

HEBR 3013

Readings in Biblical Hebrew II

| | | | |
|-------------------|------------------------------------------------------------|----------------|------------------------------------------------------------|
| Instructor | Daniel R. Driver, PhD | Course | Version 3.0 |
| Phone | 416.226.6620 x2201 | Meets | Mondays & Wednesdays |
| Email | ddriver@tyndale.ca | Time | 8:15–9:35 AM |
| Office | Ballyconnor 1088 | Room | Ballyconnor 2081 |
| Hours | Mon. & Wed., 1:30–3:30 PM | Website | classes.tyndale.ca |

Commuter Hotline Class cancellations due to inclement weather or illness will be announced on the commuter hotline at 416-226-6620 ext. 2187. Weather information is also posted at tyndale.ca/weather.

MyTyndale.ca This course may have materials stored on its website, such as handouts or readings that may be needed in order to complete assignments. Students are responsible for checking these course pages on a regular basis. Here, too, students are able to view their grades throughout the semester. For more information see Section 7.3.2, below.

Mail Students are responsible for information communicated through their campus mailboxes and student e-mail accounts. A mailbox directory hangs beside the mailboxes. For more information contact the Registrar's office.

1 COURSE DESCRIPTION

From the Academic Calendar:

As a continuation of Readings in Biblical Hebrew I, provides students with an opportunity to advance their skills in reading considerable portions of biblical Hebrew prose. In addition to further studies in advanced grammar, syntax and text criticism, features an introduction to biblical Hebrew poetry in the classical writing Prophets. Prerequisite: HEBR 301. Exclusion: HEBR 402.

2 LEARNING OUTCOMES

The basic goal of this course is to become more proficient in reading biblical Hebrew. We will build on what students have done in previous study, aiming to bridge whatever gaps remain between rudimentary Hebrew and intermediate to advanced reading competence. Students will progress toward the mature, independent use of Hebrew language skills, though of course the need for memorization does not disappear: the steady acquisition of vocabulary will continue, as will the memorization of Hebrew psalms.

By the end of the course students should be able to: recite and write out Psalm 15 in Hebrew; classify different types of classical Hebrew literature; read and translate short biblical books in their entirety; comfortably read aloud any unfamiliar pointed texts; use standard grammars and lexicons to study and translate unfamiliar texts independently.

3 REQUIRED TEXTS & MATERIALS

All required textbooks are available in the Tyndale Bookstore.

- [BHS] Karl Elliger and Willhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1997. Repr. in paperback, Peabody, Mass.: Hendrickson, 2006. The *Biblia Hebraica Quinta* (BHQ), a fifth edition of the *Biblia Hebraica*, is currently in preparation and will eventually supplant the BHS. To date six fascicles are in print: Deuteronomy (2007), Judges (2011), the Twelve Prophets (2010), Proverbs (2008), the Five Megilloth (2004), Ezra and Nehemiah (2006). Genesis is scheduled to arrive later in 2015.
- [BDB] Francis Brown, S. R. Driver and Charles A. Briggs. *The Brown-Driver-Briggs Hebrew and English Lexicon: With an Appendix Containing the Biblical Aramaic*. Peabody, Mass: Hendrickson, 2004. Originally published as *A Hebrew and English Lexicon of the Old Testament* (Boston: Houghton, Mifflin and Co., 1906), which was in turn “based on the lexicon of William Gesenius, as translated by Edward Robinson, and edited with constant reference to the thesaurus of Gesenius as completed by E. Rödiger, and with authorized use of the latest German editions of Gesenius’s *Handwörterbuch über das Alte Testament*” (archive.org).
- [Holm] Robert D. Holmstedt. *Ruth: A Handbook on the Hebrew Text*. Baylor Handbook on the Hebrew Bible. Waco: Baylor University Press, 2010. The publisher offers a 25% discount code to students who order directly with them (see me).
- [Wms] Ronald J. Williams. *Williams’ Hebrew Syntax*. 3rd ed. Revised and expanded by John C. Beckman. Toronto: University of Toronto Press, 2007. You must have your own hard copy as we will work through the book together in class.

