



## **OTHB6300 Intermediate Hebrew Grammar**

New Orleans Baptist Theological Seminary

Biblical Studies Division

Spring 2021

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.

### **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 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 10-12 pages double-spaced with no less than 20 critical or technical sources.

*The rubrics for grading this assignment are attached to the end of the syllabus. Please complete the assignment according to the syllabus and this rubric.*

## Textbooks

### **Required:**

*Biblia Hebraica Stuttgartensia*

Any standard Hebrew Lexicon (Holladay, or Brown-Driver-Briggs, or Koehler-Baumgartner)

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).

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 but highly recommended:**

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

Russell T. Fuller and Kyoungwon Choi, *Invitation to Biblical Hebrew Syntax*. Grand Rapids: Kregel, 2006.

### **Optional:**

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

Wegner, Paul D. *A Student's Guide to Textual Criticism of the Bible: Its History, Methods & Results*. Downers Grove, IL: InterVarsity Press, 2006.

## Course Requirements

1. Thoroughly prepare for each class meeting by reading the textbooks and mastering the vocabulary in *Biblical Hebrew Vocabulary in Context* according to the schedule.
2. Prepare weekly translations according to the schedule. Come to class prepared to read, parse, and translate from the Hebrew Old Testament and to discuss grammatical and text-critical issues relevant to the interpretation of the passage.
3. Complete the two worksheets, which will be distributed to students on the first day of class:
  - a. Worksheet 1 on the history of the Hebrew language, the development of the Old Testament canon, and Old Testament textual criticism.
  - b. Worksheet 2 exploring text-critical issues in a particular passage.
4. Write an exegetical paper (3-10 verses, 10-12 pages double-spaced) on a passage to be approved by the professor, using the tools and techniques learned throughout the semester.
5. *For extra credit, a vocabulary quiz will be made available based on selections from van Pelt. Must be completed in the Biblical Studies Division office by appointment.*

## Evaluation of Grade

1. **Oral reading/class discussion: 15%**
  - a. Always bring a Hebrew Bible to class.
  - b. Be prepared to read aloud, translate, and discuss the day's assigned passage.
  - c. Be prepared to discuss the day's assigned textbook readings.
  - d. Practice the vocabulary in the van Pelt book according to the schedule.
2. **Weekly translations from the Hebrew: 30%**
  - a. Must be submitted within one day after the class discussion of that passage.
  - b. For full credit, each submission must include:
    - i. A "rough" or literal translation.
    - ii. A "smooth" or literary translation.
    - iii. Some evidence of the thought process you invested into your translation.  
Examples of evidence include:
      1. Documenting your attempted solution of challenging grammatical structures in the passage (morphological or syntactic)
      2. Comparing possible glosses for a particular word
      3. Parsing unique, interesting, or highly inflected (changed) verbs
  - c. Submissions will be graded according to the amount of effort you put into understanding the grammatical and literary form of each passage, coming up with your own translation, and being able to explain your interpretive choices in class.
  - d. Blank forms will be made available for you to complete your translations either by typing or by hand, whichever you prefer. Handwritten submissions (*must be legible*) should be delivered to the Biblical Studies Division office (second floor of the student center).
3. **Worksheet 1 (history of Hebrew, canon, textual criticism, Massorah): 15%**
4. **Worksheet 2 (text-critical passage analysis): 15%**
5. **Exegetical paper (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](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.) 2.

[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).

3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests. 4.

[www.NOBTS.edu/itc/](http://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

<b>Wk</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
1	1/19	Syllabus		
	1/21	History of the Hebrew Bible 1	Brotzman & Handouts	<i>Vocab 1-15</i>
2	1/26	History of the Hebrew Bible 2	Brotzman & Handouts	
	1/28	Textual Criticism, Syntax, & Translation Theory	Kelley & Scott	Have Brotzman read before the beginning of class <i>Vocab 16-30</i>
3	2/2	Textual Criticism, Syntax, & Translation Theory	Kelley & Scott	
	2/4	Massorah	Kelley & Scott	Have Kelley & Scott read before the beginning of class <i>Vocab 31-45</i>
4	2/9	Ruth 1:1-11	<i>Hebrew Discourse</i> , pp 11-28	Bring Ruth 1:1-11 translation to class
	2/11	Ruth 1:12-22	<i>Hebrew Discourse</i> , pp 29-50	Ruth 1:12-22 <i>Vocab 46-60</i>
5	2/16	Ruth 2:1-12	<i>Hebrew Discourse</i> , pp 51-60	Ruth 2:1-12
	2/18	Ruth 2:13-23	<i>Hebrew Discourse</i> , pp 61-76	Ruth 2:13-23 <i>Vocab 61-75</i>
6	2/23	Ruth 3:1-9	<i>Hebrew Discourse</i> , pp 77-87	Ruth 3:1-9 <i>Vocab 76-90</i>
	2/25	<i>Catch-up day</i>		

