



**HEB 101 *Biblical Hebrew* (3)**  
**Winter 2011**  
**Instructor: R. R. Remin**

**Contacting the Instructor**

**Office: L2081**

**Class Times: W Fr 8:15-9:30**

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**Office Phone: 410-2000 ext. 7906**

**Class Location: L2100**

**Course Description**

A continuation of Biblical Hebrew 100. Basic principles of exegesis are introduced.

In this course the student reads selected portions of prose and poetry from the Hebrew Old Testament. The grammatical structures learned in the first semester are reviewed. New structures are learned. The basic principles of the exegesis of a Hebrew text are studied. *Prerequisite HEB 100*

**Course Objectives**

**Primary Objectives**

1. Each student will continue to advance their knowledge of Hebrew grammar so as to improve their ability to interpret the Hebrew Old Testament faithfully. The emphasis falls on how understanding Hebrew improves ones ability to understand the Old Testament. To this end the student will add to their knowledge of how the Hebrew language works by:
  - Learning **grammar** (the characteristics of derived stems of the strong and weak verbs in the perfect, imperfect, and their participles, imperatives, and infinitives),
  - **Reading** portions of the Hebrew OT for discussion and translation in class,
  - Learning primarily at recognition level Hebrew **vocabulary** of the Old Testament as it occurs in the chapters of the text book. Emphasis is placed on words which occur over one hundred times and/or are theologically significant.

2. Each student will learn an exegetical method which will assist them in their movement from a text to a sermon/lesson.
  - Learn how to and practice carrying out **contextual**, **verbal** (word study), and **syntactical** analyses of selected OT texts,
  - Each student will learn (through lecture, illustration from OT texts read in class and completed assignments) how to follow through on their study of any given text with **theological** and **homiletical** analyses (or lesson plan) which will make the text's message relevant to a twenty first century audience and deliverable in an effective manner,
  - Learning the genres and sub-genres of the literature of the OT, their characteristics and their purposes and how to interpret texts consistently with their genre,
  - Learn how to do studies of Hebrew words and/or concepts in a meaningful and accurate manner and use this knowledge in the analyses above.
  - Learn the characteristics of Hebrew poetry and how to use these characteristics to better understand the meaning of the text,
  - Learn the strengths and weaknesses of some of the reference works (lexica, grammars, theological wordbooks, commentaries, translations, software) which are available to students.
  - Learn basic principles of textual criticism and how to read a critical apparatus as we read portions of the Hebrew OT. Learn the difference between different translations due to textual variants and those due to translation *per se*, and use this knowledge in a contextual and verbal analysis of a short Hebrew text.
3. Each student will learn to interpret OT texts with a hermeneutic which places highest value on contextual, verbal and syntactical reading of the text but which is also theologically informed. This hermeneutic is "literal" in the sense used by the Reformers in that the text is read and interpreted in the manner of all written human communication with attention to the grammar of language, figures of speech, genre, *etc.*. Each student will be required to begin to articulate the hermeneutic by which they will interpret the Old Testament.
4. Each student will be repeatedly challenged to strive for interpretation and theological reflection which is relevant to those whom they will serve. Students will also be exposed to other theological and hermeneutical systems. Each student will learn and hopefully come to own the tradition of importance of Scripture correctly exegeted from the original languages which is part of our evangelical Protestant heritage as distinct from some other Christian traditions.
5. Since attitudes are more often caught than taught, it is hoped that through interaction in class and by the example of the instructor in this course student

will enthusiastically and realistically desire to interpret the Hebrew OT faithfully and effectively.

### **Secondary Objectives**

Although the following objectives are not the primary objectives of this course, they are objectives which relate to the learning outcomes which Ambrose desires to accomplish in the lives of our graduates and to which your instructor is wholeheartedly committed and thus will be addressed in an informal manner at several points in this course.

6. Each student accept that the learning of Hebrew for the purpose of faithfully interpreting the Hebrew OT is not accomplished in a few courses but rather through the practice of life long learning and a life long commitment to studying the OT in its original languages.
7. Each student will begin to reflect on how the authors of the OT communicated effectively by using language and especially genre “for all it was worth” in diverse contexts and the implications for effective communication in the twenty first century.
8. The nature of this course usually challenges students at the point of integration of the personal, theological and ministerial dimensions of their lives. This is expected and provides students with an opportunity to attempt such integration in a relatively safe environment.
9. Whereas the exegesis of the Hebrew OT is something of a skill and an art. Each student can improve their skills but not all are equally gifted. Again the nature of this course provides an opportunity for each student to begin to identify their God-given gifts and abilities.
10. Our evangelical Protestant tradition places a very high value on the faithful exegesis of Scripture and each student is expected to come to a better understanding and appropriation of the implications of this value system for our tradition.
11. Because of the instructor’s particular interest and knowledge of the Ancient Near East and the Jewish cultural milieu in which the documents Hebrew OT were received and the differences within that setting as well as my particular interest in the diversity within the OT tradition, each student will learn something of OT authors communicated, served and lead Israel effectively in a variety of settings in a world characterized by diversity.

