

Unit Outline



Biblical Hebrew LA003B

QUEENSLAND THEOLOGICAL COLLEGE

About this Unit Outline

This Unit outline contains information you will need to find your way around the Unit, **Biblical Hebrew**. It attempts to provide a structure for your learning, giving details of the topics, and how they will be assessed.

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at www.acttheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (See also the QTC Student Handbook) All essays should comply with these standards.

Information about this Unit

Unit Description

This unit continues the introduction to Biblical Hebrew begun in LA003A. The first half of the course will be devoted to further study of morphology and syntax and the completion of a first-year Hebrew grammar. The second half of the course will comprise an orientation to the Hebrew Bible and translation of selected texts. Satisfactory completion of LA003A Biblical Hebrew A is a prerequisite.

Learning Outcomes

On completion of LA003B students will:

- A. Know and understand:
 - Hebrew grammar and syntax through completing one standard grammar of Biblical Hebrew
 - About 200–400 words of Hebrew vocabulary
 - Grammatical issues that influence translation and the meaning of the text
- B. Be able to:
 - Apply grammatical discussions of the Hebrew text of the Old Testament
 - Translate about four chapters of the Hebrew Old Testament into English
 - Discuss translation issues that influence exegesis
- C. Be in a position to:
 - Continue translation of the Hebrew text of the Old Testament
 - Identify the interplay between translation and interpretation
 - Commence exegesis of the Hebrew text of the Old Testament

How this Unit Contributes to the Course

This course prepares students for a lifetime of studying the Old Testament in its original language through completion of a first-year grammar and hands-on experience working through the complete Hebrew text of Ruth. Our aim is to build skills in original language exegesis through application of Hebrew grammar, increase of vocabulary, and the introduction of advanced topics and employment of intermediate level tools. Students will be encouraged to embrace the lifelong study of the Old Testament in Hebrew as an act of Christian discipleship, for the glory of Christ and the good of his church.

How this unit is organised and what we expect of you

Biblical Hebrew B meets thrice weekly for all 13 weeks of the semester. Each week will begin with a brief quiz on Tuesday morning covering the previous week's material (see the schedule below; week 1 will cover the full Qal Strong paradigm). The remainder of Tuesdays will comprise a brief overview of the next chapter. Wednesdays will be taken up with a brief review of homework exercises and an introduction to the next chapter; Thursdays will comprise further review of exercises and review of the week's material. Unless otherwise specified in class, students are expected to complete all of either the even or odd workbook exercises, corresponding to the number of the chapter. Further instructions will be provided for translation and vocabulary in class and on Moodle after we have finished the textbook.

Teaching staff

LECTURER

Anthony (Tony) Pyles

P 07 3149 3651

E apyles@qtc.edu.au

Unit timetable: topics & teaching/learning activities

(subject to adjustment)

Week	Text Book + Work Book	Quizzes
Week 1	Ch 24–25 (The Niphal Stem)	Qal Strong Paradigm
	Don Carson Week	No Classes
Week 2	Ch 26–27 (The Piel Stem)	Niphal Verbs
Week 3	Ch 28–29 (The Pual Stem)	NO QUIZ
Week 4	Ch 30–31 (The Hiphil Stem)	Piel and Pual Verbs
Week 5	Ch 32–33 (The Hophal Stem)	NO QUIZ
Week 6	Ch 34–35 (The Hithpael Stem)	Hiphil & Hophal Verbs
Week 7	Ch 36 (Orientation to <i>BHS</i>); Ruth 1	Hithpael Verbs
Week 8	Ruth 1; Masoretic Accents	Diagnostic Features
	Mission/Holidays	No Classes
Week 9	Ruth 2; Advanced Syntax	Translation; Vocab 100x or more
Week 10	Ruth 2; Discourse Analysis	Translation; Vocab 99–80x
Week 11	Ruth 3; Textual Criticism	Translation; Vocab 79–70x
Week 12	Ruth 3–4; Reference Grammars	Translation; Vocab 69–60x
Week 13	Ruth 4; Review	Tuesday: NO QUIZ
Assessment Block [3 wks]		Exam 50% - COMPREHENSIVE

Assessment

Pre-work (First Quiz)

On the first day of the term we will have a quiz covering the full Qal Strong Paradigm. It is imperative for your success in this term that you do not forget this information between semesters! The format of this quiz has been distributed at the end of LA003A and via Moodle before the first day of class.

