

Course: BL706 Hebrew Intensive III (blended)
Credit: 4 Semester Hours
Semester: Fall 2020 (Cycle 2)
Time: 6:00–8:00 P.M. Tuesdays and Thursdays (August 18–October 8)
Location: Calvary University, CABRE 101 and the online classroom
Instructor: Joel T. Williamson, Jr., Th.M.
Office: Madison Hall 1218; Ext. 1347
Home Phone: 816-331-6245
E-mail: joel.williamson@calvary.edu

I. DESCRIPTION

An intensive introduction to biblical Hebrew philology and narratology as well as poetry and poetics, which are applied to reading and preliminary analyses of blocks of narrative and poetry, respectively. In addition, students will move towards smooth vocalization, ready translation of narrative, and vocabulary mastery.

* This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. OBJECTIVES. The goal of this course is to enable you to approach and read unfamiliar passages from the Hebrew Bible with confidence. You will demonstrate that you have developed the basic skills you need by accomplishing the following objectives:

- A. **Lexical Skill** (PLO: 1; Assignments: Quizzes, Blind Reading). You will become better able to identify key terms of a text and discern the specific sense they have in the context by doing the following:
1. Defining the 200 of the words that occur 100–1000 times or more in the Hebrew Bible.
 2. Using contextual clues to “guess” the general meaning of unfamiliar terms.
 3. Using the lexicon to discover the specific sense of unfamiliar terms.
 4. Performing an in-depth word study of a key Hebrew term.
- B. **Analytic Skill** (PLO’s: 1, 3; Assignments: Blind Reading, Passage Analysis, Personal Projects, Personal Projects). You will become better able to recognize the meaningful subdivisions in a text and identify their relation to each other:
1. Identify the syntactic function of each constituent of Hebrew clauses.
 2. Specify the notional/semantic role of each unit within propositions.
 3. Identify the function of propositions and their relation to each other within texts.
- C. **Synthetic/Survey Skill** (PLO’s: 1, 2, 3; Assignments: Blind Reading, Passage Analysis, Personal Projects). You will become better able to identify and validate the core idea and purpose of a text:
1. Overview Hebrew texts *before* reading or translating them.
 2. Classify Hebrew texts according to their discourse type.

3. Classify Hebrew texts according to their literary genre.
 4. Identify the core concept and purpose of Hebrew texts.
 5. Validate all interpretive conclusions using factors in the context.
- D. *Inferential Skill.*** (PLO's: 1, 2, 3; Assignments: Blind Reading, Passage Analysis, Personal Projects). You will become better able to relate the teaching of a text to a broader, non-textual context:
1. Extrapolate valid theological principles from Hebrew texts.
 2. Propose practical and textually defensible modern applications of Hebrew texts.

III. TEXTBOOKS

- A. *Holy Bible.*** The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask me if you have questions about a particular translation or version.
- B. *Other Textbooks.***
1. Sandy, D. Brent and Ronald L. Giese, Jr. *Cracking Old Testament Codes: A Guide to Interpreting the Literary Genres of the Old Testament.* Nashville: Broadman & Holman, 1995. [ISBN: 0805410937, \$29.99]
 2. Williams, Ronald J. *Williams' Hebrew Syntax*, 3rd ed. Toronto: University of Toronto Press, 1976. [ISBN: 9780802094292, \$27.95]
 3. Holliday, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament.* Leiden: E. J. Brill; Grand Rapids: Eerdmans, 1988. [ISBN: 978-0802834133, \$40.00]
 4. Elliger, K. and W. Rudolph, ed. *Biblia Hebraica Stuttgartensia.* 2nd. ed. Stuttgart: Deutsche Biblegesellschaft, 1997 (either the standard edition [ISBN: 978-3-438-05218-6, \$79.99], the pocket edition [ISBN: 978-3-438-05219-3, \$69.99], or the paperback edition [ISBN: 978-3-438-05222-3, \$39.99]).

IV. ASSIGNMENTS. It is my conviction that most of the learning and the best learning that you will receive from this class will come through the assignments you do. Although they will be used to calculate your course grade, the primary purpose of these assignments is to help you develop the ability to extract insight from the Hebrew Bible.

