



On-Campus Course Syllabus

HEB 610

Hebrew Reading

Spring 2022

Class Information

Day and Time: Tuesday 7:30-10:00 pm

Room Number: E207

Contact Information

Instructor Name: Kevin Warstler

Instructor Email: kwarstler@criswell.edu

Instructor Phone: 214.818.1331

Instructor Office Hours: Tuesday 1-3 pm; Thursday 10-11 am, 1-4 pm

Course Description and Prerequisites

A continuation of the elements of Old Testament Hebrew I and II with an emphasis on rapid reading and advanced exegesis of the Hebrew text from selected Hebrew Old Testament Books. (Course may be repeated for credit when the Bible book differs; Prerequisite: HEB 502 or equivalent)

Course Objectives

Upon completion of the course you should be able to:

1. Read the text of the Hebrew Bible, pronouncing the Hebrew forms correctly;
2. Identify a vocabulary of Hebrew words occurring more than 100 times in the Hebrew Bible;
3. Know the major resources for Hebrew exegesis such as lexicons, grammars, and text-critical resources and how to use them;
4. Analyze the syntactical relations of nouns, verbs, conjunctions, and clauses in order to understand how specific forms are functioning within sentences;
5. Resolve specific issues in the Hebrew text related to its translation by examining other English translations and by making use of lexicons, grammars, and commentaries; and
6. Compare and evaluate several English translations in order to assess the quality of the execution of their stated translation philosophy and the accuracy of the translation in comparison to the Hebrew text.

Required Textbooks

There are no required textbooks for the course. The Hebrew text will be provided if there is no access to a Hebrew Bible.

Course Requirements and Assignments

1. Class Participation – Reading and Translating (30%)

Class participation is an essential part of this course and is the most important requirement for meeting the course objectives. For each class you should be prepared to translate the assigned passage(s). Your class participation grade will be determined by how prepared you are for each class (in the judgment of the professor) and your level of proficiency in reading the Hebrew text with as little assistance as possible (preferably with only the helps in the Reader's Hebrew Bible). You will be allowed to refer to any notes or translation that you did; however, you are not to use any other English translations during the class readings and translations.

2. Assignments (30%)

There will be five exegetical assignments throughout the course. Three of the assignments will be selected from five available assignments already prepared on our Leviticus readings. You will also be free to choose two other passages that we are reading in order to prepare both questions and answers in a format similar to the Leviticus assignments. The assignments will include questions on syntax, lexical analysis, and various interpretive issues directly related to the translation and interpretation of the assigned passage. Assignments are due on the class period in which that assigned passage is translated and discussed.

3. Vocabulary Quizzes (20%)

There are six quizzes based on the frequency list in Pratico and Van Pelt's Vocabulary Guide. Each quiz will include words from a portion of that list from words occurring 100 or more times in the Hebrew Bible. Please refer to the schedule for the content and date of these quizzes.

4. Translation Comparison Research Project (20%)

Each student will choose a passage of 18-20 verses selected from the assigned texts in the semester. Four English translations of that passage will be examined in order to compare the translation techniques and specific decisions each of them makes for the text. It is strongly suggested that you select at least one formal equivalence translation (i.e., more literal, such as NKJV, NASB, ESV) and one dynamic equivalence translation (such as the NLT). A paper (approximately 15 to 20 pages, double-spaced) will be written summarizing the results. The paper should include a verse-by-verse comparison for each of the translations including textual, lexical, and especially syntactical choices made in each case. A final evaluation and summary will identify how well each translation maintained its translation philosophy (usually identified and discussed in the introductions to the translations). You do not need to decide which philosophy is best, especially since each one has its own purposes for different situations and readers. Your main concern is to determine if their proposed philosophy was executed well in one particular passage. The project is due at the end of final exam week.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When

unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Weekly requirements will be posted on Canvas throughout the semester so please pay attention to those posts.