## Required Texts

These texts were required in the previous semester and again this semester.

W.S. LaSor, *Handbook of Biblical Hebrew, an Inductive Approach Based on the Hebrew Text of Esther*, 2 Vol. (W.B. Eerdmans, Grand Rapids, 1978). (Please note that various re-printings of this text have rendered it a one volume text which students will inevitably render a two volume text – the student’s first creative act by division among the other less beneficial “creative acts” in a first year Hebrew course which are usually created by assuming incorrect points of division.)

Brown, Francis, Driver, S.R., Briggs, Charles A. *A Hebrew and English Lexicon of the Old Testament* (Clarendon Press, 1907).

Ethelyn Simon, Irene Resnikoff, Linda Motzkin and Susan Noss. *Tall Tales Told in Biblical Hebrew* (EKS Publishing Co., Oakland, CA, 1994).

Invest in one of the three best programs for doing Hebrew exegesis and they are:

Bibloi 8.0 -- <http://www.silvermnt.com/bibloi.htm> This is the one used in class.

Logos Bible Software -- <http://www.logos.com/> An associated name is Libronix.

Accordance Bible Soft. -- <http://www.accordancebible.com/> MAC platform,

## Course Schedule

This class meets Wednesday and Friday from 8:15 to 9:30 a.m. except for the following days:

- January 26 – Ambrose Community Day.
- Feb 23 and 25 – Winterim Modular Courses
- March 9 (Wednesday) – Global Impact Day
- April 15 – The last day of classes was April 14
- April 26 – Last day to hand in late assignments. (Last day of semester which is the last day of the examination period.)

The various analyses are due as follows:

Contextual Analysis – February 18

Verbal Analysis -- March 18  
Syntactical Analysis – April 8  
Theological and Homiletical Analyses -- April 15

The Mid-term examination is scheduled for March 4.  
There is no final examination!

Absolute deadline for late assignments is April 26; for graduating students the absolute deadline is one week before..

### **Course Requirements**

1. Prepare assignments in the textbook, the reader and/or readings of the Hebrew OT as directed before the class in which they are discussed. Participate in the discussion in class.
2. Complete vocabulary quizzes as directed.
3. Complete four analyses (contextual, verbal, syntactical, and theological/homiletical) on a selected text and as directed. A detailed instruction sheet for each of these analyses accompanies this syllabus. Each of these analyses will be submitted in this format:
  - There will be no title page.
  - The pages are bound with no more or no less than a single staple in the upper left corner.
  - The student's name and student number will appear in the upper left corner on the first line; the words "Introduction to Hebrew Exegesis" and the date of completion of the assignment appear on the second line. This information is single spaced.
  - The first line of the paper identifies the analysis and the text.
  - The remainder of the paper is double spaced in 12 point font of a common type; the format is that appropriate to an academic paper with footnotes and bibliography. No extra colours or special fonts except for Greek and/or Hebrew are to appear in the paper. The bibliography is single spaced.
  - You know Hebrew. You have to use Hebrew letters for Hebrew words. Transliteration is unacceptable except in the title of an entry in your footnotes and/or bibliography. Beware! Not all printers will print all fonts correctly. This is your responsibility to ensure all fonts are printed

correctly in your papers. Do not italicize the Hebrew. Do not underline the Hebrew! Do not put the Hebrew in quotation marks! The distinctive font is the “tip off” that it's a foreign word.

- Each analysis is as long as it needs to be to do the analysis responsibly. The last page contains the bibliography.
  - The presentation of the ideas in your papers must be consistent with these standards. Each student is expected to do research and then state the ideas derived from that research in their own words in their papers. There will be no direct quotations at all in the body of your paper. At no point will an idea be introduced with a perfunctory phrase such as “Somebody F. Scholar says.” If a student errs and a student does include material taken *verbatim* from a source, and since you have been told there will be no direct quotations or quotation marks, this is plagiarism and the student will be dealt with according to Ambrose's academic policies. The grade for the assignment will be F.
4. Attend the two evening lectures by Dr. Fitch who will present two separate public lectures on ***“The Future of Evangelicalism: Forging a New Faithfulness in a Post Christendom North America.”*** These will take place at 7:00 p.m. Wednesday and Thursday, February 16 & 17 in the Ambrose University College Gymnasium. These lectures have a direct connection to your theological and homiletical analyses in this course.
  5. Write the mid-term examination in class. This is a test of a student's ability to identify the characteristics of the derived stems of strong and weak verbs. The test is closed book.
  6. Complete an initial statement of your hermeneutic for the OT with special attention to your use of Hebrew. Specific detailed instructions will be provided. Assignment is no more than two to three pages in length. See note in number three for the format.

### Course Grade

The following table is only intended to show the relative weight assigned each of the course requirements.

