



BL 512-1

Introduction to Hebrew Exegesis

Semester: Winter 2015

Days: W F 11:15 a.m. – 12:30 p.m.

Room: L2100

Number of credits: 3

Prerequisite:

None

Instructor: R. R. Remin

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Phone: 403-410-2000, ext. 7906

Office: L2081

Office hours: By appointment; see below!

Course Description:

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 BL 511*

Expected Learning Outcomes:

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 one's 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,

Important Dates:

First day of classes:	January 7, 2015
Registration revision period ends:	January 18, 2015
Last day to request revised examination:	March 2, 2015
Last day to withdraw from course:	March 20, 2015
Last day to apply for time extension for coursework:	March 30, 2015
Last day of classes:	April 10, 2015

Final Exam: None

Time:

Room:

- 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 the 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 Seminary 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 seminary 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. 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 his particular interest in the diversity within the OT tradition, each student will learn something of how OT authors communicated, served and lead Israel effectively in a variety of settings in a world characterized by diversity.

Outline:

This course meets on Wednesdays and Fridays from 11:15 a.m. until 12:30 p.m. in room L2100.

Each class will devote time to the study of Hebrew grammar and to the study of the exegesis of the Hebrew text of the Old Testament.

The class will not meet on these dates:

January 30 which is the second day of the seminary student faculty retreat,
February 18 and 20 because this is the week of winter modules, and
April 3 which is Good Friday.

April the 10th is the day of our last class and the last day of classes for this semester.

The major course requirements have these due dates:

- February 25 -- Contextual Analysis
- March 11 -- Verbal Analysis
- March 25 -- Syntactical Analysis
- April 8 -- Theological and Homiletical Analyses

Absolute deadline for late assignments is April 10 which is the last day of classes.

Course Requirements:

In order to successfully complete this course each student will complete the following.

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. Hand in work as directed.
2. Complete four analyses (contextual, verbal, syntactical, and theological/homiletical) on a selected text from Isaiah and as directed. A detailed instruction sheet for each of these analyses will be distributed in class and discussed in detail.

Each of these analyses will be submitted in this format:

- There will be no title page.
- The pages are bound with no more and no less than a single staple in the upper left corner.
- There will be no cover page. In the upper left corner of the first page, include the following information in this order. This information is single spaced.
 - On the first line, the name of the assignment and the text. E.g. Contextual Analysis, Isaiah 40.1-6.
 - On the second line the words, Introduction to Hebrew Exegesis.
 - On the third line the student's complete name which is the same as the name under which you are registered in this course. The name is followed by the student number.
 - On the fourth line the words, "Ambrose Seminary" must appear.
 - On the fifth line the date on which the assignment was submitted.
- The remainder of the paper is double spaced in 12 point font of a common type (Times New Roman, Calibri, etc.); 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 in proper academic format.
- Writing Hebrew in your paper. You know Hebrew and are expected to act accordingly.

- 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 or a direct quotation. If your computer does not have Hebrew fonts, get them. Or print the Hebrew by hand in black ink!
 - Beware! Not all printers will print all fonts correctly. This is your responsibility to ensure all fonts are printed correctly in you papers.
 - Do not italicize the Hebrew because it is in a foreign font. Remember you are not doing transliteration. Do not underline the Hebrew for the same reason! 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 “Nemo 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 constitutes a failure to follow instructions and will incur appropriate penalties. The grade for the assignment will be F.
3. Complete an initial statement of your hermeneutic for the OT with special attention to your use of Hebrew and the Old Testament. Specific detailed instructions will be provided. This assignment is no more than two to three pages in length. See the notes in number three above for the format.
 4. Use a software option to assist the study of the Greek and Hebrew Testaments. (There is no software package for just one of these languages.) Which program is immaterial. Investing in one is essential. Try out these websites for the best programs. The programs will be discussed in class. But as you investigate ask these simple questions.
 - Which Greek and Hebrew texts are included in the program?
 - Which translations are included – *LXX, Vulgate, RSV, NRSV, NIV, NASB, etc.*?
 - What can be added to this platform? *BDB, Word Biblical Commentry, Bauer-Ardnt-Gingrich, TDNW, Van Gemeren*?
 - All of these programs have “tagged text.” All of them do concordance type searches. But do they have GRAMCORD? What’s GRAMCORD?
 - Do they have a simple mouse click or macro to link to commentaries and lexicons which come with the software package or can be added to the platform?

