OTHB6300 Intermediate Hebrew Grammar
New Orleans Baptist Theological Seminary
Biblical Studies Division
Summer–June 13-24, SLI 2022
(NOLA2ULive)
M, 1-4; T-F, 8:30-11:30

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Mission Statement

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

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

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 translation that will build up to smoother 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 a selected passage from one of the Old Testament genres. The text to be analyzed should be 3-10 verses. The student will complete an in-depth exegesis and indicate the impact of the critical apparatus, syntax, and grammar assessment on the passage. This paper should be 2,500 to 3,000 words with no fewer than 18 critical or technical sources.

Textbooks

Required:

1. *Biblia Hebraica Stuttgartensia*
2. Any standard Hebrew lexicon (Koehler-Baumgartner or Holladay or Brown-Driver-Briggs or Clines)
3. Brotzman, Ellis R. and Eric J. Tully. *Old Testament Textual Criticism.* Second ed. Grand Rapids: Baker, 2016.
4. Noonan, Benjamin J. *Advances in the Study of Biblical Hebrew and Aramaic.* Grand Rapids, MI: 2020.
5. Williams, Ronald J. *Williams' Hebrew Syntax*. Third edition revised and expanded by John C. Beckman. Toronto: University of Toronto Press, 2014.

Required, will be provided via Blackboard:

6. William Scott, *A Simplified Guide to Biblia Hebraica Stuttgartensia: Critical Apparatus, Masorah, Accents, Unusual Letters, and Other Markings*
7. Frederic Putnam. *Hebrew Bible Insert: A Student's Guide to the Syntax of Biblical Hebrew*

Optional:

8. Frederic Putnam and Matthew Patton, *Basics of Hebrew Discourse*
9. Miles van Pelt, *Biblical Hebrew Vocabulary in Context*
10. Page H. Kelley, Daniel S. Mynatt, and Timothy G Crawford, *The Massorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*
11. Russell T. Fuller and Kyoungwon Choi, *Invitation to Biblical Hebrew Syntax*
12. Emanuel Tov, *Textual Criticism of the Hebrew Bible*
13. Paul Wegner, *A Student's Guide to Textual Criticism of the Bible: Its History, Methods & Results*

Course Requirements

1. Thoroughly prepare for each class meeting by reading the textbooks and preparing to read the Hebrew Bible together. On the basis of your translation work, you should come to class prepared to read, parse, and translate from the Hebrew Bible and to discuss grammatical and text-critical issues relevant to the interpretation of the passage.
2. Complete daily worksheet assignments.
3. Write an exegetical paper on a passage to be approved by the professor, using the tools and techniques learned throughout the semester. See instructions below. Due by July 1, 2022.

Evaluation of Grade

1.	Timeliness and participation	10%
2.	Textbook readings	20%
3.	Oral Hebrew Reading (in class):	10%
4.	Worksheets	30%
5.	Synthesis and Application Project:	30%

NOLA2ULive

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:
1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog.   (See "Absences" category in the website catalog at: https://catalog.nobts.edu/generalinfo/academicpolicies.)
3. Technical issues will not be considered a valid reason for missing a class session.

Lateness policy

No absences are permitted for the summer session courses. Any issues must be resolved with the Graduate Dean's office.

Unpreparedness through lack of reading or late arrival will significantly impact your participation grade. All assignments must be completed in order to receive a passing grade for the course. Excessive lateness or any absence will trigger automatic failure of the course in accordance with seminary policy.

Late assignment submissions will be accepted, but will have a maximum score of 60%. No submissions will be accepted once the semester ends according to the posted time of the final exam.

Extra credit

Submit a 2,000-2,500 word report on theories of the Hebrew verbal aspect system, following this structure:
1. Present at least four different linguistic theories of verbal aspect, beginning with historical or traditional systems of understanding (see Gesenius) and including modern theories like discourse analysis and systemic functional linguistics.
2. Assess which of these theories you find the most useful for understanding, using, and explaining the Hebrew verbal aspect system for interpreting the Bible.
3. Apply the theory you prefer to the interpretation of any one short (four verses or less), self-contained pericope discussed/translated in class this semester.

