and Kyoungwon Choi, *Invitation to Biblical Hebrew Syntax*. Grand Rapids: Kregel, 2006.**

**Emanuel Tov. *Textual Criticism of the Hebrew Bible*. 3rd ed. Fortress Press, 2011.**

Duane A. Garret and Jason DeRouchie, *A Modern Grammar of Biblical Hebrew*. (Nashville: B&H), 2009.

*Bruce K. Waltke and Michael Patrick O'Connor. An Introduction to Biblical Hebrew Syntax*. (Winona Lake, IN: Eisenbrauns, 1990)

*Paul Joüon and T. Muraoka. A Grammar of Biblical Hebrew*. (Roma: Pontificio Istituto Biblico, 2006).

## Course Requirements:

1. Translate the Book of Ruth (completely) and work through the text criticism notes in conjunction with the Brotzman text, as explained in #5 below.
2. Thoroughly prepare for weekly translations, parsing, and oral reading from the Hebrew Old Testament.
3. Read and be prepared to discuss *Basics of Hebrew Discourse* in class. Prepare a 2-3 page, single-spaced assessment of how discourse analysis compares to modern linguistics theory regarding Systemic Functional Linguistics. **Due Tuesday afternoon (6/16) for the afternoon session.**
4. Master vocabulary from van Pelt's vocabulary book assigned for each week. Work through the translations given in the vocabulary book. As a suggestion, try memorizing the verses in Hebrew to help. (Vocabulary may be included as part of the final exam.)

5. Read and complete all assignments, as indicated.
6. Successfully complete the exam covering translation, grammar, syntax, and textual criticism from *Old Testament Textual Criticism*, *The Masorah of Biblia Hebraica Stuttgartensia*, and *Hebrew Bible Insert*.
7. Prepare an Exegetical Project (Cr. the above directions for the embedded assignment.)

### **Evaluation of Grade**

The student's grade will be computed as follows:

1. Ruth Translation and Hebrew reading (15%)
2. Weekly Translations with Discourse Analysis (15%)
3. Oral Reading/Class Participation (always bring a Hebrew Bible to class) (15%)
4. Basic Hebrew Vocabulary (15%)
5. Midterm Exam over History of Hebrew, Textual Criticism, Massorah, and Ruth (15%)
6. Hebrew Project (Due last week before final exam) (25%)

### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

Please refer to the Graduate catalog concerning attendance and absences policies. In a typical 3 hour course, a student can miss no more than 9 hours of seat time (not the same as missing 9 classes) and still receive credit for a course.

Make-up of a missed exam, quiz, report, or submission of course requirements is not allowed. As such, the professor will assess a late penalty for any submission of past due requirements. The typical penalty is ½ letter grade drop per day late. Contacting the professor before or during the absence/situation (via phone, text, or e-mail) can result in a reduced penalty. The responsibility of obtaining missed lecture notes or handouts is entirely the responsibility of the student.

Class decorum can impact the final grade for this class. Inappropriate behavior or lack of respect will constitute grounds for temporary and/or permanent dismissal from the class. Likewise, gum, food, and open drinks are not allowed in class. Cell phones and computer equipment must be muted; and, no phone conversations are allowed during class time. Excessive disturbance of a class by the acceptance of a phone call (or exiting/reentering the room) can result in dismissal from class for that day. Repeated offenders can be dismissed from the class.

In the event that the professor is delayed from starting class on time, please wait for 15 minutes (should there be no announcement by other faculty or teaching assistant) before leaving. After that, class is dismissed.

## Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

[NOBTS Style Guide](#)

## Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### *Course Schedule: Summer Version*

Unit	Date	Morning Session (8:15-11:15)	Afternoon Session (1:15-4:15)
1	6/15		Meet & Greet; Syllabus Review; History of the Hebrew Language, 1
2	6/16	HHL, 2: transmission to TC	<i>Continued</i> ; Discussion of <i>Basics of Hebrew Discourse</i>
3	6/17	Read and Translate Ruth 1	Read and Translate Ruth 2
4	6/18	Read and Translate Ruth 3	Read and Translate Ruth 4
5	6/19	Read and Translate Gen 12	Read and Translate Gen 15
6	22	Read and Translate Gen 22	Read and Translate 1 Kings 17
7	23	Read and Translate Jer 22:1-5	Read and Translate Isa 49:1-6
8	24	Read and Translate Exo 21:28-36	Read and Translate Deut 24:1-5
9	25	Read and Translate Ps 1	Read and Translate Ps 14
10	26	Read and Translate Prov 3:1-12	tba

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Bergstrasser, Gotthelf. Introduction to the Semitic Languages. Translated by Peter T. Daniels. Winona Lake IN: Eisenbrauns, 1983.



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