Here are the three most commonly used programs. All three provide on line demos.

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

Logos Bible Software -- <http://www.logos.com/> Special rates? Many variations.

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

Textbooks

There are no new textbooks for this semester. The following books were used in BL 511 last semester and are still available in the on campus bookstore.

Gary D. Pratico, Miles V. Van Pelt. *Basics of Biblical Hebrew* (2nd edition, Zondervan, 2007).

Gary D. Pratico, Miles V. Van Pelt. *Basics of Biblical Hebrew, Workbook* (2nd edition, Zondervan, 2007).

Gary D. Pratico, Miles V. Van Pelt. *Basics of Biblical Hebrew, Vocabulary Cards* (Zondervan, 2007).

Brown, Francis, Driver, S.R., Briggs, Charles A. *A Hebrew and English Lexicon of the Old Testament* (Clarendon Press, 1907). There is no value to having an edition with “Strong’s numbers” as Strong’s dictionary is inaccurate to the point of being dangerous and in any case has been replaced.

For your reading pleasure, entertainment and to amuse your children around the breakfast table. (Your professors version of *Our Daily Bread*.)

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

Submission of Assignments

1. There is no Moodle Site for this course to which students may submit assignments because there are too many issues with the electronic display of Greek and Hebrew fonts. All assignments are submitted to the professor via campus mail or directly to his office.
2. ἡλ ρεμ-φ<ιη θ™αρ (Deut 4.9) 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.
3. {ψ□ιρφβ:Δαη-τε} ξῖ αK:ΞιT-}εΠ δ(ο):μ □!::ε:π(ν ρῖ ομ:ΞY]!::λ ρεμ-φ<ιη θ™αρ (Deut 4.9) All other assignments must be submitted in hard copy. (Do not submit electronic copies and expect the instructor to print them or read them.) Follow these guidelines!

Attendance:

1. **Absences** are intolerable because of the nature of the subject being learned and the manner in which this course is taught, namely a modified inductive method. If you must miss a class please work through the lesson(s) missed and then come to the instructor with any 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 examination or adjustment by the instructor.)
2. Please do not ask for permission to be absent from class for one class or a series of classes. The student has to do what the student has to do. The instructor will do what the instructor has to do. The instructor

will not give permission to any student to act in a manner which is not in the student's best interest. Nor will I be an enabler to your addiction to absenteeism.

Evaluation:

The final grade for this course will be calculated as follows:

Participation and preparedness for class	10%
Assignments collected from classes	20%
Four (Five) Analyses	60 %
Statement of hermeneutic	10 %.

Although no points are given for attendance, absences will result in deductions.

Grade Assignment:

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 your final grade will be available to you through the student portal. Printed grade sheets are no longer mailed out. Your instructor will not report grades verbally nor by email.

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. 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.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar’s Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the 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.

Extensions

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 deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control”.

Appeal of Grade

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.

Academic Integrity

We 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 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.

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

Additional Policies Imposed by the Instructor:

1. **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 didn't rise." 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 not withstanding).

- Monday Afternoons
- Tuesday Not on campus. By appointment only
- Wednesday Before class at 11:00 or after 12:30.
- Thursday After chapel after my morning block class.
- Friday Before class at 11:00 or after 12:30.

2. **Electronics in Class.**

- Except for the legitimate purposes of this course, all laptops and electronic devices are prohibited in this course. Students must learn to write and print the languages; typing keys will not facilitate the learning of writing and printing the alphabet. Writing and printing will make your learning more efficient.
- The recording of class sessions by any means is absolutely prohibited under all circumstances.

3. **Classroom Etiquette.** The following activities are considered poor classroom etiquette:

- Coming in late,
- Talking while someone else is talking,

- Disruptive behavior,
- Consumption of meals as opposed to minor snacks,
(Definition of a meal. If a knife, fork, spoon or sticks are required, it's a meal!)
- Consumption of snacks in a noisy, smelly and/or disruptive manner,
- Personal grooming,
- 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 or in contravention of the laws of Alberta, specifically those prohibited while driving a motor vehicle.

Depending on the degree and/or frequency of the breach(es) 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.

In extreme cases, in cases where the professor determines that a student's behaviour, attitude or consumables are affecting other student's negatively, the offensive individual and "theirs" will be summarily dismissed from the classroom for a "time out" the length of which will be determined unilaterally by the professor.