



OTHB 6300 Intermediate Hebrew Grammar  
New Orleans Baptist Theological Seminary  
Biblical Studies Division  
Hybrid - Spring 2020

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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:** 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

Students broaden their ability and familiarity with Hebrew grammar and basic vocabulary so that they will be able to do in-depth translation and analysis of the text of the Old Testament. The course emphasizes grammatical constructions and verb forms as well as introductions to textual criticism and Hebrew syntax. The course includes readings from various literary genres of the Hebrew text.

## 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 Old Testament.
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 Methodology

The course will involve the following methodologies:

1. Students will work through texts from different genres of the Hebrew Bible each week, using the textbook for this course as a guide for translation and analysis.
2. Classroom time will be dedicated to reviewing the materials covered in the textbook and answering questions students may have. Students should come to class prepared to discuss not only the translation of the texts under study but also the analyses of these texts.
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 Introductory Hebrew grammar, this intermediate course is designed to be a working laboratory approach. Students will develop their skills in translating various genres of the Hebrew Bible while also familiarizing themselves with the analysis of their translation by means of the Masorah, critical apparatus, word studies, and selected components of Hebrew grammar and syntax.

## Required Textbooks

Any modern lexicon (Holladay, *HALOT*, etc)

Ben Zvi, Ehud. *Readings in Biblical Hebrew: An Intermediate Textbook*. New Haven: Yale University, 1993.

*Biblia Hebraica Stuttgartensia*

Brotzman, Ellis R. and Eric J. Tully. *Old Testament Textual Criticism*. 2d ed. Grand Rapids: Baker, 2016.

Chisholm, Robert B., Jr. *From Exegesis to Exposition*. Grand Rapids: Baker, 1998.

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

## Optional Textbooks

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

Putnam, Frederic C. *A Cumulative Index to the Grammar and Syntax of Biblical Hebrew*. Winona Lake, Ill.: Eisenbrauns, 1996.

Scott, William R. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters, and Other Markings*, 3d ed. Richland Hills, Tex.: Bibal Press, 1995.

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

## Course Requirements

1. Reading Reports (15%) - Students will read selected portions of two required texts (Brotzman and Chisholm) each week and submit a written summary of the material. These reading reports should be 300-500 words and include both a summation of the material covered and the student's evaluation (i.e., was it helpful? and how?).
2. RBH Assignment Submissions (50%) - Students will complete weekly assignments from the *Readings in Biblical Hebrew* textbook and submit these assignments via Blackboard.
3. Research Assignment (25%) - Students will complete a research project to be due at the end of the semester. Students will select a text from the Hebrew Bible not covered in this course, consisting of at least 3 verses, and will address the following: translation, text critical issues (Masorah and critical apparatus),

syntax, grammar, context, and literary structure. The paper should 12-15 double-spaced pages, 12 pt Times New Roman, and employ no less than 20 critical and/or technical sources.

4. Weekly Participation (10%) - Students will be expected to participate in weekly discussion boards and/or other online activities designed to facilitate class discussion. Class attendance will also factor into the student's participation grade but, because this is a hybrid course and meets just four times during the semester, students will be expected to interact with the professor and their classmates online via Blackboard as well.
5. Extra Credit (up to 3 points on the final average) - Students will have the opportunity to earn up to 3 points on their final average by selecting one of the passages in chapter 10 of Chisholm's *From Exegesis to Exposition* and analyzing the passage following Chisholm's pattern. The student will perform all seven steps of the analytical process, answering each question posed along the way. This analysis must be submitted by

### Course Evaluation

Weekly Participation	10%
Reading Reports	15%
RBH Assignments	50%
Research Project	25%