7	3/2	Ruth 3:10-18	<i>Hebrew Discourse</i> , pp 88-96	Ruth 3:10-18 <b>Worksheet 1 due</b>
	3/4	Ruth 4:1-11	<i>Hebrew Discourse</i> , pp 97- 112	Ruth 4:1-11 Vocab 91-105
9	3/9	Ruth 4:12-22	<i>Hebrew Discourse</i> , pp 113- 138	Ruth 4:12-22
	3/11	<i>Catch-up day</i>		

10	3/16	<i>Spring Break (no class)</i>		
	3/18			
11	3/23	Translating Narrative	<i>Hebrew Discourse</i> , pp 139- 63	Vocab 106-120 Gen 12:1-9
	3/25	Translating Narrative	<i>Hebrew Discourse</i> , pp 164- 195	Vocab 121-135 Gen 15:1-21
12	3/30	Translating Narrative	<i>Hebrew Discourse</i> , pp 196- 212	Gen 22 Vocab 136-150
	4/1	Translating Narrative	<i>Hebrew Discourse</i> , pp 213- 250	1 Kgs 17 <b>Worksheet 2 due</b>
13	4/6	Translating Law	<i>Hebrew Discourse</i> , pp 251- 270	Exod 21:28-36 Vocab 151-165
	4/8	Translating Law	<i>Hebrew Discourse</i> , pp 271- 276	Deut 24:1-5, 14-22
14	4/13	Translating Prophets		Jer 22:1-12 Vocab 166-180

	4/15	Translating Prophets		Ezek 37:1-14
15	4/20	Translating Prophets		Isa 49:1-6 <i>Vocab 181-195</i>
	4/22	Translating Psalms		Ps 1 <b><i>Optional vocabulary quiz for extra credit due</i></b>
16	4/27	Translating Psalms		Ps 14
	4/29	Translating Wisdom		Prov 3:1-20
17	5/4	<i>Catch-up day</i>		
	5/6	<i>Catch-up day</i>		
18	5/11	<b><i>Finals Week: Exegetical paper due at posted time of final exam. Graduating students must turn in paper on last day of class (5/6).</i></b>		

## Bibliography

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**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.

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

<p><b>Grammar: 15%</b></p> <ul style="list-style-type: none"> <li>● Spelling 10 ● Punctuation 50 ○ Fragments <ul style="list-style-type: none"> <li>○ FS; CS</li> <li>○ Run-ons</li> </ul> </li> <li>● Sentence structure; clarity: 10 ● Verb tenses: 10 ● Dangling phrases: 10 ● Split infinitives, etc.: 10</li> </ul>	<p><b>Content: 35%</b></p> <ul style="list-style-type: none"> <li>● Exegesis 75 <ul style="list-style-type: none"> <li>○ Textual criticism 15</li> <li>○ Masorah analysis 10</li> <li>○ Literary analysis 20</li> </ul> </li> <li>○ Grammar/syntax analysis 30 <ul style="list-style-type: none"> <li>○ Genre issues 10</li> <li>○ Historical Context 15</li> </ul> </li> <li>● Application 25</li> </ul>
<p style="text-align: center;"><b>General Composition Concerns: 15%</b></p> <ul style="list-style-type: none"> <li>● Paragraph flow: 25</li> <li>● Style (readability): 25</li> <li>● Focus (completeness): 25</li> <li>● Depth of Analysis: 25</li> </ul>	
<p><b>Mechanics/Formatting: 15%</b></p> <ul style="list-style-type: none"> <li>● Title page 25 ● Table of contents 25 <ul style="list-style-type: none"> <li>○ Subheading levels</li> <li>○ Proper outlining</li> <li>○ Period leaders</li> </ul> </li> <li>● Page numbers/subheadings 25 ● Margins 25 ○ Block quotes, etc. <ul style="list-style-type: none"> <li>○ Top/bottom</li> <li>○ Left/right</li> </ul> </li> </ul>	<p><b>Documentation: 20%</b></p> <ul style="list-style-type: none"> <li>● Footnotes 10</li> <li>● Style, form, punctuation 10</li> <li>● Use of researched data 40 <ul style="list-style-type: none"> <li>○ Frequency of notation 20</li> <li>○ Adequacy of interaction 40</li> <li>○ Quality of source analysis 40</li> </ul> </li> <li>● Quality of sources 20 <ul style="list-style-type: none"> <li>○ Primary</li> <li>○ Secondary</li> <li>○ Journals</li> </ul> </li> <li>● Bibliography 20</li> </ul>
<p><b>Word studies:</b></p>	<p><b>Bonus:</b></p> <p><b>Penalties:</b></p>
<p>FINAL PROJECT GRADE=====&gt;&gt;</p>	