

North Park Theological Seminary  
BIBL 6101 - Beginning Biblical Hebrew II  
(continuation of BIBL 6100 - Beginning Biblical Hebrew I)  
3 credit hours  
Spring 2013  
Online Course  
Syllabus

Course Facilitator: Ekaterina Kozlova

Contact Information:

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Office Hours: on-line hours:

Responding to students' e-mails:

Mondays, Wednesdays - 4-5 pm UK time, (or within 48 hours of receipt.);  
weekly for the duration of the course.

Grading/ reading/ assessing students' assignments/ providing feedback:

Thursdays - 4-10 p.m.;

weekly for the duration of the course;

written assignments will be returned and feedback provided within 7 days of receipt.

**Introductory Comments:**

The study of the Bible in its original languages is an excellent way to deepen one's understanding of the text. While translations of the text can introduce the reader to most key issues involved in biblical interpretation, there is no substitute for being personally acquainted with the text.

Course Description and Participant Learning Objectives for Course:

By the completion of this course, participants will:

- comprehend basic Hebrew grammar and vocabulary
- apply this knowledge by translating passages of the Hebrew Bible
- become acquainted with reference tools for the study of biblical Hebrew

**Required Texts:**

deClaisse-Walford, Nancy L. *Biblical Hebrew: An Introductory Textbook*. Rev. ed. Chalice Press, 2002.

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew*. Hendrickson, 2002.

Stuart, Douglas. *Old Testament Exegesis*. 3rd ed. Westminster/John Knox, 2001; or 4<sup>th</sup> ed., 2009

Holladay, William. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Eerdmans, 1972.

Selected texts from *Biblia Hebraica Stuttgartensia*, to be supplied in class.

**Recommended Text:**

*Biblia Hebraica Stuttgartensia*, Paperback Edition. Deutsche Bibelgesellschaft Stuttgart, 2001.

**Course Teaching and Learning Methods:**

In language study, it is very important for students to keep up with readings, assignments and online discussions. Most of the work, particularly in the beginning stages, involves substantial memorization, and it is crucial to avoid getting behind in this. Assignments from the textbook will be submitted on a regular basis to allow the facilitator to identify and address problem areas. Regular quizzes also serve this purpose, and encourage the student to keep up with the work schedule.

It is crucial that the student understand the role of the assigned texts in this class. There will be frequent instances where the facilitator will want the student to take a different approach than is presented in the main grammar for the course, deClaisse-Walford. For this reason, it is imperative that students check the

Assignments section each week before reading the textbook. Nearly every week there will be comments from the facilitator that the student should have in hand when doing the assigned readings.

The discussion boards will serve primarily as a forum for students to receive answers for questions they encounter during their individual study. It is important for all students to keep abreast of these discussions, as they can facilitate greater understanding even on topics where a student has obtained a basic level of mastery. For general discussion questions, the facilitator will provide the initial response, after which time the entire class may be invited to take part. On certain occasions, specific questions for discussion will be posted by the facilitator, and participation in these discussions is also expected.

### **Course Schedule:**

#### **Computer Requirements:**

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection.

### **Participant Responsibilities:**

1. Full participation is required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. You are expected to read the assigned materials and complete all assigned exercises by the due dates listed in the schedule below. Following discussion threads is also imperative. Assigned readings from the class texts should be completed by Tuesday of each week, and students will be expected to post a comment on the readings as outlined in the assignments section for each week, and to read the comments made by the other students.
2. Weekly quizzes, covering basic vocabulary and grammar, will be completed by the student. Vocabulary quizzes must be passed at a minimum of 75%: any quiz not at this level must be retaken until it is achieved. All quizzes and assignments must be submitted by their respective due dates: late work will not be accepted. There will also be a final exegesis paper at the end of the term.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to e-mail me regarding these issues at any time. If the situation cannot be resolved via email, we will schedule a time to communicate by phone or through other means.
4. Use proper “netiquette” (see A Guide to Netiquette in Moodle).
5. I normally advise participants to plan on spending 10-12 hours total per week on course responsibilities (e.g. reading, assignments, online discussion).