Selected Bibliography

- Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University Press, 2003.
- Armstrong, Terry A., Douglas L. Busby, and Cyril F. Carr. *A Reader's Hebrew-English Lexicon of the Old Testament*. Grand Rapids, MI: Zondervan, 1989.
- Barr, James. *Comparative Philology and the Text of the Old Testament*. Oxford: Clarendon Press, 1968.
- _____. *Semantics of Biblical Language*. Oxford: Oxford University Press, 1961.
- Beall, Todd S., and William S. Banks. *Old Testament Parsing Guide*. 2 vols. Chicago: Moody, 1986-90.
- Ben-Hayyim, Zeev. *Studies in the Traditions of the Hebrew Language*. Madrid: Institutio Arias Montano, 1954.
- Bergen, Robert D. *Biblical Hebrew and Discourse Linguistics*. Winona Lake, IN: Eisenbrauns, 1994.
- Bodine, Walter R., editor. *Linguistics and Biblical Hebrew*. Winona Lake, IN: Eisenbrauns, 1992.
- Botterweck, G. Johannes, Helmer Ringgren, and Heinz-Josef Fabry, eds. *Theological Dictionary of the Old Testament*. 15 vols. Translated by John T. Willis, Geoffrey W. Bromiley, David E. Green, and Douglas W. Stott. Grand Rapids, MI: Eerdmans, 1974-2006. (TDOT)
- Brotzman, Ellis R. *Old Testament Textual Criticism: A Practical Introduction*. Grand Rapids: Baker Books, 1994.
- Brown, A. Philip, and Bryan W. Smith. *A Reader's Hebrew Bible*. Grand Rapids: Zondervan, 2008.
- Chisholm, Robert B. Jr. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids: Baker Books, 1998.
- _____. *A Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth*. Grand Rapids: Kregel, 2006.
- Clines, David J. A. *The Dictionary of Classical Hebrew*. 8 vols. Sheffield: Sheffield Academic, 1993–2011. (DCH)
- Driver, S. R. *A Treatise on the Use of the Tenses in Hebrew and Some Other Syntactical Questions*. The Biblical Resource Series, ed. Astrid B. Beck and David Noel Freedman. London: Oxford University Press, 1874. Reprint, Grand Rapids: Eerdmans, 1998.
- Harris, R. Laird, Gleason L. Archer, and Bruce K. Waltke. *Theological Wordbook of the Old Testament*. Chicago: Moody Press, 1980. (TWOT)
- Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1972
- Jenni, Ernst, and Claus Westermann. *Theological Lexicon of the Old Testament*. Translated by Mark E. Biddle. Peabody, MA: Hendrickson, 1997. (TLOT)
- Joüon, Paul. *A Grammar of Biblical Hebrew*. 2 vols. Trans. T. Muraoka. Rome: Pontifical Biblical Institute, 1996. (JM)
- Kautsch, E., ed. *Gesenius' Hebrew Grammar*. 2d ed. Trans. A. E. Cowley. Oxford: Clarendon, 1910. (GKC)
- Köhler, Ludwig, and Walter Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament*. Revised by Walter Baumgartner and Johann J. Stamm. Translated and edited by M. E. J. Richardson *et al.* 5 vols. Leiden: Brill, 1994-2000. (HALOT)
- Longman, Tremper III. *Literary Approaches to Biblical Interpretation*. Grand Rapids, MI: Zondervan, 1987.
- Mathewson, Steven D. "Guidelines for Understanding and Proclaiming Old Testament Narratives." *Bibliotheca Sacra* 154 (Oct-Dec 1997): 410-435.

- McCarter, P. Kyle Jr. *Textual Criticism: Recovering the Text of the Hebrew Bible*. Guides to Biblical Scholarship, ed. Gene M. Tucker. Philadelphia: Fortress Press, 1986.
- Murphy, Todd J. *Pocket Dictionary for the Study of Biblical Hebrew*. Downer's Grove, IL: InterVarsity, 2003.
- Owens, John Joseph. *Analytical Key to the Old Testament*. 4 vols. Grand Rapids, MI: Baker, 1989.
- Pratico, Gary D., and Miles V. Van Pelt. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2003.
- Price, James D. *The Syntax of Masoretic Accents in the Hebrew Bible*. Lewiston, NY: Edwin Mellin, 1990.
- Putnam, Frederic Clarke. *A Cumulative Index to the Grammar and Syntax of Biblical Hebrew*. Winona Lake, IN: Eisenbrauns, 1996.
- Steck, Odil Hannes. *Old Testament Exegesis: A Guide to the Methodology*. 2d edition. Trans. James D. Nogalski. Atlanta: Scholars Press, 1998.
- Stuart, Douglas K. *Old Testament Exegesis: A Handbook for Students and Pastors*. 3rd edition. Westminster John Knox Press, 2001.
- Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. 2d edition. Minneapolis: Augsburg Fortress, 2001.
- van der Merwe, Christo H. J., Jackie A. Naudé, and Jan H. Kroeze. *Biblical Hebrew Reference Grammar*. Sheffield: Sheffield Academic, 1999.
- VanGemeren, Willem, ed. *New International Dictionary of Old Testament Theology and Exegesis*. 5 vols. Grand Rapids: Zondervan, 1997. (NIDOTTE)
- Van Pelt, Miles V. and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids: Zondervan, 2003.
- Waltke, Bruce K., and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990.
- Weinberg, Werner. *Essays on Hebrew*. Atlanta, GA: Scholars Press, 1993.
- Wickes, William. *Two Treatises on the Accentuation of the Old Testament*. The Library of Biblical Studies, edited by Harry M. Orlinsky. New York: Ktav, 1970.
- Williams, Ronald J. *Williams' Hebrew Syntax*. Third ed. Toronto: University of Buffalo Press, 2007.
- Würthwein, Ernst. *The Text of the Old Testament: An Introduction to the Biblia Hebraica*. 2d edition. Trans. Erroll F. Rhodes. Grand Rapids: Eerdmans, 1995.
- Yeiven, Israel. *Introduction to the Tiberian Masorah*. Edited and translated by E. J. Revell. Society of Biblical Literature Masoretic Studies, edited by Harry M. Orlinsky, no. 5. N. p.: Scholars, 1980.