Blackboard Unit	Assignments due	Due Date
UNIT 1	Reading Report - Chisholm, Chs. 1-2	Sunday, Jan 26
UNIT 2	1 Samuel 1:1-11 Reading Report - Chisholm, Ch. 3	Sunday, Feb 2
UNIT 3	1 Samuel 1:12-28 Reading Report - Chisholm, Ch. 4	Sunday, Feb 9
UNIT 4	2 Kings 14:23-29 Reading Report - Chisholm, Ch. 5	Sunday, Feb 16
UNIT 5	Exodus 21:28-36 Reading Report - Chisholm, Ch. 6	Sunday, Feb 23
UNIT 6	Leviticus 5:20-26 Reading Report - Chisholm, Ch. 7	Sunday, Mar 1
UNIT 7	Deuteronomy 24:14-22 Reading Report - Chisholm, Ch. 8	Sunday, Mar 8
UNIT 8	Jeremiah 22:1-5 Reading Report - Chisholm, Ch. 9	Sunday, Mar 15
<b>SPRING BREAK March 16-20</b>		
UNIT 9	Ezekiel 37:1-14 Reading Report - Brotzman, Ch. 1	Sunday, Mar 29
UNIT 10	Isaiah 49:1-6 Reading Report - Brotzman, Ch. 2	Sunday, Apr 5
UNIT 11	Proverbs 3:13-26 Reading Report - Brotzman, Ch. 3	Sunday, Apr 12
UNIT 12	Qohelet 1:1-11 Reading Report - Brotzman, Ch. 4	Sunday, Apr 19
UNIT 13	Psalms 1 Reading Report - Brotzman, Ch. 5	Sunday, Apr 26
UNIT 14	Psalms 15 Reading Report - Brotzman, Ch. 6	Sunday, May 3
UNIT 15	Psalms 150 Reading Report - Brotzman, Ch. 7	Sunday, May 10
UNIT 16	Research Project due	Thursday, May 14

**The Blackboard shell for this course will be closed to student access after Thursday, May 14. As such, all remaining assignments must be submitted prior to May 14 or they will not be accepted.**

## **Additional Items**

**Attendance:** The term may seem strange for an Internet course, but you are expected to "show up" on a regular basis, participate consistently, and submit work as indicated in unit instructions. Failure to "show up" regularly may result in an administrative withdrawal from the course. If you have severe problems that are hindering your adequate participation, please contact the professor as soon as possible.

**Courtesy:** All members of the class are to follow the rules of common courtesy in all communications and interaction. Remember that real people are out there struggling at their keyboards just as you are. Timely and considerate response will be particularly important when students are interacting with other members of the class individually or corporately.

**Submission of Work:** The course is taught at present in something of an "open format," meaning that to some extent you may work at your own pace, within reason of course, but you should submit work on a regular basis. The problem, particularly in study of a language, is that if you get behind in the course, you will find it very difficult to catch up as you might in other types of courses. So approach the work in a disciplined manner, plan specific times to complete your work, and submit assignments regularly and systematically no later than the date given on the schedule above.

**NOTE:** Calling the course "open format" and allowing you to submit work at your own pace, within reason, does not mean that you can submit assignments in any order that you choose. The course is designed so that you make gradual progress in mastery of the language, and assignments that you are to submit are a part of that design. Consequently, assignments are to be submitted according to the order in which they are assigned and will be accepted for grading only in that order. If you are having problems with a particular assignment, that may be a sign that you need to do more study/work/review at that point. It may also be a signal that you need to consult with the professor on the matter.

**Marvels and Messes:** Computers are great tools, but they do not always work correctly all the time. You already know that, so make a practice of backing up your work. Because this is an online class, students are expected to have regular access to a working computer as well as an internet connection. While the professor recognizes that computers sometimes crash or are otherwise problematic, it is the student's responsibility to have a "back-up plan" in place should his/her computer malfunction. In addition, do not wait until the last day, hour, or minute to complete and/or submit your work. You may not be able to log on, the server may down (which does happen from time to time), and God alone knows what else might happen. So plan ahead. *Encountering these kinds of problems during last minute rushes does not constitute an excuse for failure to complete your work in a timely fashion.*

**Honesty and Education:** The Course Covenant already addresses some issues falling into this arena, but another note is in order. In a standard classroom educational environment, the time that all students are together with the professor is a very restricted time, so that great potential for dishonesty has always existed in that setting. With an Internet course, such a potential is certainly more real. While most components of the course will have built-in safeguards, some will not, by the very nature of the work. The challenge, then, for each of you, is to keep before you the goal of learning well the subject matter of this course. In your case, it is the Hebrew language, mastery of which will allow you to read the word of God written in one of its original languages. Such a privilege can hardly be overvalued. So determine to do the work, as it is assigned, so that you will have the best opportunity to succeed in the best sense.

**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>.

## **Need Technical Assistance?**

[Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [selfserve.nobts.edu](http://selfserve.nobts.edu) website.

[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).

[ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.

[\(504\) 816-8180](tel:(504)816-8180) - Call for any technical questions/support requests.

[www.nobts.edu/itc](http://www.nobts.edu/itc) - General NOBTS technical help information is provided on this website.

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