

Successfully completing an Internet course

1. Understand that Internet courses are not “easier” than classroom courses. Disabuse yourself of any notion to the contrary. In a typical semester, 20% of my Internet students do not complete the course whereas 95+% of classroom students do.

2. You must be able to envision specific blocks of time in which you can complete your work, something like regular class times in a traditional course.

3. If you plan to do the work in your spare time, don't take the course because no one has any spare time.

Important note regarding *Incomplete Work*: Please know that students may not receive an Incomplete for any Internet course--i.e., all work must be completed during the academic duration of the Internet course. (Page 170, *Graduate Catalog 2013-2014*.)

New Orleans Baptist Theological Seminary

OTHB 6300 Intermediate Hebrew Grammar [Internet]

Professor: Dr. Jeff Griffin

Office: Library

Phone: 504-282-4455, ext. 3288 (Secretary)

Email: jgriffin@nobts.edu

Delivery Method: Internet/Blackboard

“At a time when 90% of Southern Baptist churches are plateaued or declining, NOBTS is a school focusing on training God-called men and women to grow healthy churches.”

—Dr. Chuck Kelley—

NOBTS Mission

To equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value

Our seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity as the Bible is believed to be the Word of God, inspired and inerrant. The specific core value celebrated this academic year is Spiritual Vitality.

Course Description

Readings from all the different genres of the Hebrew OT will provide the basis for solidifying and expanding students' grammatical knowledge and for introducing them to all the basic components required for advanced work in the Hebrew text. Foundational elements of the study will be limited grammar review, and introductions to the standard critical edition of the Hebrew Bible, textual criticism, translation theory and method, and syntactical analysis. Guided practice in reading, textual criticism, grammatical and syntactical analysis, and translation will prepare students to achieve maximum benefit from subsequent

advanced Hebrew exegesis courses.

**Curriculum
Competencies**

The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Biblical Exposition.

Course Objectives

By the end of this course, the student should be able to:

1. Describe the basics of biblical Hebrew syntax.
2. Read and translate texts from the Hebrew Bible.
3. Demonstrate knowledge of 300 vocabulary words.
4. Parse strong and weak verbs.
5. Demonstrate understanding of Hebrew language tools for use in biblical exegesis.

**Student Learning
Outcomes (SLO):**

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).

*Embedded
Assignment —
Exegetical Project*

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.

**Teaching
Methodology**

The course methodologies include video lectures, oral readings, article and textbook readings, weekly quizzes, and exams.

**Required
Textbooks**

Ellis R. Brotzman, *Old Testament Textual Criticism: A Practical Introduction*. Baker, 1994. [TC]

Robert B. Chisholm, Jr. *From Exegesis to Exposition: A Practical Guide to using Biblical Hebrew*. Baker, 1999. [EE]

Jeff Griffin. *Mastering Biblical Hebrew Vocabulary*. E-Book. (Provided to the student at no cost.)

The student should have the following texts from Introductory Hebrew:

Biblia Hebraica Stuttgartensia.

Brown-Driver-Briggs Hebrew and English Lexicon. Hendrickson, 1996. (Other lexicons are permissible)

**Course
Requirements
& Assessment:**

The student will:

1. Complete weekly quizzes on the lectures, reading assignments, and vocabulary assignments.
2. Translated assigned passages from the *BHS*.
3. Prepare an exegetical paper on an assigned passage.
4. Complete a mid-term and final examination.
5. Exegetical Project (Embedded Assignment for Student Learning Outcomes assessment)

Exegetical Project Description

This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to the syllabus. Please complete the assignment according to the syllabus and this rubric.

1. Prepare an exegetical paper on an approved passage. Each text must interact with at least 10 verses in order to address textual meaning, textual criticism, syntax, grammar, context, and the literary structure of the passage. This paper should be 12-15 pages, double-spaced, using 12 pt Times New Roman font, and employ no less than 12 critical and/or technical sources. This paper should be 12-15 pages of text, double-spaced, with no less than 12 critical or technical sources. Text pages do not include title page, table of contents, or the bibliography.
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.

Rubric for the Exegetical Project

Three domains are assessed:

Assessment Description

1. **UNDERSTANDING:** The student understands how to improve biblical exegesis by the means of Hebrew grammar and syntax.
2. **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.
3. **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.

Assignment Evaluation (0 = Inadequate, 1 = Basic, 2 = Competent, 3 = Good, 4 = Excellent).