Participation and preparedness for class	10%
Mid-term in class	25 %
Vocabulary Quizzes	5 %
Four (Five) Analyses	50 %

**Very Important Notes**

1. βλετετε. All hand written tests, examinations, or any other hand written thing you hand to your professor must be written in ink! Your professor cannot and will not read anything written in pencil.
2. βλεπετε παλιν. All other assignments must be submitted in hard copy. (Do not submit electronic copies and expect me to print them.) Follow these guidelines!
  - All printing is in black ink and on white paper. Twelve point font. There are no other colors or shading. No borders around pages.
  - The cover page will have this information in this order, centered on the page, and nothing else at all.
    - The name of the assignment at the top of the page.
    - Student's name two thirds of the way down the page. Student number is optional, but if included should be on the next line immediately below the name.
  - At least three quarters of the way down the page the words "Ambrose University College" must appear and on the next line the date on which the assignment was handed in.
  - The fonts used must be twelve point standard fonts. The basic fonts such as Times New Roman, Arial, etc.
  - Any Greek and/or Hebrew in the assignment must be in a Greek or Hebrew font.

Do not put quotation marks around nor italicize any Greek or Hebrew words in Greek or Hebrew fonts. Transliteration is not acceptable except in a direct quotation or a title of a published work. Students will be provided with fonts upon request. However, it is the student's responsibility to ensure that the fonts are correctly printed before the paper is handed in. (Not all printers will correctly print all fonts.) This is the students responsibility. Papers with incorrectly printed fonts will not be read. In the effect of "font printing failure" the Greek or Hebrew words may be hand printed in black ink. (This was how it was done from the time of the invention of the type writer until the passing of the same when the personal computer was invented.)
  - Footnotes and bibliography must be consistent and in an acceptable format which identifies who wrote what, when and where it was published.

- One (and only one) staple in the upper left corner. Do not use plastic covers, rings, binders, etc. Think “Adam’s ale!”
3. You may **contact your professor** by various means.
- a. Office Hours. These Office Hours on campus are subject to meetings called by higher authorities (president, dean, registrar), previously scheduled meetings with other students, the instructor’s health (doctors’ appointments, medical emergencies), snow storms, ice storms, highway closures, automobile failure, and/or “the crick don’t raise.” Book an appointment via email to ensure that I’m here, that you will receive notification of cancelation or you will not be preempted by another appointment (the above notwithstanding) .
    - i. Monday           Afternoons
    - ii. Tuesday       Mornings and early afternoon by appointment only
    - iii. Wednesday   Between the first and second class period; after lunch.
    - iv. Thursday      By appointment only
    - v. Friday           Between the first and second class period; after lunch.
  - b. Email in the office:   rremin@ambrose.edu
  - c. Voice in the office:   410-2000 ext 7906
4. **Absences** are intolerable because of the nature of the subject being learned and the manner in which this course is taught, namely the inductive method. If you must miss a class, please work through the lesson(s) missed and then come to class ready for the next lesson. Come to the instructor with any specific problems or questions. In the event you cannot be prepared, you are better being in class unprepared than not in class at all. Too many absences will affect your final grade either by virtue of a poor assignments or an adjustment of your final grade by the instructor.
5. **Classroom Etiquette.** The following activities are considered poor classroom etiquette:
- Coming in late,
  - Talking while someone else is talking,
  - Consumption of meals as opposed to minor snacks,
  - Consumption of snacks in a noisy, smelly and/or disruptive manner,
  - Use of electronic devices such as cell phones, *i-pods, etc.*,
  - Use of laptops for purposes (*e.g.* watching videos, playing solitaire) not directly connected to the class, and
  - The practice of any behaviours considered impolite in adult company.



Depending on the degree and/or frequency of the breach of etiquette, the professor may display his displeasure in any one or more of the following manners:

- Frown, scowl, rolling eye balls (his not yours),
- Utterance of sounds of disgust,
- Sarcastic comments,
- Utterance of specific prohibitions,
- Dismissal of a student from the class,
- Ending the class prematurely, or
- In extreme cases the professor's immediate departure from the classroom.

6. **Grades for the course.** The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An **appeal for change of grade** on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

7. **Some more very important dates.**

The **last day to enter** a course without permission and /or **voluntary withdrawal** from a course without financial penalty (**drop**) – **Friday, September 17, 2010** (Fall semester). These courses will not appear on the student's transcript.

*Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, beginning in the 2010-2011 academic year.*

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to **voluntarily withdraw from a course without academic penalty (*withdraw*) – Friday, November 12, 2010** (Fall semester). A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

8. It is **the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar**. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).
9. **Extensions and Alternative Examination Dates.** Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period **unless they have received permission for a “Course Extension” from the Registrar’s Office**. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.” The deadline this semester is **November 29**.
10. **Plagiarism and Cheating.** We at Ambrose are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s

own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

11. Students are advised to retain this syllabus for their records.