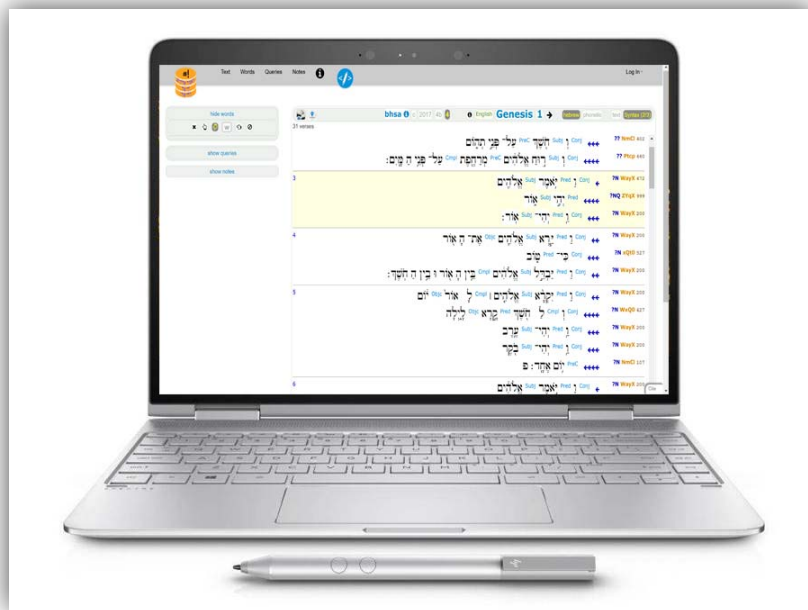




MCMASTER DIVINITY COLLEGE COURSE SYLLABUS WINTER 2018

MINING FOR MEANING: PRACTICAL WAYS TO ANALYZE THE HEBREW BIBLE (OT 2L03)



INSTRUCTOR:

Mary L. Conway, PhD
Divinity College Room 228
Phone: 1.905.525.9140
x26002
Email:
conwam2@mcmaster.ca

Wednesdays, from 9:00 am–
10:50 am

There will be a course web
page on [Avenue to Learn](#)
(A2L).

I. COURSE DESCRIPTION

Computers have revolutionized many human practices, including the study of ancient texts. Today, it is common for preachers and teachers to examine the Old Testament/Hebrew Bible using software tools or online resources. This course will demonstrate how free online web resources can be used effectively in order to analyze a passage “in the original Hebrew” so that interpretations and applications can rely upon a careful consideration of what the Hebrew actually says and how it says it.

Note: Students must have basic computer skills and must bring their laptop to all classes. Assistance with computer issues will not be provided by the professor.

This course will appeal to:




1. Students with no knowledge of Hebrew AND those who have already taken A Guide to Biblical Languages. **Note:** We will review the Hebrew grammar that was introduced in A Guide to Biblical Languages (NT/OT 1L03) for the benefit of those who did not take this course, and to refresh that learning for those who did.

2. Students who intend to pursue more advanced studies in Hebrew.
3. Students who want to be able to use online language resources effectively and learn how to interpret the biblical text responsibly, regardless of whether they intend to pursue the study of Hebrew or learn to sight read Hebrew at a later time.

OT/NT 1L03 MDiv/MTS Specializations: (BS/PS) Biblical Studies, Pastoral Studies (See http://www.mcmasterdivinity.ca/sites/default/files/documents/mdiv-mts_specializations_and_outcomes.pdf)

