

Course ID:	Course Title:	Winter 2020
BL 512	Introduction to Hebrew Exegesis	Prerequisite: BL 511
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid (in-person and online synchronous delivery)	Instructor:	Beth Stovell, Ph.D.	First Day of Classes:	January 10, 2022
Days:	Mondays	Email:	BStovell@ambrose.edu	Last Day to Add/Drop:	January 23, 2022
Time:	6:45-9:45pm	Phone:	403-410-2000 ext. 3995	Last Day to Withdraw:	March 18, 2022
Room:	RE 132	Office:	L2077	Last Day to Apply for Extension:	March 28, 2022
Lab/Tutorial:	N/A	Office Hours:	By appointment only	Last Day of Classes:	April 14, 2022
Final Exam:	Final Exam via Moodle or Final Paper				

Course Description

In this course, the student reads selected portions of prose and poetry from the Hebrew Old Testament. The grammatical structures learned in the first semester are reviewed and amplified. The basic principles of the exegesis of a Hebrew text are studied.

Expected Learning Outcomes

Expected learning outcomes include the following:

- Each student will continue to advance their knowledge of Hebrew grammar so as to improve their ability to interpret the Hebrew Old Testament faithfully. The emphasis in this class falls on how understanding Hebrew improves one's ability to understand the Old Testament. To this end, the student will add to their knowledge of how the Hebrew language works by:
 - Learning grammar (including, but not limited to the characteristics of derived stems of the strong and weak verbs in the perfect, imperfect, and their participles, imperatives, and infinitives)
 - Reading portions of the Hebrew OT for discussion and translation in class
- Students will learn exegetical methods specific to Hebrew language exegesis including contextual, syntactical, and theological and homiletical analysis, characteristics of Hebrew prose and poetry, basic principles of textual criticism and how to read a critical apparatus as we read portions of the Hebrew OT. Students will also explore how

understanding Hebrew language helps with interpreting the Old Testament in meaningful ways for their own lives, for their ministry contexts, and for the world today.

3. Students will learn how to use resources specific to Hebrew language study including theological language resources, commentaries, lexicons, and electronic language software.

Textbooks

Required:

1. Pratico, Gary and Miles Van Pelt. *Basics of Biblical Hebrew Grammar* (Third Edition). Grand Rapids: Zondervan, 2019. ISBN: 978-0310533498
2. Pratico, Gary and Miles Van Pelt. *Basics of Biblical Hebrew Workbook* (Third Edition). Grand Rapids: Zondervan, 2019. ISBN: 978-0310533559
3. Brown, Francis, Driver, S.R., Briggs, Charles A. *A Hebrew and English Lexicon of the Old Testament*. Hendrickson, 1996. ISBN: 978-1565632066 (This may be purchased as a hardback from the Ambrose Bookstore or from one of the electronic language software providers such as Accordance or Logos.)

This course will only cover the second half of these two books. These books are also used for BL 511, which will cover the first half of these books.

Students will also learn about other hard copy and electronic resources for Hebrew learning acquisition and may choose to acquire such software as part of their course materials. More information will be provided in class.

Course Schedule

The readings for the “Reading for Session” should be read prior to class for the designated day and “Assignments Due” designates the assignment or quiz/exam due on a given day. All chapter references in “Reading for Session” refer to the *Basics of Biblical Hebrew Grammar*, while all “Wkbook” references refer to the *Basics of Biblical Hebrew Workbook*. “Wkbook” may refer to specific chapters in the workbook or to specific passage of Hebrew Biblical translation (called “Hebrew Reading”) provided in the workbook as noted in the schedule below.

Date	Topic	Reading for Session	Assignments Due
Jan 10 Online Only Session, no in-person class	Grammar: -Review from BL 511 and introduction to BL 512; Waw Consecutive Exegesis: Introduction to Hebrew Exegetical Interpretation	Chapters 17	Wkbook for Ch 17
Jan 17 Online Only Session,	-Qal Imperative -Pronominal Suffixes on Verbs	Chapters 18-19	Quiz #1 (Vocab Plus) Wkbook for Ch 18-19

no in-person class			
Jan 24 Online Only Session, no in-person class	Grammar: Qal Infinitive Constructs and Absolutes Exegesis: Contextual Analysis	Chapter 20-21	Quiz #2 (Vocab only) Wkbook for Ch 20-21
Jan 31	Qal Participle	Ch 22	Wkbook for Ch 22
Feb 7	Grammar: Review Chapter 17-22 and Quiz Review, Translation Practice Exegesis: In-Class Discussion of Contextual Analysis Process	Research for Contextual Analysis	Contextual Analysis Paper Due
Feb 14	Qal Sentence Syntax	Chapters 23	Quiz #3 (Vocab Plus) Wkbook for Ch 23
No class on Feb 21- Reading Week (Remember to review for your midterm)			
Feb 28	Midterm Exam (via Moodle) (no class, only midterm online)	Review for Midterm Exam	Prep for Midterm Exam
Mar 7	Grammar: Niphal Stem Strong and Weak Verbs Exegesis: Syntactical Analysis	Chapters 24-25	Quiz #4 (Vocab only) Wkbook for 24-25 Hebrew Reading 1 (1 Kings 8:22-26)
Mar 14	Hiphil Stem Strong and Weak Verbs	Chapters 26-27	Quiz #5 (Vocab Plus) Wkbook for Ch 26-27 Hebrew Reading 2 (Genesis 9:8-13)
Mar 21	Review Quiz #5, Review Chapters 22-27, Translation Practice Exegesis: Process on Syntactical Analysis	Prep for Syntactical Analysis	Syntactical Analysis
Mar 28	Grammar: Hophal Stem Strong and Weak Verbs	Chapters 28-29	Quiz #6 (Vocab Plus) Wkbook for Ch 28-29

	Exegesis: Theological and Homiletical Analysis		Hebrew Reading 3 (Deuteronomy 10:12-14)
Apr 4	Piel Stem Strong and Weak Verbs Exegesis: Translating Biblical Hebrew Poetry	Chapters 30-31	Quiz #7 (Vocab Only) Wkbook for Ch 30-31 Hebrew Reading 5 (Psalm 96:1-5)
Apr 11	Review for Final Exam/Prepare for Theological and Homiletical Final Paper	Review for Final Exam or Prep Final Paper	Review for Final Exam or work on Final Paper (See 2 choices on assignments below) Final Exam Opening Date on Moodle: Tuesday, April 12 Final Exam Due Date on Moodle: Wednesday, April 27 by midnight

Requirements:

1. Workbook (Submitted as hardcopy in class. See "Submission of Assignments" below for more details)

At the beginning of each Monday class session starting Week 1, students will submit pages from the course workbook. Before submitting each package from the workbook, each student will check his/her answers against the answer key (provided in the online course resources at Zondervan Academic's website). Where the student has made an error, she/he will correct the error using a different coloured pen/pencil (e.g., red), and provide a brief notation explaining the error. The purpose of this exercise is a) to ensure that students are practicing their skills on a regular basis, b) to provide a regular feedback mechanism in order to ensure that students are learning and incorporating lessons effectively, and c) to help students identify points of difficulty or confusion during the learning process, and thus correct them before they become habits. Failure to submit workbook material on time (beginning of each Thursday class session), or failure to complete any element of the assigned material, will result in forfeiture of that week's grade. **Due: Weekly, as assigned. Value: 20% (2.2% per week of workbook packages over the 9 weeks of class with submission dates; no workbook assignments on exam days).**

Note: On weeks in which students are translating both the Chapters and a Hebrew Reading, the workbook chapters will be a smaller percentage of their usual coverage. The professor will help designate what sections should be covered and which are unnecessary. All of the Hebrew Reading will be translated each time it is mentioned, unless otherwise designated by the professor.

2. Quizzes

Regular, scheduled, in-class quizzes will be an important part of the learning experience. These quizzes will be associated with specific chapters from the course text. For "Vocab Only" quizzes, the quiz will cover vocabulary up to the chapters the course has already covered. For "Vocab Plus" these quizzes will include questions related to vocabulary as well as phonology/morphology, syntax, and translation, based on material covered in the workbook, textbook, and PowerPoint lectures. **Due: Weekly; Value: 20% (6 quizzes at 3.3% each because lowest quiz score dropped).**

3. Hebrew Exegesis Short Papers: 20% (2 assignments X 10%=20%) Submitted via Moodle monthly starting in Feb (Feb 7, Mar 21)

Students will write two short papers that focus on an aspect of analysis of Hebrew exegesis: a. contextual analysis and b. syntactical analysis. These papers will explore more deeply one of the Hebrew Biblical Reading sections from the workbook of the student's choosing in consultation with the professor. Whatever passage of the Hebrew Bible the student chooses will be used for all three assignments to promote deeper learning and consistency.

Requirements: 3-5 pages in length each (roughly 900-1500 words, including footnotes), will be in Times New Roman, 12 pt font, will use Chicago Manual of Style for formatting, and will include footnotes and bibliography. Submitted via Moodle under "Assignments" and "Hebrew Exegesis Short Papers"

A. Contextual Analysis (Due: Feb 7): Contextual analysis examines the biblical text in its specific contexts of section, chapter, book, and canon.

B. Syntactical Analysis (Due: Mar 21): Syntactical Analysis examines the biblical text by focusing on the syntactical structures of sentences in the passage.

Additional information and rubrics for each of these assignments will be provided.

3. Mid-term Examination

Students will write a mid-term examination, covering all material up to the date of the exam. **Due Date: Feb 28; submitted via Moodle; Value: 10%.**

4. Final Examination or Theological and Homiletical Analysis Paper (Due Date: Wednesday, April 27 by midnight. Value: 30%.)

Students will have two options for their final cumulative assessment:

1. **Final Exam:** Students may choose to write a cumulative final examination, covering all material from the semester
OR

2. **Final Paper:** Theological and Homiletical Analysis Exegesis Paper: Students may choose to complete a theological and homiletical analysis exegesis paper that covers the key aspects of the course material and applies it. **(Due on the same day as the Final Exam, Wednesday, April 27 by midnight via Moodle).**

a. Theological and Homiletical Analysis Exegesis Paper: Theological and Homiletical Analysis builds on contextual and syntactical analysis to discuss theological interpretation of the biblical text and then crafts homiletical responses to the text. This final paper will function as a means for students to demonstrate their acquisition of both their translation skills and their exegetical skills. **Requirements: 10 pages in length each (roughly 3000 words, excluding footnotes and bibliography), will be in Times New Roman, 12 pt font, will use Chicago Manual of Style for formatting, and will include footnotes and bibliography. Submitted via Moodle under "Assignments" and "Hebrew Exegesis Short Papers" on the same day as the Final Exam.**

Submission of Assignments:

So that I can properly evaluate your work the following style guide is to be used for papers in this class:

• **Medium for Submission:** All material for this class will be submitted via Moodle. All assignments will be due at the beginning of the class-session on the due date unless otherwise specified.

• **Gender Inclusive Language:** Ambrose University College uses inclusive language for human beings in student written materials. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings.

Attendance:

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1. This course is hybrid with synchronous in-person and online learners. Course sessions will begin in a timely fashion. To receive full points for course participation, you are expected to arrive by the time class begins and stay until class ends whether you are in-person or online. If for some valid reason you will be unable to attend class or will be late, please notify the instructor by email in advance of the class session. Students who generally attend in-person who are feeling any signs of sickness should switch to the online session for the week to avoid infecting other students. If such sickness is severe, please contact the professor for an excused absence and for make up materials.
2. **Students with three unexcused absences will be dropped a full letter grade from their final grade.** In addition, students will be dropped an additional third of a letter grade for every unexcused absence after the third. This means an A+ student can only receive a B+ after three unexcused absences, a B after four, a B- after five, etc. To excuse an absence, you need to contact me by e-mail in advance and in some cases a note will be required.
3. Due dates for assignments in this class are firm. They are set up for the overall success of the class - that is, for both students and the instructor. Late work drops one letter grade (10 pts) per day late unless other arrangements are made in advance. Please stay on top of your assignments and do not procrastinate. If you realize that you will be late in turning in an assignment for a legitimate reason, please see the “Extensions” policy below.

If you feel that you are falling behind or getting into trouble, please contact me early. There are things that can be done early on to get things back on track before it is too late.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P		Pass

Letter	Numerical equivalent
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A+	95-100
A	90-94
A-	86-89
B+	80-85
B	76-79
B-	73-75
C+	70-72
C	66-69
C-	63-65
D+	60-62
D	50-60
F	0-49

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Evaluation:

Assignment	Percentage	Due Date
Weekly Workbook Assignments (9 X 2.2%)	20%	Weekly
Quizzes (6 X 3.3%)	20%	Weekly
Exegesis Assignments (2 x 10%)	20%	Monthly: Feb 7, Mar 21
Midterm Exam	10%	Feb 28
Final Exam or Final Paper	30%	April 27
TOTAL:	100%	

Hebrew Language Resources:

Electronic resources:

Accordance Electronic Software <https://www.accordancebible.com> (see Moodle for more information on discounts for this option)

Audio and hard copy resources:

Pratico, Gary D. and Miles V. Van Pelt. *Biblical Hebrew Survival Kit 2.0* (Zondervan, 2019). This includes the following resources:

- *Old Testament Hebrew Vocabulary Cards*, including 1,000 vocabulary flashcards for studying.
- *Basics of Biblical Hebrew Vocabulary Audio*, a digital download from Olive Tree Bible Software, available through an access code, of audio pronunciations of the vocabulary from the grammar to help with vocabulary memorization and acquisition. Features both Classical (by Miles V. Van Pelt) and Modern (by Nancy L. Erickson) Hebrew pronunciations.
- *Biblical Hebrew Laminated Sheet*, for a quick reference guide to common language questions.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.