Daily assignments

Each day beginning Wednesday, June 15, the student must bring a printed copy of a smooth translation along with written responses to questions pertaining to the passage assigned. Verses to be translated and questions to be answered for each day will be distributed on the first day of the Intensive.

Synthesis and Application Project

<u>Overview</u>

Each student will prepare an exegetical project on a selected passage of 3-10 verses, to be approved by the professor one week after the final day of class (July 1st). This paper is an exegesis of and an argument for the interpretation chosen, as demonstrated by your final, smooth translation.

1. The exegetical section should include the following:
   - Grammatical analysis
     - o brief study of one or more words
     - o detailed analysis of every grammatical feature of the passage
     - o discussion of interesting or challenging syntactic structures (such as conditional clauses)
     - o detailed explanation of all problems involved in translating the passage and communicating its native emphases, rhythms, wordplay, etc.
   - Literary analysis
     - o visual layout of Hebrew text according to literary structure
     - o close reading and exposition of its narrative or poetic shape
   - Critical analysis
     - o thorough discussion of all text-critical problems, Masoretic notes, and major accents
     - o brief historical and literary contextualization
2. The interpretation section should build on the exegesis section by tying together the major insights gained into a cohesive argument for the sense and significance of the passage.

<u>Technical requirements</u>

The final paper should be 2,000 to 2,500 words in the body of the paper. Use Turabian-style single-spaced 12 pt Times New Roman, utilizing no less than 12 critical or technical sources. This includes dictionaries, encyclopedias, critical commentaries, monographs, and journal articles; it excludes study Bibles as well as commentaries that are pastoral, homiletical, theological, or devotional. A rough and smooth translation of the whole passage should be included as an appendix to the paper, along with a visually arranged presentation of the literary structure of the passage. Footnotes, title page, table of contents, bibliography, and appendices

do not count towards the minimum number of words. See the syllabus bibliography for initial guidance in selecting sources. At least two sources must be drawn from each of the following categories:

1. Lexical reference works (lexicons, wordbooks)
2. Linguistic reference works (reference grammars, theoretical grammars, philological works)
3. Commentaries (recent critical/technical scholarly works; must be less than 50 years old; no pastoral, theological, devotional, or homiletical works)
4. Dictionaries or encyclopedias
5. Monographs or edited collections
6. Journal articles (less than 20 years old)

Ricky's rubric for evaluation of exegetical paper

	Substance (40%)	Research (30%)	Composition (20%)	Presentation (10%)
A	Presentation of original concepts with subtlety and depth in conversation with major sources Strong, complete arguments with clear connection to data Research question relevant to the nature of the text, the needs of the church, and the norms of the academy Discovery, use and presentation of significant quantity of high-quality data	Thorough representation of the field Meaningful and responsible interaction with highly useful sources Transparent acknowledgment of sources	Compelling, readable prose Unique, confident authorial voice establishing rapport with reader Serious style but not stuffy Very well-ordered thinking and wording	Clean text without distractions
B	Promising but inconsistent/incomplete arguments Competent conceptual development	Serviceable representation of the field Adequate interaction with sources	Serviceable presentation of research	Minor errors in grammar, spelling, punctuation, or formatting
C	Failure to clearly connect arguments with data Ambiguous concepts Inaccurate data Relevance is obscure	Shallow representation of the field Ambiguous acknowledgment of sources Reliant on small subset of sources consulted	Inconsistent language sometimes obscuring content or degrading research credibility	Frequent errors obscuring content
D	Derivative arguments Obscure concepts Grossly inaccurate data	Inaccurate representation of the field Irresponsible or insignificant handling of sources	Damaged language obscuring content and degrading research credibility	Pervasive errors obscuring content