II. LEARNING OUTCOMES



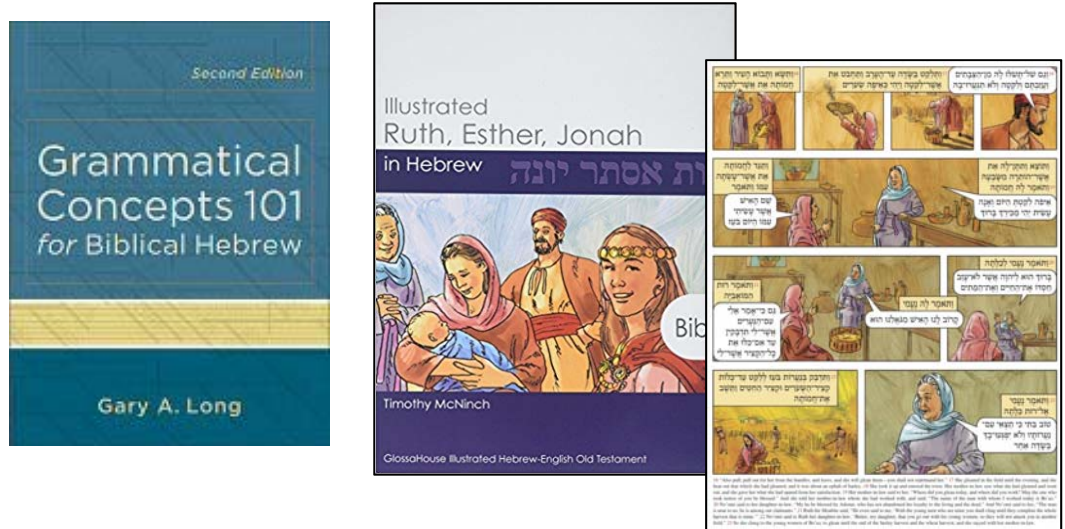
- a.  Knowing
 - To understand the metafunctions of language
 - To understand the reasons for variation in language: cultural, historical, situational, personal, social, etc.
 - To know some of the most frequent words in the Old Testament
 - To know the major grammatical forms in Hebrew and their syntactical relationships to each other (nominals, verbals, adverbials, phrases, clauses, etc.)
 - To understand Hebrew language units and their ranking
 - To know what is involved in moving from grammatical analysis to interpretation and application
- b.  Being
 - To address over-confidence—or lack of confidence—concerning knowledge of the Bible, adopting instead an attitude of life-long learning
 - “To present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.” (2 Tim 2:15)
 - To be a mature and responsible interpreter of Scripture as taught by the Spirit (1 Cor 2:6–16)
 - To allow the Scripture to motivate, form, and transform our faith, worship, and Christian way of life
- c.  Doing
 - To develop the ability to talk intelligently about what the available linguistic information reveals about specific wordings (i.e. to explain both what a wording means and why it means what it means)
 - To develop the ability to move cautiously from the available linguistic information to a preliminary understanding of an actual passage of scripture
 - To be able to interpret Scripture more effectively with attention to the cultural, historical, and situational context
 - To be able to use quality online Hebrew resources critically and effectively

III. COURSE REQUIREMENTS

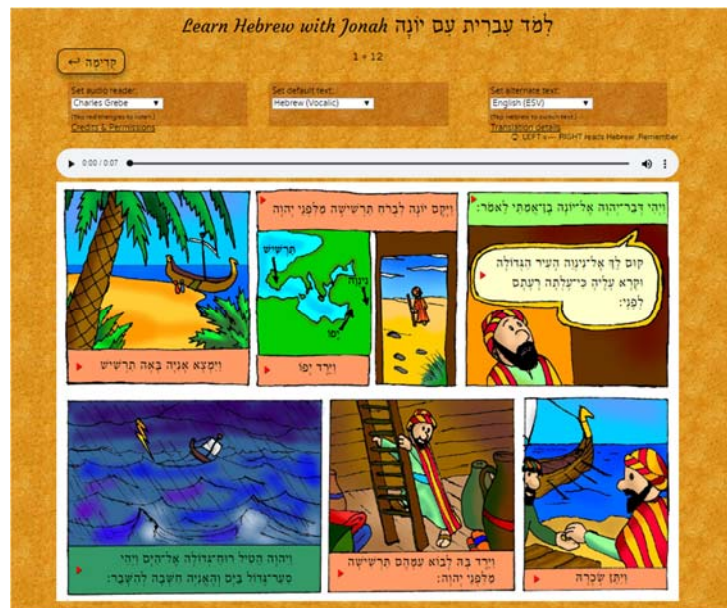
A. REQUIRED TEXTS AND RESOURCES

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew*. 2nd ed. Grand Rapids, MI: Baker Academic, 2013. (Students who have taken A Guide to Biblical Languages NT/OT 1L03 will already possess this text.)