4 SUPPLEMENTARY TEXTS

Refer to these **reference grammars** and **introductory texts**:

1. GKC = E. Kautsch, translated from the 28th German edition and revised by A. E. Crowley. *Gesenius’ Hebrew Grammar*. Oxford: Clarendon, 1910. Despite its age this is still a standard reference grammar. I hear that it is being revised again. [[PJ 4567.G46 1910](#) and [online](#)]
2. JM = Paul Joüon, translated from the French and extensively revised by Takamitsu Muraoka. *A Grammar of Biblical Hebrew*. 2nd ed. Rome: Pontificio Instituto Biblico, 2006. Revision of 2 vol. edition (Subsidia Biblica 14/1, 14/2), 1991. [[PJ 4567.J7613 2006](#)]

3. BBH = John A. Cook and Robert D. Holmstedt. *Beginning Biblical Hebrew: A Grammar and Illustrated Reader*. Grand Rapids: Baker Academic, 2013. [study aids]
4. Ben Zvi = Ehud Ben Zvi, Maxine Hancock and Richard Beinert. *Readings in Biblical Hebrew: An Intermediate Textbook*. Yale Language Series. New Haven: Yale University Press, 1993. [excerpt]
5. KHW = Bonnie P. Kittel, Vicki Hoffer and Rebecca A. Wright. *Biblical Hebrew: A Text and Workbook*. New Haven: Yale University Press, 1989. I have used the 2nd edition in class before, and in many ways it is a natural companion to Ben Zvi. [PJ 4567.3.K5 1989]
6. Martin, J. D. *Davidson's Introductory Hebrew Grammar*. 27th ed. Edinburgh: T&T Clark, 1993. This is the grammar I was assigned in St Andrews, Scotland. Our library has copies of some older editions, including the 26th: [PJ 4567.D3 1966]
7. Seow, C. L. *A Grammar for Biblical Hebrew*. Nashville: Abingdon, 1995. [PJ 4567.S424 1995]
8. Weingreen, J. *A Practical Grammar for Classical Hebrew*. 2nd ed. Oxford: Clarendon, 1959. Robert Holmstedt told me in 2013 that he still prefers this as a basic grammar. Two older copies are in the library. [PJ 4567.W4 1939]
9. Williams, Ronald J. *Williams' Hebrew Syntax*. 3rd ed. Revised and expanded by John C. Beckman. Toronto: University of Toronto Press, 2007. [PJ 4701.W5 2007 and online]
10. WO'C = Bruce K. Waltke and Michael O'Connor. *Biblical Hebrew Syntax*. Winona Lake, Ind.: Eisenbrauns, 1990. [PJ 4707.W35 1990]

In addition to [BDB] refer to these **lexicons**:

11. Clines, David J. A. *The Dictionary of Classical Hebrew*. Sheffield: Sheffield Academic Press, 1993–2011. [Ref PJ 4833.D53]
12. HALOT or KB = Köhler, Ludwig, and Walter Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament*. 1st English ed. Leiden: Brill, 1994–2000. [Ref PJ 4833.K61813]

Refer also to the following general **aids and guides**:

13. Einspahr, Bruce. *Index to Brown, Driver & Briggs Hebrew Lexicon*. Chicago: Moody, 1976. [Ref PJ 4833.B6 E35 1976]
14. Guide = Scott, W.R. and H.P. Scanlin. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*. Richland Hills: BIBAL, 2007. [Ref BS 715 1984]
15. Landes, George M. *Building Your Biblical Hebrew Vocabulary: Learning Words by Frequency and Cognate*. Resources for Biblical Study 41. Atlanta: Society of Biblical Literature, 2001. [PJ 4845.L25 2001]
16. Masorah = Page H. Kelley, Daniel S. Mynatt and Timothy G. Crawford. *The Masorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*. Grand Rapids: Eerdmans, 1998. [Ref BS 718.K38 1998]

5 EVALUATION

5.1 GRADE STRUCTURE FOR HEBR 3013

1. The backbone of the course is **reading and translation**. Chapters of biblical Hebrew are set for each week. Students are to provide their own translations for class, which are then to be collected, refined, and typed up for submission in weeks 6 and 12.
2. A **midterm exam** will be given in class as scheduled in the course outline (Section 9). It will stress the secondary reading for weeks 1 to 6 [Holm] as well as the text and translation of Qohelet 1 and Ruth 1–4.
3. In weeks 7 to 10 each student is to **teach one of the four main topics** in [Wms]: nominals, verbs, particles, and clauses. The third unit, on particles, is longer than the others, so two students will share the task of teaching in week 9. Each presentation should last 45 minutes, and must include a **handout** summary of the topic (one page front and back) and selection of **key examples** from Williams to work through with the rest of the class.
4. In the 12th week students need to **recite Psalm 15** in Hebrew. We will study and practice reciting the psalm in class, but each student is responsible to memorize it individually.
5. A comprehensive **final exam** will be held during the exam period as schedule by the Registrar (see Section 6.2). It is designed to assess learning outcomes, i.e., your attainment of the objectives in Section 2. Test your readiness for the final by asking yourself how well you can perform the tasks outlined in those paragraphs.