A. *Assignment Types.*

1. *Vocabulary Quizzes* (350 points). Beginning Thursday of the first week, you will take a twenty-five-word vocabulary quiz. The first quiz will contain 25 new words. The next six quizzes will have fourteen new words and eleven review words. the final seven will have thirteen new words and twelve review words. You will receive a vocabulary list showing the new words for each quiz.
2. *Blind Reading* (150 points). Each class session will begin by reading and analyzing a short text that you have not been assigned (hence, the term "blind"). The goal of this exercise is to introduce new reading techniques and reinforce old ones.

3. *Passage Analysis* (300 points) Over the course of the semester, you will thoroughly analyze five major passages from the Hebrew Bible, each representing a different type of literature: Genesis 37 (narrative), Deuteronomy 6 (legal), Psalm 22 (poetic), Proverbs 17 (wisdom), and Isaiah 52:13–53:12 (prophetic). You will devote three weeks to each passage, doing most of your work outside of class. Besides producing a finished English translation, you will analyze three aspects of each passage: its syntax, its literary form, and its discourse structure.
 - a. *Syntactic Analysis*. In syntactic analysis, you treat the text as a series of isolated sentences in order to identify what each word, phrase, and clause contributes to its sentence.
 - b. *Literary Analysis*. In literary analysis, you focus on the text as a whole. You approach it as an example of a specific literary genre, which has its own associated themes, structures, and purposes. In this sort of analysis, you will identify the basic genre of the text and show how the author uses both the conventions of that genre and his own, creative contributions to indicate his intended purpose.
 - c. *Discourse Analysis*. In discourse analysis, you approach the text as a unit of communication in order to specify how the author marshals the elements of language to communicate his intended message and accomplish his intended purpose.
4. *Personal Projects* (200 points). During the course, you will prepare two personal projects: a Hebrew word study and an original translation:
 - a. *Word Study*. On Tuesday of Week 4, you will submit your personal analysis of the meaning of an assigned Hebrew word. Each student will have a different word to study, and you will share your results with the rest of the class.
 - b. *Translation*. In the last class session of the course, you will submit your own original translation of a Hebrew text that you chose (with the approval of the professor). Each student will translate a different text, and you will share your results with the rest of the class.
5. *Textbook Reading* (-100 points). You will use the two textbooks, *Hebrew Syntax* and *Cracking Old Testament Codes*, as reference tools when completing both blind reading assignments in class and passage analyses out of class. To gain familiarity with them, you are required to read each of these books through. You gain no points by completing this assignment, but you will lose five points for each book you do not complete. Of course, the earlier you complete these readings, the more useful you will find the books. The deadline, however, is the last class session. No late reading is acceptable.

B. Specific Assignments.

1. *Week 1 (Tuesday)* (10 points)
 - a. Blind Reading #1 (10 points)
2. *Week 1 (Thursday)* (55 points)
 - a. Blind Reading #2 (10 points)
 - b. Genesis 37—Analysis #1 (20 points)
 - c. Vocabulary Quiz #1 (25 points)
3. *Week 2 (Tuesday)* (55 points)
 - a. Blind Reading #3 (10 points)
 - b. Genesis 37—Analysis #2 (20 points)
 - c. Vocabulary Quiz #2 (25 points)