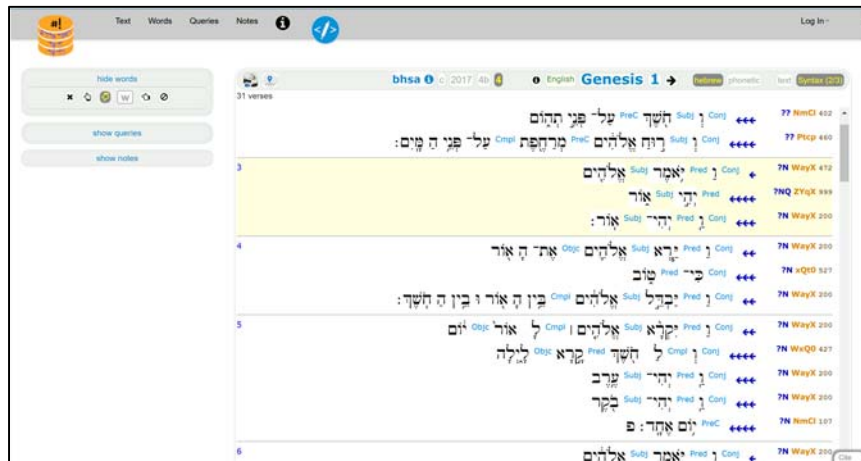
McNinch, Timothy. *Illustrated Ruth, Esther, Jonah in Hebrew*. GlossaHouse Illustrated Hebrew-English Old Testament. Wilmore, KY: GlossaHouse, 2017.



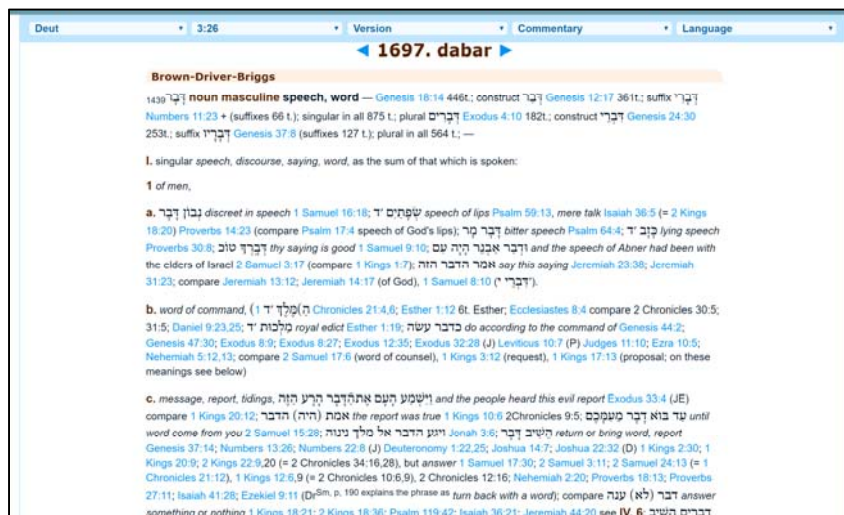
Website: **Animated Hebrew Jonah** http://www.animatedhebrew.com/jonah/jonah_01.html
(Free site teaching you to read and pronounce Hebrew, with English subtitles.)



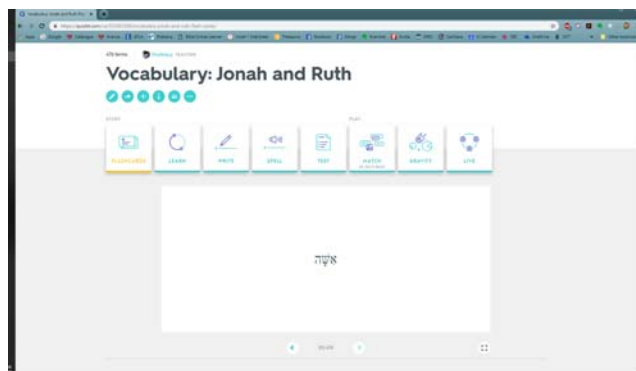
Website: Bible Online Learner <https://bibleol.3bmoodle.dk/> (Free site)



Website: BibleHub <https://biblehub.com/interlinear/jonah/1.htm> (Free site that provides access to the BDB Lexicon)



Quizlet: Vocabulary Learning <https://quizlet.com/ca/355683389/vocabulary-jonah-and-ruth-flash-cards/> (free site) The vocabulary for this course is available on Quizlet, which offers flashcards, games, etc., to aid learning. The **password** for the site is on A2L.