The breakdown for the semester's total work is as follows:

| | |
|----------------------|-----|
| Two Translation Sets | 30% |
| Midterm Exam | 25% |
| Teaching Unit | 10% |
| Psalm Memorization | 10% |
| Final Exam | 25% |

Table 1: Distribution of Grades

5.2 GRADING SYSTEM AT TYNDALE

Tyndale University College provides the following general benchmarks for summative assessment. I may furnish more detailed rubrics for particular assignments. Note also (at right) the percentage ranges and grade point values for letter grade designations.

- A, B – Excellent, Good** These grades are earned only when evidence indicates that the student has consistently maintained above average progress in the subject. Sufficient evidence may involve such qualities as creativity, originality, thoroughness, responsibility and consistency.
- C – Satisfactory** This grade means that the student has fulfilled the requirements of the subject to the satisfaction of the instructor. These requirements include the understanding of subject matter, adequacy and promptness in the preparation of assignments and participation in the work of the class.

| | <i>percent</i> | <i>pts.</i> |
|---|----------------|-------------|
| + | 90–100 | 4.00 |
| A | 85–89 | 4.00 |
| – | 80–84 | 3.70 |
| + | 77–79 | 3.30 |
| B | 73–76 | 3.00 |
| – | 70–72 | 2.70 |
| + | 67–69 | 2.30 |
| C | 63–66 | 2.00 |
| – | 60–62 | 1.70 |
| + | 57–59 | 1.30 |
| D | 53–56 | 1.00 |
| – | 50–52 | 0.70 |
| F | 0–49 | 0.00 |

D – Poor This grade indicates that the accuracy and content of work submitted meets only the minimal standards of the instructor. Consistent performance at this level is considered inadequate for graduation.

F – Failing Work submitted is inadequate. Attitude, performance and attendance are considered insufficient for a passing grade.

6 POLICY ON ASSIGNMENTS & EXAMS

All policy in Sections 6, 7 and 8 of this syllabus applies to this course in addition to policy in the current [Academic Calendar](#). In some cases the syllabus underscores the general policy, while in other cases it supersedes it.

For all matters not covered in this syllabus, refer to Section 5 of the Academic Calendar, “University College Academic Policies, Procedures, and Notices.” Students are strongly encouraged to read this document carefully at least once in their career at Tynedale, and to review it every year they matriculate.

6.1 ASSIGNMENTS

This is a university course. All papers and other writing assignments should therefore be written at the university level. Submissions must be typewritten and double-spaced, should be free from error, and in this course should follow the *SBL Handbook of Style* (refer to the free, online [SBLHS Student Supplement](#).)

If you ever struggle with composition—anything from the relatively simple matters of spelling, grammar and proper citation to deeper-level issues of tone, structure and argument—then please make use of the Writing Centre (see Section 8.1). Experienced writers know that drafts and peer feedback are integral to the writing process. Inexperienced writers are often unaware that their surface-level errors create credibility problems with their readers. When you [misspell common words](#), fail to know [how to use an apostrophe](#), or do not bother to cite your sources correctly, why should your readers trust you with more important matters like the facts and ideas under discussion?

6.1.1 DEADLINES

Assignments *must* be submitted on time. Even if the work is rough or incomplete, you must turn in something by the due date to receive any credit whatsoever. Unless I specify differently in class, papers and take-home exams are due by 11:59 PM on the due date. All other work is due at the start of the day’s class.

Note that, because no late work is accepted in this class, there is no scale of penalty for unexcused late assignments. If a truly extraordinary event keeps you from doing your best work, then let me know so that we can make special arrangements. I am guided by the Academic Calendar in what counts as extenuation. “Extensions are not granted for what best could be described as ‘poor time management’ or ‘over-involvement’ in an extracurricular activity.”

6.1.2 SUBMISSION AS PDFS

Papers and some other assignments in this course are to be submitted electronically through the course pages (Section 7.3.2). To preserve formatting, formal writing assignments must be uploaded in Portable Document Format. There are many ways of creating PDFs; it is your responsibility to know how to do so on the computer platform you use, and to generate and submit your PDFs on time.

6.1.3 BACKUP

In the event of the loss of assignments post-submission—electronic systems fail, and my office has flooded before—students are required to keep backup copies of all assignments submitted.

