



OTHB 6300 Intermediate Hebrew Grammar New Orleans Baptist Theological Seminary Biblical Studies Division Spring 2020, Mondays (9:00–11:50 am)

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

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 core value focus for this academic year is **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 four and final task of Intermediate Hebrew grammar is to expand the student's basic vocabulary and understanding of field of Linguistics. 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.

Course Textbooks

Required:

Biblia Hebraica Stuttgartensia (BHS)

Brotzman, Ellis. *Old Testament Textual Criticism: A Practical Approach*, 2nd ed. Grand Rapids, MI: BakerAcademic, 2016.

Fuller, Russell and Kyoungwon Choi. *Invitation to Biblical Hebrew Syntax*. Grand Rapids, MI: Kregel, 2017.

Hardy, H. II. *Exegetical Gems from Biblical Hebrew: A Refreshing Guide to Grammar and Interpretation*. Grand Rapids, MI: BakerAcademic, 2019.

Recommended:

Chisholm, Robert. *A Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth*. Grand Rapids, MI: Kregel, 2006.

Garrett, Duane A. and Jason DeRouchie. *A Modern Grammar for Biblical Hebrew*. Nashville: B&H, 2009.

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

Mitchel, Larry A. *A Student's Vocabulary for Biblical Hebrew and Aramaic*. 2nd ed. Grand Rapids, MI: Zondervan, 2017.

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

Any of the following computer applications (each has a free version): Perfect Hebrew, Hebrew Bible Reader, Super Biblical Hebrew Vocabulary, Daily Dose of Hebrew.

Student Learning Outcomes

1. The student will be able to understand how the grammar and syntax of Biblical Hebrew is related to the exegetical method.
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.
4. The student will demonstrate a foundational knowledge of the relationship between Biblical Hebrew and the broader field of linguistic analysis.

Course Teaching Methodology

The course will involve the following methodologies:

1. The material for each lesson will be introduced by online video presentations, PowerPoints, or lecture presentation.
2. Students will practice the skills discussed in class through classroom exercises, translation homework, oral reading, and bi-weekly quizzes focused on vocabulary and translation.
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.
5. 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 paper on an approved passage from one of the Old Testament genres. The selected text must be approximately 10 verses. The student will complete an in-depth exegesis and indicate the impact of the critical apparatus, syntax, and grammar assessment on these 10 verses. This paper should be 20–25 pp, double-spaced with no less than 20 critical or technical sources.

The grading matrix for this assignment is attached to the syllabus.

Course Requirements

In order to successfully complete this course, students will be required to:

1. Translate the required passage(s) by the designated deadline. In addition to basic translation, students may also be required to work through textual notes in the Masorah and critical apparatus.
2. Prepare for weekly quizzes as assigned in the syllabus.
3. Prepare for in-class reading of the Hebrew text.
4. Write a review on one of the following books:
 - Kevin Youngblood, *Jonah: A Discourse Analysis of the Hebrew Bible*. ZECOT. 2nd Edition 9. Zondervan. 9780310571152.
 - Matthew H. Patton and Frederic Clarke Putman. *Basics of Hebrew Discourse: A Guide to Working with Hebrew Prose and Poetry*. Zondervan. 9780310535768.
 - This review will be graded according to the following rubric:

Book Review Rubric			
Section	Content	Length	Points
u 1	Title Page	(1 p.)	5
b 2	Suitable Summary	(3 pp.)	20
m 3	Critical Reflection (must include a discussion of Hebrew content)	(4-5 pp.)	30
i 4	Grammar, Formatting, and Spelling		10
t	Total	(6-7 pp.)	65

an exegetical project as detailed in the Embedded Assignment section above. See rubric below.

Course Evaluation

The student's grade will be calculated based on the following:

Vocabulary Quizzes	15%
Translation Quizzes	15%
Hebrew Book Review	15%
Oral Reading/Class Participation	20%
<u>Exegetical Project</u>	<u>35%</u>
Total	100%

Assignments may be submitted at any time after the due date, but prior to the end of the course, for no more than half credit.

Technical Assistance

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

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.

Attendance and Classroom Participation

Given the nature of this course, students must attend each class session to receive credit. No absences are allowed. Additionally, classroom decorum can impact the final grade for this class. Inappropriate behavior, a lack of respect, or perpetual tardiness may constitute grounds for temporary and/or permanent dismissal from the class. Cell phones should be turned off or on silent at all times during class. Laptops, tablets, etc. are permitted, but students should use these items appropriately during class time.

Grading Scale

A	100–93
B	92–85
C	84–77
D	76–70
F	0–69

Course Policies

Attendance: See current Graduate Catalog. Students cannot miss more than 9 hours of class.

Make-Up & Extra Credit:

None allowed on individual basis beyond what is stipulated in syllabus.

Online quizzes CANNOT typically be taken after the scheduled time. Any assignment turned in after the due date will receive no **higher than a 50%** unless the student has made prior assignments with the professor.