Flash Cards: Flash cards for the vocabulary in Jonah and Ruth will be also be provided on A2L for printing by the student.

wages	give, put, se	נתן	שקר
just, as; (together), with	by;, with;, b means, of;, f at, (time, plac	בְּ	עִם
breath, wind spirit	cast, cast, o	טוֹל	רוּחַ
storm-wind	sea;, river;, w	יָם	סַעַר
be, broken	think, consid value	חָשַׁב	שָׁבַר

Note: All required textbooks for this class are available from the College's book service, R.E.A.D. On Bookstore, Room 145, McMaster Divinity College, or contact R.E.A.D. On Bookstore, 5 International Blvd., Etobicoke, Ontario M9W 6H3. Phone 416.620.2934; fax 416.622.2308; e-mail books@readon.ca. Website: <http://webhome.idirect.com/~readon/bookstore.html#BkEducation>. Texts may be ordered ahead and sent to your home or purchased at the college. You may also order the texts from online sources.

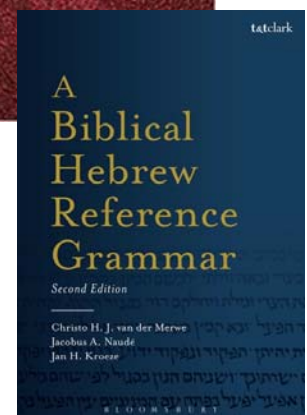
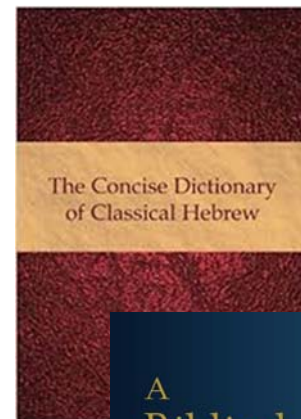
B. RECOMMENDED RESOURCES

1. Clines, David J. A., David M. Stec, and Jacqueline C. R. De Roo. *The Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix, 2009. ISBN: 978-1906055790

Note: This resource is not required but is **STRONGLY** recommended. It is far more up to date and accurate than the dated BDB (available from our bookstore).

2. Van der Merwe, C. H. J., J. A. Naudé, and Jan Kroeze. *A Biblical Hebrew Reference Grammar*. Second ed. New York: Bloomsbury T&T Clark, 2017.

Those who plan to continue their study of Hebrew may wish to purchase this Hebrew grammar, which gives information on morphology, plus much more information on syntax: how the elements of language work together to make meaning:



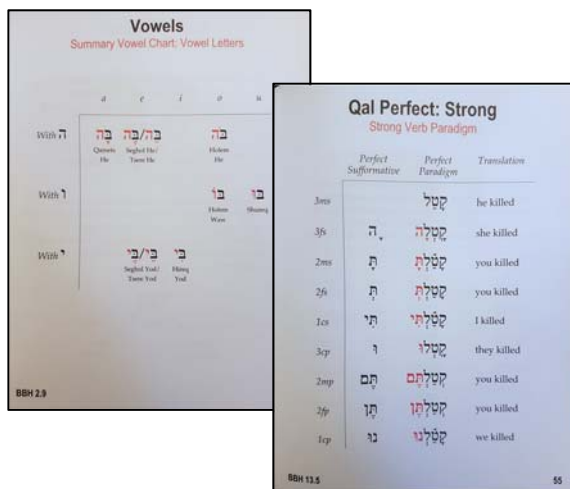
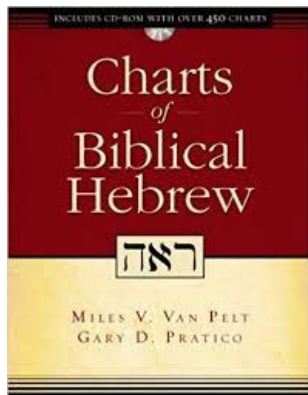
2. Sefer Rut: The Book of Ruth Audio/Video Companion