	Research is off-topic or irrelevant			
F	No effort evident	No effort evident	No effort evident	No effort evident

Evaluation of exegetical paper: some details to check through

Substance: 40%
 	
● Exegesis
  ○ Have you dealt with all relevant text-critical issues?
  ○ Have you made sense of the Masorah?
  ○ Have you done an exhaustive literary analysis and discussed genre issues?
  ○ Have you done a thorough morphosyntactic and lexical analysis?
  ○ Have you provided basic historical context?
● Interpretation
  ○ Have you attempted to tie together all the data you have produced into a coherent argument for a particular interpretation of your passage?
	Research: 30%
	
	● Use of researched data
	  ○ Frequency of notation
	  ○ Adequacy of interaction
	  ○ Accuracy of representation of source arguments
	  ○ NO BLOCK QUOTES
	● Quality of sources
	  ○ Primary
	  ○ Secondary
	  ○ Journals
	● Documentation
	  ○ Footnotes
	  ○ Bibliography

Composition: 20% ● Style and readability ● Focus ● Completeness ● Clarity ● Depth of analysis ● Descriptive and explanatory effectiveness	**Presentation: 10%** ● Grammar ● Spelling ● Punctuation ● Title page ● Table of contents ● Page numbers ● Headings and subheadings ● Margins and spacing ● On time ● Minimum length, not including footnotes, title page, table of contents, bibliography, and appendices

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 the 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.

Assignment Description:
1. Prepare an exegetical assessment on an assigned passage from one of the Old Testament genres. The text will consist of at least 3 verses in order to address textual meaning, textual criticism, syntax, grammar, context, and literary structure. The paper should be 2,500-3,000 words, using 12 pt Times New Roman font, and employ no less than 18 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.
3. Communicate how exegesis of biblical texts impacts the faith and life of contemporary believers.

DOMAIN		Inadequate (0), basic (1), competent (2), good (3), excellent (4)
UNDERSTANDING The student...	...understands how to improve biblical exegesis by means of Hebrew grammar and syntax.	
APPLICATION 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.	
COMMUNICATION 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.	

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:
1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. 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	Class Time	Topic of Lecture	What's Due
1	6/13	Mon 1-4 pm	Meet and greet; syllabus; review; history of the Hebrew language; Masorah; text criticism	Ellis R. Brotzman and Eric J. Tully, *Old Testament Criticism,* 1-76a
2	6/14	8:30-11:30 am	Hebrew stems and lexicography	Ellis R. Brotzman and Eric J. Tully, *Old Testament Criticism,* 76b-141
3	6/15	8:30-11:30	Read and translate Ruth 1	Williams Hebrew Syntax, 3rd ed., sections 394-461 (negation/conjunctions); Brotzman, OTC, 142-50
4	6/16	8:30-11:30	Read and translate Ruth 2	Williams Hebrew Syntax, 3rd ed., sec 238-393 (particles, prepositions, adverbs); Brotzman, OTC, 150-59
5	6/17	8:30-11:30	Read and translate Ruth 3	Williams Hebrew Syntax, 3rd ed., sec 133-222 (Verbs, voice, verbals); Brotzman, OTC, 159-72
			Week 2	
6	6/20	Mon 1-4 pm	Read and translate Ruth 4	Brotzman, OTC, 172-88; Benjamin J. Noonan, *Advances in the Study of Biblical Hebrew and Aramaic*
7	6/21	8:30-11:30	Read and translate Genesis 12:10-20; 15:1-8	Williams Hebrew Syntax, 3rd ed., sec 462-598 (clausal structures)
8	6/22	8:30-11:30	Read and translate Psalm 1; Jeremiah 22:1-5	
9	6/23	8:30-11:30	Read and translate Isaiah 49:1-6; Exodus 21:28-36	
10	6/24	8:30-11:30	Read and translate Proverbs 3:1-12; Deuteronomy 24:1-5	

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