### **Course Facilitator Responsibilities:**

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. The course facilitator will provide the initial response to questions about course materials.
3. The course facilitator will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
4. The course facilitator will provide opportunities for group work that will include discussion as well as hands-on exercises.
5. The course facilitator will provide updated information on relevant resources for the various topics of interest.
6. The course facilitator will read and critically assess students’ assignments and provide feedback within 7-10 days of receipt.
7. The course facilitator will respond to all student e-mails within 48 hours of receipt.

## **Course Outline**

### **Week 1 (January 14-20, Module 0, Review and Reacquaintance)**

Student Learning Objectives:

The student will review the verb system material learned in the fall semester.

Required Readings:

deClaissé-Walford, Chapters 8-13 (as well as notes on those chapters)

Assignments Due:

by midnight Friday, complete the review quiz and submit to the instructor.

by midnight Sunday, review additional exercises for chapters 3-5, paying particular attention to all verbs, even those outside of the boxes.

### **Week 2 (January 21-27, Module 1.1, Object Suffixes on Verbs)**

Student Learning Objectives:

The student will be able to identify object suffixes attached directly to verbs.

Required Readings:

deClaissé-Walford, Chapter 14

notes on chapter 14

Assignments Due:

by midnight Tuesday, complete the readings and post any questions in the discussion forum for the week.

by midnight Friday, complete pronoun suffix practice worksheet and submit to the instructor.

by midnight Sunday, review additional exercises for chapters 6 and 7, paying particular attention to all verbs, even those outside of the boxes.

### **Week 3 (January 28 - February 3, Module 1.2, Weak Verbs part 1)**

Student Learning Objectives:

The student will be introduced to the categories of Hebrew "weak verbs."

The student will be able to identify the verbs "to be" and "to say" in Hebrew.

Required Readings:

deClaissé-Walford, Chapter 15

Assignments Due:

by midnight Tuesday, complete the readings and post any questions in the weak verbs discussion forum.

by midnight Friday, make your own copies of the verb charts found on pp. 144-145 of deClaissé-Walford.

by midnight Sunday, complete Vocabulary Quiz 1 and submit to the instructor.

### **Week 4: February 4-8 – Covenant Midwinter Conference, no work due.**

### **Week 5 (February 11-17, Module 1.3, Weak Verbs part 2)**

Student Learning Objectives:

The student will be able to recognize additional types of verb roots with "weak" letters.

Required Readings:

deClaissé-Walford, Chapters 16-17

Assignments Due:

by midnight Tuesday, complete the readings and post any questions in the weak verbs discussion forum.

by midnight Friday, complete the instructor's exercises from the Assignments section in Moodle  
by midnight Sunday, review additional exercises for chapters 8 and 10, paying particular attention to all verbs, even those outside of the boxes.

### **Week 6 (February 18-24, Module 1.4, Weak Verbs part 3)**

Student Learning Objectives:

The student will be able to recognize the remaining types of verb roots with "weak" letters.

Required Readings:

weak verb summary (notes from instructor, posted on website)

deClaisse-Walford, Chapter 18

Assignments Due:

by midnight Tuesday, complete the readings and post any questions in the weak verbs discussion forum.

by midnight Friday, complete instructor's exercises from the Assignments section.

by midnight Friday, complete Vocabulary Quiz 2 and submit to the instructor.

### **Week 7 (February 24- March 3, Module 2.1, Introduction to Interpretation)**

Student Learning Objectives:

The student will become acquainted with terminology and concepts involved in the exegesis ("interpretation") of the biblical text.

The student will discuss reading Tanakh as literature.

Required Readings:

Stuart, Section 1.

Robert Alter, "Introduction to the Old Testament," pp. 11-35 in *The Literary Guide to the Bible*.

Assignments Due:

by midnight Tuesday, complete the readings for the week and post any comments or questions about the readings to the weekly discussion board.

by midnight Wednesday, begin a new thread in the discussion forum for this week.