In Hebrew with Hebrew and English subtitles. Available from Glossahouse: (Purchase and download for ~C\$15) <https://www.glossahouse.com/product-page/sefer-rut-the-audio-video-companion-to-illustrated-ruth> (See <https://www.youtube.com/watch?v=0jnfcmIbEQ> for a sampler.)



4. Van Pelt, Miles V., and Gary Davis Pratico. *Charts of Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2007.

This resource consists of easy to read, color coded charts summarizing all the Hebrew form variations, and a supplementary disc with even more. Memorization of forms is not required in this course, but these charts will be helpful in recognition.



C. ASSIGNMENTS AND GRADING

Vocabulary Quizzes	10%
Grammar Quizzes	15%
Analysis 1: Jonah	15%
Analysis 2: Ruth	25%
Oral Reading (Jonah)	5%
Exam	30%
Total Grade	100%

Assignment Details:

Note: All written assignments must be submitted to A2L as a single PDF document only.

1. Assignment 1: Vocabulary Quizzes 10%. See course schedule.

There will be 4 in-class vocabulary quizzes testing your knowledge of common Hebrew words, and a final vocabulary section on the exam. You will learn the 200 most common words in the Books of Ruth and Jonah on a cumulative basis. Flash cards and an Excel spreadsheet are provided on A2L.

2. Assignment 2: Grammar Quizzes 15%. See course schedule.

There will be 4 in-class grammar quizzes: 1 on the alphabet and vowels, and 3 that will test your ability to explain (in your own words) how the Hebrew language makes meaning. Because this will be the focus of the class handouts, lectures, and discussions, the quizzes will be testing whether you are paying attention and whether you are understanding the basic workings of the language. Note that these quizzes do not require formal parsing and translation, but an understanding of how the words relate to one another and how the linguistic signals relate to the meaning of the text. Each quiz will be based on a passage from the Old Testament with a printed quiz sheet supplying the same linguistic information that is being accessed digitally throughout the course (i.e., English glosses, parsing information, syntactic information, etc.). Given this information, students should be able to write out brief answers that explain what the passage means and why it means this.

3. Assignment 3: Analysis 1: Jonah 15%. Due on Wednesday, February 27 by 11:30 pm

Students will choose one passage from the book of Jonah about 5 verses and explain the significant lexical/grammatical/syntactical components and how they contribute to meaning in a response of 6 to 8 pages. You will be guided by a pre-determined list of interpretive questions related to the wording of a passage. In addition to the online resources used throughout the course, you are expected to cite at least five appropriate reference works that discuss your passage and/or its wording (i.e., the major biblical commentaries, scholarly articles, and Hebrew grammars). Detailed instructions will be given in class and on A2L.

4. Assignment 4: Analysis 2: Ruth 25%. Due on Wednesday, April 3 by 11:30 pm

Students will choose one passage from the book of Ruth of 5 to 8 verses and explain the significant lexical/grammatical/syntactical components and how they contribute to meaning in a response of 10 to 12 pages. You will be guided by a pre-determined list of interpretive questions related to the wording of a passage that will incorporate the learning used in your first analysis but also include the concepts learned since. In addition to the online resources used throughout the course, you are expected to cite at least ten appropriate reference works that discuss your passage and/or its wording (i.e., the major biblical commentaries, scholarly articles, and Hebrew grammars). Detailed instructions will be given in class and on A2L.

5. Assignment 5: Oral Reading: Jonah 5%. Due Wednesday, March 6 by 11:30 pm

Students will use the website **Animated Hebrew Jonah**

(http://www.animatedhebrew.com/jonah/jonah_01.html)

to practice pronouncing and reading the passage (5 verses) from the book of Jonah that they used for Analysis 1. They will video record themselves on A2L reading the passage.