ASSESSMENT TASK	DESCRIPTON
Quizzes 40%	Ten grammar and vocabulary quizzes (i.e. 4% each) These quizzes will be administered on Tuesday mornings according to the schedule above. While the focus will be on immediately preceding material, students may expect earlier material to be included.
Hebrew Reflection 10%	Students must write a 1,000 word reflection discussing the continuing usefulness of Hebrew for future ministry and growth in grace and proposing a plan for maintaining and honing their skills in the coming years.
Final Exam 50%	This comprehensive exam will cover a mix of seen and unseen Hebrew passages, with questions on parsing, syntax, and exegesis.

In order to pass the unit, you must submit all assessment pieces (including each individual quiz), and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the assessment item per calendar day, up to 14 days late.

Guide to Assessments

General Remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook (beginning on page 31). All written work for this course should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions). All Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website:

http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx

The Learning Resources and any handouts made available on Moodle are offered as a beginning point for research in completing assessments for this course; students are expected to engage the works listed there, but not limit themselves to these resources.

Weekly Quizzes

These assessments engage the learning outcomes by encouraging disciplined review of course material, imposing a necessity for vocabulary review, and providing opportunity for students to measure their grasp of course material over the course of the semester. While still in the textbook the focus of quizzes will be on paradigms, parsing, and translation that reviews recently covered material (though older material may be included without advance notice). When the course topics have moved on from the textbook, the focus of quizzes will shift to translation and exegesis of previously covered material from Ruth and vocabulary as listed in the chart above.

Hebrew Reflection

This assessment principally engages the third group of learning outcomes, with a view toward planned maintenance of all learning outcomes. Students must discuss the place of Hebrew in their projected avenue of ministry and in their own continuing spiritual formation, as well as sketch a concrete, realistic plan for reviewing and developing their skill in Hebrew in the future. Students are encouraged to consider others' reflections on similar topics, e.g., John Piper in his *Brothers, We are not Professionals*, and A. T. Robertson in his *The Minister and his Greek New Testament*.

Final Exam

This assessment will measure students' success in meeting the learning outcomes through a comprehensive examination of course material. The exam will utilize a combination of seen and unseen Hebrew passages accompanied by questions covering the range of grammar, syntax, and other special topics covered in lectures. Students are expected to demonstrate an ability to synthesize course material for the purpose of not merely translating but sensitively exegeting a variety of both familiar and unfamiliar Hebrew passages.

Learning Resources

Required texts

Holmstedt, Robert D. *Ruth: A Handbook on the Hebrew Text*. Baylor Handbook on the Hebrew Bible. Waco, TX: Baylor University Press, 2010.

Kittel, Rudolf, et al., eds. *Biblia Hebraica Stuttgartensia*. 5th ed. Stuttgart: Deutsche Bibelgesellschaft, 1997. (Both compact & standard editions are suitable.)

Pratico, Gary D. and Miles Van Pelt. *Basics of Biblical Hebrew Grammar*. 2nd ed. Grand Rapids: Zondervan, 2007.

Pratico, Gary D. and Miles Van Pelt. *Basics of Biblical Hebrew Workbook*. 2nd ed. Grand Rapids: Zondervan, 2007.

And one of the following:

Clines, David J. A., ed. *The Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix, 2009.

Holladay, William Lee. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1971.

Recommended texts

Merwe, Christo H. J. van der, et al. *A Biblical Hebrew Reference Grammar*. Biblical Languages: Hebrew 3. Sheffield: Sheffield Academic, 1999.

Van Pelt, Miles V. and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids: Zondervan, 2003.

ACT Standards

Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4