



OTHB6300 Intermediate Hebrew Grammar
New Orleans Baptist Theological Seminary
Biblical Studies Division
Fall 2020
Tues/Thurs 9:30-10:50 AM

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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.

Core Value Focus

The seminary has five core values.

1. ***Doctrinal Integrity:*** Believing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit our lives to it. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith and Message 2000.
2. ***Spiritual Vitality:*** We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.
3. ***Mission Focus:*** Our Seminary does not exist merely to get an education or to give an education. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.
4. ***Characteristic Excellence:*** We want everything we do to be characterized by offering the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

5. **Servant Leadership:** We follow the model of Jesus to exert leadership through nurturing and encouraging those around us.

The emphasis this year is on **Mission Focus**.

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.

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

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

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 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 10-16 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.
3. Communicate how exegesis of biblical texts impacts the faith and life of contemporary believers.

DOMAIN	LEVEL	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					

<p>APPLICATION</p> <p>The Student:</p>	<p>Applies the benefits of Hebrew word studies, syntax, literary analysis, genre nuances, or text critical issues in the proclamation of the Hebrew Bible</p>					
<p>COMMUNICATION</p> <p>The Student:</p>	<p>Communicates clearly the meaning of the original Hebrew, especially as influenced by genre, lexicography, context, and literary structure- for the life of contemporary believers</p>					

Textbooks

Required:

Biblia Hebraica Stuttgartensia

Any standard Hebrew Lexicon (Holladay; BDB; or KB)

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).

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

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:

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. Master vocabulary from van Pelt's vocabulary book assigned for each week. Work through the translation given the vocabulary book. As a suggestion, try memorizing the verses in Hebrew to help. Vocabulary will be included as part of the final exam, and acquisition will be tested throughout the semester via Blackboard quizzes.
4. Read and complete all assignments, as indicated.
5. 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*.
6. Prepare an Exegetical Project (cf. the above directions for the embedded assignment).

Evaluation of Grade

The student's grade will be computed as follows:

1. Oral Reading/Class Participation (always bring a Hebrew Bible to class) (15%)
2. Weekly translations from the Hebrew (30%)
3. Basic Hebrew Vocabulary (15%)
4. Midterm Exam over History of Hebrew, Textual Criticism, Massorah, and Ruth (15%)
5. 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 - 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

Wk	Date	Topic	Reading	Assignment
1	8/25	Syllabus		
	8/27	History of the Hebrew Bible 1	Brotzman & Handouts	Vocab 1-15
2	9/1	History of the Hebrew Bible 2	Brotzman & Handouts	
	9/3	Textual Criticism, Syntax, & Translation Theory	Kelley & Scott	Have Brotzman read before the beginning of class Vocab 16-30
3	9/8	Textual Criticism, Syntax, & Translation Theory	Kelley & Scott	
	9/10	Massorah	Kelley & Scott	Have Kelley & Scott read before the beginning of class Vocab 31-45
4	9/15	Ruth 1:1-11	<i>Hebrew Discourse</i> , pp 11-28	Bring Ruth 1:1-11 translation to class
	9/17	Ruth 1:12-22	<i>Hebrew Discourse</i> , pp 29-50	Ruth 1:12-22 Vocab 46-60
5	9/22	Ruth 2:1-12	<i>Hebrew Discourse</i> , pp 51-60	Ruth 2:1-12
	9/24	Ruth 2:13-23	<i>Hebrew Discourse</i> , pp 61-76	Ruth 2:13-23 Vocab 61-75
6	9/29	Ruth 3:1-9	<i>Hebrew Discourse</i> , pp 77-87	Ruth 3:1-9 Vocab 76-90
	10/1	<i>Catch-up day</i>		
7	10/6	Ruth 3:10-18	<i>Hebrew Discourse</i> , pp 88-96	Ruth 3:10-18
	10/8	Ruth 4:1-11	<i>Hebrew Discourse</i> , pp 97-112	Ruth 4:1-11 Vocab 91-105
9	10/13	Ruth 4:12-22	<i>Hebrew Discourse</i> , pp	Ruth 4:12-22

			113-138	
	10/15		Midterm Exam	
10	10/20	Fall Break (no class)		
	10/22			
11	10/27	Translating Narrative	<i>Hebrew Discourse</i> , pp 139-63	Vocab 106-120 Gen 12:1-9
	10/29	Translating Narrative	<i>Hebrew Discourse</i> , pp 164-195	Vocab 121-135 Gen 15:1-21
12	11/3	Translating Narrative	<i>Hebrew Discourse</i> , pp 196-212	Gen 22 Vocab 136-150
	11/5	Translating Narrative	<i>Hebrew Discourse</i> , pp 213-250	1 Kgs 17
13	11/10	Translating Law	<i>Hebrew Discourse</i> , pp 251-270	Exod 21:28-36 Vocab 151-165
	11/12	Translating Law	<i>Hebrew Discourse</i> , pp 271-276	Deut 24:1-5, 14-22
14	11/17	Translating Prophets		Jer 22:1-12 Vocab 166-180
	11/19	Translating Prophets		Ezek 37:1-14
15	11/24 11/26		THANKSGIVING BREAK	
16	12/1	Translating Prophets		Isa 49:1-6 Vocab 181-195
	12/3	Translating Psalms		Ps 1
17	12/8	Translating Psalms		Ps 14
	12/10	Translating Wisdom		Prov 3:1-20
18	12/15	Finals Week: Exegetical project due at time of final exam. Seniors must turn in		

		<i>project on last day of class.</i>
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Bibliography

Arnold, Bill T., and John H. Choi, A Guide to Biblical Hebrew Syntax. Cambridge: Cambridge University Press, 2003.

Beall, Todd D., William A. Banks, and Colin Smith. Old Testament Parsing Guide. 2 vols. Chicago: Moody Press, 1986-1990.

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

Botterweck, G. Johannes, and Helmer Ringgren. Theological Dictionary of the Old Testament. Grand Rapids: Eerdmans, 1974-.

Brotzman, Ellis R. Old Testament Textual Criticism. Grand Rapids: Baker 1993.

Brown, F., S.R. Driver, and C.A. Briggs. Hebrew and English Lexicon of the Old Testament. Hendrickson, 1979.

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