6. Assignment 6: Exam 30%. Wednesday, April 10

For the final examination, you will be given a passage from the Hebrew Bible and a few of the questions that were asked in the main written assignments (see above). You will be allowed to use the online resources in order to answer these questions, explaining what (linguistically speaking) the passage means and why (linguistically speaking) it means this. There will also be a vocabulary component to the exam, involving the 200 most common words in the books of Jonah and Ruth. A concluding question on the exam will ask you to provide some remarks about interpretive issues that are important for understanding the passage but that are not answered by the wording of the passage itself.

Policy for Late Assignments:

Marks will be deducted for late assignments if there is no valid reason, such as illness (a doctor's note may be required) or serious family crisis. The deduction will be 3% per day. Extensions must be approved before the due date.

IV. COURSE SCHEDULE

Wk	Date	Bible Resources ¹	Content	Assignments/Quizzes
1	Jan 9	---	• Introduction and Syllabus • Hebrew Alphabet, Vowels	---
2	Jan 16	Selections	• Metafunctions of Language • Variations in Language • Using <i>Bible Online Learner</i>	---
3	Jan 23	Jonah 1	• Parts of Speech, Word Order • General Hebrew Morphology • Nominals: Form and Function 1 (Nouns, Article)	Grammar Quiz 1: Alphabet and Vowels
4	Jan 30	Jonah 2	• Nominals: Form and Function 2 (Adjectives, Pronouns, Nominal Clauses) • Using a Lexicon	Vocabulary Quiz 1 (40 words)

¹ McNinch, Timothy. *Illustrated Ruth, Esther, Jonah in Hebrew*. We will be using examples from these narratives to illustrate the concepts learned during the classes. Handouts from BHS will also be provided.

5	Feb 6	Jonah 3	• Verbal Systems: Stems, Conjugations 1 (TAM, Stems, Qatal/Yiqtol/ Wayyiqtol)	Grammar Quiz 2
6	Feb 13	Jonah 4	• Verbal Systems: Conjugations 2 (Volitionals) • Introduction to the Hebrew Bible (BHS)	Vocabulary Quiz 2 (80 words)
7	Feb 20	Family Day/Reading Week		
8	Feb 27	Ruth 1	• Verbal Systems: Stems, Conjugations 3: Participles, Infinitives	Analysis 1: Jonah due
9	Mar 6	Ruth 2	• Phrases and Clauses 1 (Prepositions, Conjunctions)	Vocabulary Quiz 3 (120 words) Oral Reading Assignment
10	Mar 13	Ruth 3	• Phrases and Clauses 2 (Rank, Relationships)	Grammar Quiz 3
11	Mar 20	Ruth 4	• Syntax: Variations and Meaning	Vocabulary Quiz 4 (160 words)
12	Mar 27	Judges Selections	• Hebrew Discourse 1 (Verb Constellations, Markers, Comments)	Grammar Quiz 4
13	Apr 3	Judges Selections	• Hebrew Discourse 2 (Dialogue, Participants, Narrative Perspective)	Analysis 2: Ruth Due
14	Apr 10	---	---	Exam (Including 200 vocab words)

V. CLASSROOM BEHAVIOUR, ATTENDANCE, AND PARTICIPATION

- Students are expected to attend all classes. Missing a class in order to work on other assignments is a consequence of poor planning and is unacceptable. If you are genuinely ill, and possibly contagious, your absence is acceptable.
- Students are expected to be on time for class. Admittedly, unavoidable delays do occasionally happen. If you arrive late, please enter as quietly as possible and give an explanation to the professor after class.
- Students are also expected to stay for the entire class session.
- Computers and tablets should only be used for class related purposes, not for social networking and the like.
- All thoughtful student participation is welcome. There are no “dumb questions” or “stupid answers.” Students will respect the contributions of other students, although they may disagree, and respond to them without ridicule or scorn.
- Students may eat or drink in class as long as they do so quietly and unobtrusively and clean up afterwards.

VI. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses

<http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>. Failure to observe appropriate form will result in grade reductions.

Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

Academic Dishonesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty at <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

Disclaimer: This syllabus is the property of the instructors and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.