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| 4. | <i>Week 2 (Thursday)</i> | | (55 points) |
| | a. Blind Reading #4 | (10 points) | |
| | b. Genesis 37—Translation | (20 points) | |
| | c. Vocabulary Quiz #3 | (25 points) | |
| 5. | <i>Week 3 (Tuesday)</i> | | (55 points) |
| | a. Blind Reading #5 | (10 points) | |
| | b. Deuteronomy 6—Analysis #1 | (20 points) | |
| | c. Vocabulary Quiz #4 | (25 points) | |
| 6. | <i>Week 3 (Thursday)</i> | | (55 points) |
| | a. Blind Reading #6 | (10 points) | |
| | b. Deuteronomy 6—Analysis #2 | (20 points) | |
| | c. Vocabulary Quiz #5 | (25 points) | |
| 7. | <i>Week 4 (Tuesday)</i> | | (155 points) |
| | a. Blind Reading #7 | (10 points) | |
| | b. Deuteronomy 6—Translation | (20 points) | |
| | c. Vocabulary Quiz #6 | (25 points) | |
| | d. Word Study | (100 points) | |
| 8. | <i>Week 4 (Thursday)</i> | | (55 points) |
| | a. Blind Reading #8 | (10 points) | |
| | b. Psalm 22—Analysis #1 | (20 points) | |
| | c. Vocabulary Quiz #7 | (25 points) | |
| 9. | <i>Week 5 (Tuesday)</i> | | (55 points) |
| | a. Blind Reading #9 | (10 points) | |
| | b. Psalm 22—Analysis #2 | (20 points) | |
| | c. Vocabulary Quiz #8 | (25 points) | |
| 10. | <i>Week 5 (Thursday)</i> | | (55 points) |
| | a. Blind Reading #10 | (10 points) | |
| | b. Psalm 22—Translation | (20 points) | |
| | c. Vocabulary Quiz #9 | (25 points) | |
| 11. | <i>Week 6 (Tuesday)</i> | | (55 points) |
| | a. Blind Reading #11 | (10 points) | |
| | b. Proverbs 17—Analysis #1 | (20 points) | |
| | c. Vocabulary Quiz #10 | (25 points) | |
| 12. | <i>Week 6 (Thursday)</i> | | (55 points) |
| | a. Blind Reading #12 | (10 points) | |
| | b. Proverbs 17—Analysis #2 | (20 points) | |
| | c. Vocabulary Quiz #11 | (25 points) | |
| 13. | <i>Week 7 (Tuesday)</i> | | (55 points) |
| | a. Blind Reading #13 | (10 points) | |
| | b. Proverbs 17—Translation | (20 points) | |
| | c. Vocabulary Quiz #12 | (25 points) | |
| 14. | <i>Week 7 (Thursday)</i> | | (55 points) |
| | a. Blind Reading #14 | (10 points) | |
| | b. Isaiah 52–53—Analysis #1 | (20 points) | |
| | c. Vocabulary Quiz #13 | (25 points) | |

- 15. *Week 8 (Tuesday)* (55 points)
 - a. Blind Reading #13 (10 points)
 - b. Isaiah 52–53—Analysis #2 (20 points)
 - c. Vocabulary Quiz #14 (25 points)
- 16. *Week 8 (Thursday)* (120 points)
 - a. Isaiah 52–53—Translation (20 points)
 - b. Special Translation (100 points)

V. METHODS

A. Teaching

1. *Lecture.* Because this course emphasizes student participation, the professor will use lecture as little as possible. Nevertheless, you will have to put up with some lectures (including rants that sound a lot like preaching).
2. *Practical Exercise.* In this course, you do most of the work, and the professor grades it. As shown elsewhere in this syllabus, every class session will consider two Hebrew texts: a text you have worked on before class and one you have not. In addition to translating the texts, you will perform various kinds of practical exercises in reference to them.
3. *Reading.* Ultimately, the only way to learn a language is to use it. Therefore, a portion of almost every class will be devoted to sight reading of simple passages from the Hebrew Old Testament, some of which you may then have as homework.

B. Grading

1. Vocabulary Quizzes 350 points
 2. Blind Readings 150 points
 3. Passage Analysis. 300 points
 4. Personal Projects. 200 points
- Total: 1000 points
- (Textbook Reading, –100 points)

C. Calculating Final Grade

A	960–1000	C+	840–859
A-	940–959	C	800–839
B+	920–939	C-	780–799
B	880–919	F	0–779
B-	860–879		

D. Academic Issues and Support

1. *Plagiarism.* Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own.
2. *Style.* All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update.
3. *Assistance.* The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.

4. Students with disabilities have the responsibility of informing the DSS Coordinator (dss@calvary.edu) of any disabling condition that may require support.