Learning how to secure and preserve your work is a peculiar challenge of the digital age. Plan on the crash of your hard drive, and the theft of your laptop (the first is inevitable, the second quite probable). If you do not have a backup strategy, I recommend that you start with a free account on [dropbox.com](https://www.dropbox.com).

6.2 EXAMINATIONS

My examination policy follows that outlined in Section 5 of the Academic Calendar, part of which is summarized below for emphasis.

1. Midterm exams will be held as scheduled by the instructor. If you miss the exam for a legitimate reason, you must write the exam within the same number of days that you were absent from school (possibly the next day).
2. Final examinations will take place during the exam period as scheduled by the Registrar. Students are responsible for noting the date, time and location of their final exam in this class. Students are also responsible for familiarizing themselves with the Registrar's examination policies.
3. Special rules apply when midterms and finals are held, including one that prohibits students from leaving their seats during the final fifteen minutes of the exam period. See the Academic Calendar for full details.
4. Provisions exist for students who are justifiably unable to write the final exam at the scheduled time. See the Academic Calendar for details, and make arrangements through the Office of the Registrar.
5. Normally, a final exam can only be reschedule in two circumstances: (a) a documented illness, or (b) a conflict with another exam (two at the same time, or three within 24 hours). [Apply to the Registrar](#) in either case.

7 STUDENT EXPECTATIONS & GUIDELINES

7.1 ACADEMIC INTEGRITY

Integrity in academic work is required of all students. Academic dishonesty is any breach of this integrity. It includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors, using false information in an assignment (including false references to secondary sources), improper or unacknowledged collaboration with other students, and plagiarism.

Tyndale takes seriously its responsibility to uphold academic integrity, and to apply consequences for academic dishonesty. Consult Section 5 of the Academic Calendar for more information on the school's policy and its application to your work in this course.

7.2 ATTENDANCE

"Faithful attendance at classes is an important indicator of student maturity and involvement" (Academic Calendar). Remember, too, that you are responsible for everything that

happens in every class. Your best policy is to attend and engage. Please do not ask me to repeat for your benefit anything I have said in a class you have missed.

Keeping a record of attendance is mandatory for faculty at Tyndale (in contrast to many other colleges and universities). The University College publishes guidelines for how attendance should bear on your final evaluation in a course, and I adhere to them. Note that four lates equals one absence.

What should you do if you miss an undue number of classes? First, if possible, arrange for a classmate to brief you on the material missed, or get my permission for a classmate to make a recording for you (see Section 7.3.4). Second, promptly notify the Dean of Students in person or by phone. If illness is the cause you will need to submit a doctor's certificate upon return. The Dean of Students will notify your professors of the reason for the absence and suggest that they take this into consideration when assigning grades.

7.3 TECHNOLOGY

Technological innovation has brought students and educators a number of powerful new tools, and I encourage you to use them as you research, write, and collaborate. Some of these tools also call for disciplined use and management.

7.3.1 EMAIL

Email can be a chore, and you may prefer other channels of communication. As a matter of policy, however, students must use their myTyndale accounts for all course-related email correspondence. During term time you should check your school account at least once a day (optional on weekends). I myself aim to check my school email at the beginning and end of each workday. At other times my email client is often closed. I will try to answer your messages within 24 hours, though you should not expect replies on weekends.

Keep your messages topical and brief. I would vastly prefer to conduct any conversations of substance in person, or else over the phone. Please note and make use of my office hours. If these hours do not suit your schedule, I would happily receive an email from you requesting an alternate meeting time.

7.3.2 MYTYNDALE.CA / CLASSES.TYNDALE.CA

Tyndale's course pages are an efficient means of distributing articles, notes, slides, and other course-related materials. This is also where instructors log attendance and upload grades for assignments. Students are therefore required to check the site for updates about their classes as well as for any materials needed for lectures and assignments.

My own use of this platform varies from semester to semester, and from course to course. At times I may ask you to use the forums, quiz module, or other parts of the system. At a minimum I will use the site as a repository for course materials, and as a destination for your submission of PDFs (Section 6.1.2).

7.3.3 LAPTOPS AND OTHER DEVICES

Laptops are permitted in the class if (and only if) they facilitate the use of language software (Accordance, BibleWorks, Logos) that has auto-parsing turned off.

Please be aware of the cognitive costs of multitasking, which are widely documented in studies like the one conducted by [cognitive psychologists at McMaster and York Universities in 2013](#). As for the myriad networked devices that many of us carry, it's a simple matter of professionalism to keep these things silent and out of sight.

7.3.4 RECORDING OF CLASSES

Students must request permission from the professor of any class that they would like to record. Where permission is granted, students are expected to supply their own equipment. In general I prefer *not* to have my classes recorded, and I am not at all friendly to being recorded without my knowledge. In cases where I grant permission, I stipulate that the recordings must be for personal use only. They should not be shared with other students, even with students in the same section, and they absolutely must not be posted online or otherwise distributed.

If a student is not able to attend a lecture and would like to have it recorded, it is the responsibility of the student first to obtain the professor's permission, and then to find another student to record the lecture. I will not make the recording for you.

8 STUDENT SUPPORT

8.1 TYNDALE WRITING CENTRE

Through a combination of tutorials, workshops and resources, Tyndale's Writing Centre offers a comprehensive program of writing support to Tyndale students, including individual 30-minute tutoring sessions. Students may bring essays that have been graded (and, at least for my classes, essays that have not yet been submitted for a grade) and will receive detailed suggestions for improving their writing. This service, at no charge to students, is available by appointment.

Professors may recommend that a student go to the Writing Centre for help: students are strongly encouraged to follow such recommendations. The Academic Standards Committee may require an undergraduate student who is experiencing difficulty in his or her academic program to go to the Writing Centre for assistance and support. Many top students also elect to go.

8.2 TYNDALE UC TUTORING PROGRAM

Tyndale University College is committed to helping its students achieve academic success. For this purpose, students in need of academic assistance may request peer tutoring, free of charge, in each academic department. This includes students on academic probation, students who have received failing grades in a course or courses, or students who have been referred for tutoring by their instructor.

For more information on scheduling tutoring appointments, or for those interested in becoming peer tutors, students may contact the Office of the Senior Vice President Academic or their respective University College department chairs.

8.3 ACCOMMODATION

Students with documented disabilities may be granted special accommodation for exams, and in some cases for other assignments. It is even possible to get permission to use a laptop in class (Section 7.3.3), although I will need to be convinced of the use case. It is up to the student to contact the Dean of Students as early as possible in the semester—not later than the second week—and to document the need. The Dean of Students will then advise each of the student's professors of the accommodations that may be required. Please note that special arrangements for assignments need to be made with me well in advance of assignment due dates (Section 6.1.1). Timely requests shall not unreasonably be denied.

9 COURSE OUTLINE

Readings should be completed before the start of the class for which they are assigned. We will adhere to the schedule as closely as possible, though I reserve the right to adjust it to suit the needs of the class.

| Wk. Primary Reading | Secondary Reading | Date |
|----------------------------------------------------|---------------------|-------------|
| 1. Qohelet 1 | Holmstedt 1–49 | 5, 7 Jan. |
| 2. Ruth 1 | Holmstedt 51–101 | 12, 14 Jan. |
| 3. Ruth 2 | Holmstedt 103–146 | 19, 21 Jan. |
| 4. Ruth 3 | Holmstedt 147–178 | 26, 28 Jan. |
| 5. Ruth 4 | Holmstedt 179–214 | 2, 4 Feb. |
| 6. Revise translations | Review | 9 Feb. |
| 🔊 Midterm Exam (given in class) | | 11 Feb. |
| —, <i>No Class: Reading Week</i> | | 16–20 Feb. |
| 7. Jonah 1 | Williams 1–55 | 23, 25 Feb. |
| 8. Jonah 2 | Williams 56–95 | 2, 4 Mar. |
| 9. Jonah 3 | Williams 96–171 (!) | 9, 11 Mar. |
| 10. Jonah 4 | Williams 172–211 | 16, 18 Mar. |
| 11. Psalms 1, 15, 150 | Ben Zvi (HEBR 301) | 23, 25 Mar. |
| 12. Revise translations | Review | 30 Mar. |
| 🔊 Psalm Recitation (in the last class) | | 1 Apr. |
| —, <i>No Class: Reading Days</i> | | 6–7 Apr. |
| 🔊 Final Exam (as schedule by the Registrar) | | 8–15 Apr. |

Table 2: Schedule of Readings

See the Registrar’s website for a list of other [important dates](#). The last day to add a class, or to drop one without penalty, is ordinarily the end of the term’s second week.

10 COURSE BIBLIOGRAPHY

In addition to the many tools listed in Section 4, the following books are without parallel. Serious students will want to own and study them.

1. Sáenz-Badillos, Angel. *A History of the Hebrew Language*. Cambridge: Cambridge University Press, 1996.
2. Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. 3rd edition, revised and expanded. Minneapolis: Fortress, 2012. [BS 1136.T6813 1992]

Refer to the bibliographies that [Holm] provides for Ruth. I can provide bibliographies for other particular readings upon request.