Grading Scale

A: 93-100% B: 85-92% C: 77-84% D: 70-76% F: below 70%

Course Evaluation

1. Weekly Reading Questions – 20%
 2. Weekly Vocabulary Quizzes – 20%
 3. Mid-Term Exam – 20%
 4. Exegetical Project – 40%
- Total – 100%

Classroom Etiquette

- ✓ Cell Phones – Please turn phone off or to silent.
- ✓ Laptop Computers – Surfing the Web, checking e-mail or playing video games are not appropriate use of classroom time.
- ✓ Dress Code (*NOBTS Student Handbook*)
 - A. Personal appearance and dress are a vital part of each individual's exemplary Christian witness. Modesty, neatness, cleanliness, and propriety in dress are expected.
 - B. Caps, casual shorts, and ragged shirts are considered to be inappropriate attire in the classroom. Individuals who are dressed in such attire may be asked to leave the premises at the discretion of a representative of the seminary.

OTHB 6300 – Intermediate Hebrew Grammar			
<i>READINGS & ASSIGNMENTS SCHEDULE</i>			
Week	Dates	Lectures	Assignments
1	Jan. 20/22	<ul style="list-style-type: none"> • What we're doing and why it matters! • Getting Started • A Reviewing the Seven Basic Stems • Vocabulary – On the Making of New Words – Pt 1 	
2	Jan. 27/29	<ul style="list-style-type: none"> • Vocabulary – On the Making of New Words – Pt 2 • Vocabulary - 1 • Parsing Verbs Made Easy • Parsing Verbs Made Easy - Updated • Parsing Verbs Made Easy – Applied 1 • Handout: Parsing Verbs – Affirmative Sheet • Handout: Parsing Verbs – Practice Sheet 1 	<ul style="list-style-type: none"> • Exegesis to Exposition – Ch. 1 • Textual Criticism – Introduction
3	Feb. 3/5	<ul style="list-style-type: none"> • Parsing Verbs Made Easy – Applied 2 • Parsing Verbs Made Easy – Applied 3 • Parsing Verbs Made Easy – Applied 4 • Reading Hebrew – 1 • Vocabulary - 2 	<ul style="list-style-type: none"> • Exegesis to Exposition – Ch. 5, pgs. 57-64 • Textual Criticism – Ch. 1
4	Feb. 10/12	<ul style="list-style-type: none"> • Tools of the Trade – Hebrew Lexicon • Tools of the Trade – Lexicon Drills Worksheet • Reading Hebrew – 2 • Parsing Weak Verbs 1 – A • Masorah Minute - 1 • Vocabulary - 3 	<ul style="list-style-type: none"> • Encyclopedia Judaica – pgs. 606-08 • Exegesis to Exposition – Ch. 5, pgs. 64-78 • Textual Criticism – Ch. 2, pgs. 37-55
5	Feb. 19	<p>Tuesday, February 17, Mardi Gras – Class Cancelled</p> <ul style="list-style-type: none"> • Translation – 1 – Zechariah 14 • Tools of the Trade – Bible Projects • Reading Hebrew – 3 – Deut. 18 • Parsing Weak Verbs 1 – B • Masorah Minute – 2 • Vocabulary – 4 	<ul style="list-style-type: none"> • Encyclopedia Judaica – pgs. 609-12A • Exegesis to Exposition – Ch. 5, pgs. 78-89 • Textual Criticism – Ch. 2, pgs. 55-62 • Encyclopedia Judaica – pgs. 612-614 • Exegesis to Exposition – Ch. 5, pgs. 89-94 • Textual Criticism – Ch. 3
6	Feb. 24/26	<ul style="list-style-type: none"> • Translation – 2 – Numbers 24 • Masorah Minute – 3 – Masorah Parva • Masorah – Accents - 1 • Parsing Weak Verbs 1 – C • Reading Hebrew - 4 • Vocabulary - 5 	
7	March 3/5	<ul style="list-style-type: none"> • Translation – 3 – 1 Samuel 2 • Masorah Minute – 4 – Masorah Gadolah • Masorah – Accents – 2 – Kings • Reading Hebrew – 5 – 1 Samuel 2 	<ul style="list-style-type: none"> • Encyclopedia Judaica – 614-618 • Exegesis to Exposition – Ch. 5, pgs. 94-112 • Textual Criticism – Ch. 4

8	March 10/12	<ul style="list-style-type: none"> • Translation – 4 – Deuteronomy 18 • Reading Hebrew – 4 – Deuteronomy 18 • Masorah Minute – 5 - Sederim • Parsing Weak Verbs 2 – A • Syntax – 1 – Idioms 	<ul style="list-style-type: none"> • Encyclopedia Judaica – 618-21 • Exegesis to Exposition – Ch. 3 • Textual Criticism – Ch. 5
9	March 17/19	<ul style="list-style-type: none"> • Tools of the Trade – 3 – Englishman's Concordance • Reading Hebrew – 6 – Zechariah 14 • Vocabulary – 6 – Verbs • Translation – 5 – Jeremiah 33 • Syntax – 2 – The Basics 	<ul style="list-style-type: none"> • Exegesis to Exposition – Ch. 4, pgs. 31-49 • Textual Criticism – Ch. 6
10	March 23-27	Spring Break	
11	March 31 April 2	<ul style="list-style-type: none"> • Translation – 6 – Isaiah 3 & 4 • Vocabulary – 7 – Nouns • Reading Hebrew – 7 – Jeremiah 33 • Masorah – Accents – 3 Servants • Syntax – 3 – More on Clauses • Masorah – Accents – 4 - Using the Accents – Part 1 	<ul style="list-style-type: none"> • Exegesis to Exposition – Ch. 6 • Textual Criticism – Ch. 5 and 7
12	April. 7/9	<ul style="list-style-type: none"> • Masorah – Accents – 5 – Using the Accents – Part 2 • Using the Accents – Handout • Using the Accents – Worksheet • Masorah Minute – 5 – Textual Variants • Reading Hebrew – 8 – Isaiah 3 & 4 • Translation – 7 – Ezekiel 34 • Reading Hebrew – 9 – Ezekiel 34 	
13	April 14/16	<ul style="list-style-type: none"> • Masorah Minute – 7 – Masorah Gadolah • Masorah – Accents – 6 – Using the Accents – Part 3 • Masorah – Accents – 7 – Using the Accents – Part 4 • Mastering the Masorah – Quiz/Worksheet 1 • Translation – 8 – Ezekiel 36 • Reading Hebrew – 10 – Ezekiel 36 	
14	April 21/23	<ul style="list-style-type: none"> • Mastering the Masorah – Review – Genesis 12B • Mastering the Masorah – Quiz/Worksheet 2 • Masorah – Accents – 8 – Using the Accents – Part 5 • Translation – 9 – Jeremiah 23 • Reading Hebrew – 10 – Jeremiah 23 • Mastering the Masorah – Review – Genesis 50 	
15	April 28/30	Student Presentations	Student Presentations
16	May 5/7	Student Presentations	Student Presentations
17	May 8-14	Final Exam Week	

Selected Bibliography

2012. Francis Anderson and Dean Forbes. *Biblical Hebrew Grammar Visualized* (American Oriental Society).
- Cynthia L. Miller-Naudé and Ziony Zevit. *Diachrony in Biblical Hebrew* (Eisenbrauns).
2010. Andrew E. Steinmann. *Intermediate Biblical Hebrew* (Chicago: Concordia).
2009. Brian L. Webster. *The Cambridge Introduction to Biblical Hebrew* (Cambridge: Cambridge University Press).
2007. William R. Scott, *A Simplified Guide to Bhs: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*, 4th ed. (North Richland Hills, TX: BIBAL Press).
2006. Robert B. Chisholm, *A Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth* (Grand Rapids: Kregel Publications).
2006. Paul Jouon and T. Muraoka, *A Grammar of Biblical Hebrew* (Roma : Editrice Pontificio Istituto Biblio).
2006. Miles V. Van Pelt and Gary D. Pratico, *Graded Reader of Biblical Hebrew: A Guide to Reading the Hebrew Bible* (Grand Rapids: Zondervan).
2005. Nava Bergman, *The Cambridge Biblical Hebrew Workbook: Introductory Level* (Cambridge University Press).
2004. Peter James Silzer and Thomas John Finley, *How Biblical Languages Work: A Student's Guide to Learning Hebrew & Greek* (Grand Rapids: Kregel).
2003. Miles V. Van Pelt and Gary D. Pratico, *The Vocabulary Guide to Biblical Hebrew* (Grand Rapids: Zondervan).
2003. Donald R. Vance, *A Hebrew Reader for Ruth* (Peabody, MA: Hendrickson).
2002. Duane A. Garrett, *A Modern Grammar for Biblical Hebrew* (B&H Publishing Group).
1999. C.H.J. van der Merwe, et al., *A Biblical Hebrew Reference Grammar* (New York: Continuum International).
1995. Leong Choon Seow, *A Grammar for Biblical Hebrew* (Nashville: Abingdon).
1993. Ehud Ben Zvi, et al., *Readings in Biblical Hebrew: An Intermediate Textbook* (New Haven, CT: Yale University Press, 1993).
1993. Bruce K. Waltke and M. O'Connor, *An Introduction to Biblical Hebrew Syntax* (Winona Lake, IN: Eisenbrauns).

-
1984. Larry Mitchel, *A Student's Vocabulary for Biblical Hebrew and Aramaic* (Grand Rapids: Zondervan).
1959. Jacob Weingreen, *A Practical Grammar for Classical Hebrew* (New York: Oxford University Press).
1910. William Gesenius, *Gesenius' Hebrew Grammar* (Oxford University Press).