See forum for additional details.

by midnight Friday, post one reply to another student's comment in the topical discussion forum.

by midnight Sunday, complete Vocabulary Quiz 3 and submit to the instructor.

### **Week 8 (March 4-10, Module 2.2, Genesis 22)**

Student Learning Objectives:

The student will practice translating biblical Hebrew.

The student will discuss Genesis 22.

Required Readings:

Genesis 22:1-19

Translation of Genesis 22 (posted in the Assignments section)

Assignments Due:

by midnight Tuesday, post a response in the weekly discussion forum to one of the threads started by the instructor on Genesis 22. See the forum for specific instructions.

by midnight Friday, post a response to at least one other student's post.

by midnight Friday, post the translation of your assigned verse to the translation board for the week.

by midnight Sunday, submit to the instructor your selected text for the Exegesis Paper. See additional comments on this assignment in the Assignments section in Moodle.

### **Week 9 March 11-17 – Reading Week, no work due**

### **Week 10 (March 18-24, Module 2.3, Exodus 3)**

Student Learning Objectives:

The student will practice translating biblical Hebrew.

Required Readings:

Exodus 3:1-15

Assignments Due:

by midnight Tuesday, post the translation of your assigned verses to the translation board for the week.

by midnight Friday, post one response to another student's translation (of verses other than your own).

by midnight Sunday, complete Vocabulary Quiz 4 and submit to the instructor.

### **Week 11 (March 25 -31, Module 2.4, Deuteronomy 6)**

Student Learning Objectives:

The student will practice translating biblical Hebrew.

The student will classify uses of a vocabulary word from their exegesis paper text.

Required Readings:

Deuteronomy 6:1-9

Assignments Due:

by midnight Wednesday, post your group's translation of the assigned verses to the translation board for the week.

by midnight Friday, post one response to another group's translation of verses other than those worked on by your group.

by midnight Sunday, submit Exegesis Assignment to the instructor.

### **Week 12 (April 1-7, Module 2.5, Deuteronomy 10)**

Student Learning Objectives:

The student will practice translating biblical Hebrew.

Required Readings:

Deuteronomy 10:12-22

Assignments Due:

by midnight Tuesday, post the translation of your assigned verses to the translation board for the week.

by midnight Friday, post one response to another student's translation (of verses other than your own).

by midnight Sunday, complete Vocabulary Quiz 5 and submit to the instructor.

### **Week 13 (April 8-14, Module 3.6, Joshua 2)**

Student Learning Objectives:

The student will practice translating biblical Hebrew.

Required Readings:

Joshua 2:1-24

Assignments Due:

by midnight Tuesday, post the translation of your assigned verses to the translation board for the week.

by midnight Friday, post one response to another student's translation (of verses other than your own).

### **Week 14 (April 15-21, Module 3.7, Amos 7)**

Student Learning Objectives:

The student will practice translating biblical Hebrew.

Required Readings:

Amos 7:10-17

Assignments Due:

by midnight Wednesday, post your group's translation of the assigned passage to the translation board for the week.

by midnight Friday, post one response to another group's translation of the text.

by midnight Sunday, complete Vocabulary Quiz 6 and submit to the instructor.

### **Week 15 (April 22-28, Module 3.8, Hebrew Poetry)**

Student Learning Objectives:

The student will be introduced to poetic techniques used within Tanakh.

The student will analyze examples of poetic imagery.

Required Readings:

wikipedia entry on Biblical Poetry

one other internet article on poetry in the Bible

Psalm 29

Psalm 111

Assignments Due:

by midnight Tuesday, post a comment in the weekly discussion forum on the week's readings. See the forum for details.

by midnight Friday, post a response to at least one other student's comment.

### **Weeks 16, 17 (April 29 - May 5, May 6 - 16, Reading and Finals Weeks)**

Assignments Due:

by midnight Friday, May 10, submit completed Exegesis Paper to the instructor.

### **Assignments:**

A final grade for this course will be computed according to your successful completion of the following assignments:

1. Discussion Forums 15% of grade

Discussion forums will be held during the following weeks:

Week 7: the Bible as literature

Week 8: Genesis 22

Week 15: Hebrew poetry

Note that in these forums, you are required to post a response along with your initial comment. Each week's posts are worth 5% of the final grade.