Fulfilling the Terms of the Syllabus:

No student will receive a passing grade in this course if all assignments are not attempted & completed. Failure to submit any major assignment (worksheets, etc.) will result in failure of the course. Even if late work is allowed, there could be as much as a letter grade drop per day.

Citizenship/Conduct:

Class participation (or the lack thereof) directly affects the final grade for this course. Thus, proper behavior and attire are expected at all times in the classroom. No gum, food, or drinks are ever permitted. Should the professor be delayed, students should wait ten minutes before leaving. Class is then dismissed unless otherwise directed. For questions concerning these policies, please email me.

Library:

Students should be conscientious of other classmates when researching for article responses and Blackboard submissions.

Cell Phones:

Conversations & texting are not allowed during class time. My policy is for phones to be on vibrate (but not answered) or off. Playing, surfing, answering calls, or texting can result in expulsion (with absence) from that class. Repeated such behavior can lead to permanent expulsion from class. Please be conscientious of others and turn off all cell phones. Failure to follow this policy can affect the class participation grade.

Computers:

The use of computers in the classroom is a privilege. Computers should be used to take notes or gain access to pertinent material for lectures. Students caught using their technology, not directly related to notetaking (e.g., Facebook, etc.) will result in that person's privilege being revoked for the remainder of the semester. Should the professor conclude that technology is hindering class participation, privileges for the whole class could be revoked.

Plagiarism:

Students are given the task of writing an essay & answering worksheet questions in order to help them learn how to think critically about the ideas of others and to present the result of their analysis in a readable form. Plagiarism defeats these purposes by cheating the student out of an opportunity to grow. Plagiarism is a failure to distinguish between the work of the student and the work of others, either intentionally or unintentionally. Students that plagiarize will be reported to the Dean of Students & a grade of F will be assigned.

Reminder. Plagiarism can also result from the following (see Student Handbook pg. 189):

- A quotation that is lacking proper citation.
- Summarizing the words of someone else as if they are your own.
- Borrowing an outline, idea, or methodology without proper citation.
- Using an incorrect citation method; "Ignorance of the rules of citation is not an excuse."

Writing Style Guide

Writing assignments should follow the **NOBTS/Leavell College Manual of Form and Style** (revised August 2019). To access this manual on the seminary website, please use the following link:

https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf

Class Meeting Schedule Generic Outline

9:00–9:10	Fuller and Choi Question
9:10–9:15	Prayer Requests
9:15–9:35	Fuller and Choi Chapter Discussion
9:35–9:45	Translation Preparation
9:45–10:05	Esther Translation/part 1
10:05–10:15	Questions/Break
10:15–10:25	Hardy Discussion
10:25–10:35	Verse Analysis
10:35–10:55	Esther Translation/part 2
10:55–11:00	Questions

Course Schedule

Vocabulary Quizzes (Due Dates)	Translation Quizzes (Due Dates)	Writing Projects (Due Dates)
Jan 24; Jan 31; Feb 7; Feb 14; Feb 21	Jan 30 (Ps 1–2); Feb 6 (Prov 5:1–13); Feb 13 (Gen 12:1–9); Feb 20 (Gen 15:1–21)	
Feb 28; Mar 6; Mar 13; Mar 27	Mar 5 (Exod 17:1–16); Mar 12 (Deut 6:1–20); Mar 26 (Jer 22:1–20)	Selection of passage (Feb 22)
Apr 3; Apr 17; Apr 24; May 1	Apr 2 (Isa 49:1–15); Apr 16 (Ezek 36:1–21); Apr 23 (Ps 126–128); Apr 30 (1 Kgs 17:1–24); May 7 (Neh 9:1–19)	Final Draft (Apr 18) Book Review (May 2)

*The vocabulary quizzes will consist of words from the translated passages.

*The translation quizzes will also consist of questions from Fuller and Choi, as well as Hardy.

Grammar 15		Content..... 35%	
Spelling	10	Exegesis	75_____
Punctuation	50.....	Textual Criticism assessment	13.....
Fragments		Masorah analysis	12.....
FS; CS		Literary analysis	20.....
Run Ons		Grammatical/syntactical analysis	30.....
Sentence Structure; clarity	10	Genre issues	10.....
Verb Tenses	10.....	Historical Context	15.....
Misplaced/Dangling phrases	10.....	Application	25____
Split Infinitives, etc.	10		
General Composition Concerns15%			
Paragraph flow	25_____	Style (readability)	25_____
Focus (completeness)	25_____	Depth of Analysis	25_____
Mechanics/Turabian 15%		Documentation20%	
Title Page	25.....	Footnotes	10.....
Table of Content	25	Style/Form	7.....
# Subheading levels.....		Punctuation	3.....
Proper outlining.....		Use of Researched Data	40.....
Period leaders.....		Frequency of Notation	8
Page #s/ 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 (_ reqd).....	
		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 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 paper on an assigned passage from one of the Old Testament genres. The text will consist of at least 10 verses in order to address textual meaning, textual criticism, syntax, grammar, context, and literary structure. The paper should be 20-25 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.					
APPLICATION The Student:	Applies the benefits of Hebrew word studies, 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.					

SELECTED BIBLIOGRAPHY

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