## 2. Vocabulary Quizzes 30% of grade

You have been provided with a set of 6 vocabulary lists. These lists cover nearly all words that occur 150 or more times in Tanakh (325 words in total). There will be quizzes in alternating weeks, one covering each list, for a total of 6 quizzes. These quizzes must be attempted by the assigned dates. If the student fails to achieve a score of at least 75% on a quiz, that quiz (or quizzes) will be retaken until at least 75% is achieved. Failure to achieve a score of at least 75% will result in no credit being given for the quiz. Each quiz is worth 5% of the final grade.

## 3. Translation Exercises 25% of grade

In weeks 8-14, students will be required to translate biblical passages. In 4 of these weeks, each student will be responsible for posting a translation of a selected portion of text (ranging from 1-5 verses). In the other 2 weeks, students will be divided into groups to work on sections of text. The exact expectations will vary from week to week, as outlined in the assignments section in Moodle. In weeks 8-14, students are also expected to comment on the translation work of other students according to rubrics provided in the assignments section. The first week, the work is not included in the grade, but serves as "practice." Weeks 9-14 are each worth 5% of the final grade.

## 4. Exegesis Assignment 5% of grade

A final exegesis paper is the culmination of class work for this term. In preparation for that paper, one smaller exegesis assignment is also due. This assignment has the student focus on a particular element of interpretation in preparation for the final paper, and is worth 5% of the final grade.

## 5. Exegesis Paper 25% of grade

There will be an exegesis paper due the last day of the semester, May, 10. Instructions for the paper are found in the assignments section. Please be aware that your instructor will not accept late submissions of any papers, projects, or assignments without advance permission being granted for extenuating circumstances. An "unexcused" late submission will be recorded as 0 points.

### Grading:

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be awarded according to the existing policies of North Park Theological Seminary. The final course grade will be computed according to the total number of points earned for all assignments as shown below:

### **Total Percentage: Final Grade:**

95-100 A

93-94 A-

91-92 B+

87-90 B  
85-86 B-  
83-84 C+  
79-82 C  
77-78 C- (lowest passing grade)  
75-76 D+  
72-74 D  
70-71 D-  
69 or fewer F

### **Criteria for Moodle Discussion Forum Participation**

For the three weeks with special discussion threads, students will be expected to respond to specific questions regarding readings for those weeks. Their comments should be thorough and thoughtful. For responses to others' posts, just posting an "I agree/disagree with your comment" or an "I think the same" is not considered to be an adequate response. Postings will be graded according to the rubrics found in the section for each topic.

### **Criteria for grading translation exercises:**

Completeness of work is the primary criterion for grading. Students should attempt to complete the assigned work to the best of their ability. Accuracy is desired, but it is understood that, in the initial stages, certain things will be difficult to identify. The texts are given with limited notes to assist students in the process of translation. The expectation of accuracy does increase as the weeks progress; by the last translation assignments, it is expected that the students will exhibit greater proficiency than in the earliest ones. Also, translation work will consist of both individual and corporate components; even in weeks where students are individually responsible for translations, they are also expected to observe the work of other students. It is the eventual goal that students will obtain a sense of a complete passage, not just individual sections of it.

### **Participation/attendance Expectations:**

Students are expected to perform course work according to the schedule assigned. It is expected that students will follow the work of their fellows in all weeks, paying careful attention to discussion threads. All students are expected to follow question discussion threads as well. All assignments must be posted by the assigned days (midnight local time for the student) or no credit will be given.

### **Academic Honesty:**

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.

4. Signing an attendance roster for another who is not present.

Please note that exercises may be done with any and all tools available to the student unless otherwise specified in the assignment instructions. However, quizzes and exams are to be done solely from memory: books and computer resources are not permitted unless otherwise specified in the instructions. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalogue.

**Support Services:**

Please see the Course Information button in your course for the Student Support document if you need assistance during your course.

**Disabilities Accommodations**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner.