

Syllabus for
GBIB 511—Hebrew Synthesis II
3 Credit Hours
Summer 2017

Modular and Distance Education Program—Blended “B” Course
On-campus visit June 28-30, 2017

I. COURSE DESCRIPTION

A continuation of Hebrew Synthesis I with an increasing emphasis on reading the Hebrew text of the Old Testament. It completes the student’s preparation for basic Hebrew exegetical and hermeneutical study of the Old Testament.

This course will prepare the student to explore the treasure of Scripture with Hebrew linguistic tools. The student will develop basic exegetical and hermeneutical skills for sound interpretation and practical application.

Prerequisite: GBIB 510.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Develop the facility to translate and to interpret the Hebrew text of the Bible through an inductive and a deductive approach.
- B. Learn the fundamentals of biblical Hebrew, including a study of narrative material from Ruth and other example texts.
- C. Obtain individual attention in class recitation and, where needed, individual counseling.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Translate, either orally or in writing, the Hebrew text of the Bible.
- B. Discuss how to use the Hebrew grammar and lexicon as indispensable tools for translation.
- C. Discuss the meaning (or exegesis) of the Hebrew text within the grammatical context.
- D. Discuss the importance of interpreting the theological facts supplied by translation and exegesis.
- E. Demonstrate proficiency in translating the Hebrew Older Testament.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

Textbooks

Brown, F., Driver, S., Briggs, C. *The Brown-Driver-Briggs Hebrew and English Lexicon: Coded to Strong's Numbering System*. Peabody, MA: Hendrickson Publishers, Inc., 2008. ISBN: 978 156 563 2066

Elliger, K. and W. Rudolph. *Biblia Hebraica Stuttgartensia*. 4th ed. New York: American Bible Society, 1990. ISBN: 9783438052223

OR

Vance, D., G. Athas, and Y. Avrahami. *Biblia Hebraica Stuttgartensia Reader's Edition*. Peabody, MA: Hendrickson, 2015. ISBN: 9781598563429

Eskanazi, T., and T. Frymer-Kensy. *The JPS Commentary: Ruth*. Philadelphia: Jewish Publication Society, 2011. ISBN: 978-0827607446

Goldstein, J. *The First Hebrew Reader: Guided Selections from the Hebrew Bible*. Albandy, CA: EKS Publishing, 2000. ISBN: 0939144301

Pratico, Gary D., and Miles Van Pelt. *Basics of Biblical Hebrew Grammar*. Grand Rapids: Zondervan, 2007. ISBN: 9780310270201

Simon, E., I. Resnikoff, and L. Motzkin. *The First Hebrew Primer*. 3rd ed. Albany, CA: EKS Publishing, 2000. ISBN: 0939144158

The First Hebrew Primer: Audio companion. Download from Audible, Amazon, or iTunes.

Simon, E., and D. Brant-Finell. *Answer Book for the First Hebrew Primer*. Berkeley, CA: EKS Publishing, 2016. ISBN: 9780939144167

Simon, E., and Joseph Anderson. *Teach Yourself to Read Hebrew*. Berkeley, CA: EKS Publishing, 2015. ISBN: 9780939144112

Teach Yourself to Read Hebrew: Audio Companion. Download from Audible, Amazon, or iTunes.

2. Other None

B. Optional Materials

1. Textbooks None

2. Other

Simon, E., I. Resnikoff, and L. Motzkin. *The First Biblical Hebrew Speller: Companion to the First Hebrew Primer*. Oakland, CA: EKS Publishing, 1993. ISBN: 9780939144181

Simon, E., I. Resnikoff, and L. Motzkin. *Master Set of Bible Flashcards*. Berkeley, CA: EKS Publishing, 2000. ISBN: 9780939144655

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
2. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
3. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

B. Graduate School of Theology and Ministry Policies and Procedures—Modular/Distance Education Program

1. **Modular Intensive Week:** Each Modular Intensive Week, usually held in CityPlex Towers on the 21st floor, has sessions Monday-Friday, from 8:30 a.m. to 5:30 p.m.
 - a. This week will be comprised of two 2 ½ day blended courses designated as Blended "A" and Blended "B."
 - b. Blended "A" courses include 7 weeks of online instruction *prior to* the 2 ½ day modular intensive component.
 - c. Blended "B" courses include 7 weeks of online instruction *following the* 2 ½ day modular intensive component.

- d. Students are to make travel arrangements that do not interfere with their involvement in all of these sessions, and confirm course location prior to arrival.
 2. Instructions for the online portion of this course and designated assignments are to be found in the course management shell in Desire 2 Learn (D2L) and elsewhere in this syllabus.
 3. Each overdue assignment will be penalized 10% for each week it is late. After the third week, no credit will be given for the assignment.
 4. Attendance
 - a. Students are to attend all sessions associated with the specific blended course designation during the modular intensive week.
 - b. **All absences, late arrivals, and early departures receive a grade reduction equal to 2.5% for each classroom hour missed and must be approved by the Modular Director.**
 5. **Incompletes**
 On rare occasions, the grade of “I” may be given for work that is incomplete at the end of the course semester due to a catastrophic event.
 - a. The student must establish with the instructor and the director of the Modular/Distance Education Program that work is incomplete for good cause and submit a Petition for Incomplete Grade, with documentation.
 - b. **The Petition must be submitted at least two weeks prior to the end of the semester or summer course session, not exam week.**
 - c. **The submission of a petition does not automatically ensure the granting of an Incomplete.**
 - d. The petition must be approved by the academic committee of the Graduate School of Theology and Ministry.
 - e. It is the responsibility of the student to initiate the petition, make up any incomplete work, and submit a completed Request for Grade Change form (which has been signed by the course professor) to the academic office.
 - f. If the work is not completed by the end of the subsequent semester, the incomplete will automatically convert to an “F,” unless an extension is formally granted.
- A. Course Policies and Procedures
 1. Evaluation Procedures
 - a. Grading:

Three one-hour exams (15% each)	45%
Vocabulary and Grammar Quizzes	30%
Final Exam	25%
 - b. Grading scale:

A=90-100%
 B=80-89%
 C=70-79%
 D=60-69%
 F=59% and below
 2. Whole Person Assessment Requirements
 - a. All students entering the seminary are required to enroll in PRF 059 ePortfolio—Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
 - b. WPA requirements for this course:

- i. All students, regardless of degree program, must submit the PRFT 052 Hebrew Proficiency Form (on D2L) for GBIB 511 to the course professor on ePortfolio, on the same date the final exam is also due in class.
 - ii. Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change.
 3. Other Policies and Procedures
 - a. **Modular Intensive Week Assignments**
Students are to take part in class discussions and activities.
 - b. **Online Assignments:**
 - (1) See online course calendar below.
 - (2) Weekly assignment details are also on D2L.
 - (3) Written assignments should be submitted to the appropriate D2L dropbox by midnight Sunday of each week.
 - c. Instructor: Dr. Brad Young, bryoung@oru.edu

VI. COURSE CALENDAR – On Campus Component

Wednesday, June 28, 2017 BLENDED B

12:00 noon	2:00 p.m.	Modular Luncheon/Orientation
2:30 p.m.	3:15 p.m.	Introduction and Discussion; review chapter 15
3:15 p.m.	3:30 p.m.	Break
3:30 p.m.	4:30 p.m.	Readings in Ruth; introduce chapter 16
4:30 p.m.	5:30 p.m.	Chapter 16

Thursday, June 29, 2017 BLENDED B

8:30 a.m.	9:00 a.m.	Scripture reading and prayer
9:00 a.m.	10:00 a.m.	Chapter 17
10:00 a.m.	10:15 a.m.	Break
10:15 a.m.	12:00 noon	Chapter 18
12:00 noon	1:00 p.m.	Lunch
1:00 p.m.	3:15 p.m.	Pronoun quiz; chapter 19
3:15 p.m.	3:30 p.m.	Break
3:30 p.m.	4:30 p.m.	Bible reading; chapter 20
4:30 p.m.	5:30 p.m.	Review chapter 21

Friday, June 30, 2017 BLENDED B

8:30 a.m.	9:00 a.m.	Scripture reading and prayer
9:00 a.m.	10:00 a.m.	Perfect verb quiz; chapter 21
10:00 a.m.	10:15 a.m.	Break
10:15 a.m.	12:00 noon	Chapter 22
12:00 noon	1:00 p.m.	Lunch

1:00 p.m.	3:15 p.m.	Pronoun quiz; chapter 23
3:15 p.m.	3:30 p.m.	Break
3:30 p.m.	4:30 p.m.	Bible reading; chapter 24
4:30 p.m.	5:30 p.m.	Review chapter 25

COURSE CALENDAR: **ONLINE** COMPONENT

Wk	Assigned reading: <i>The First Hebrew Primer</i>	Assignment
1	Chapter 26	First 5 exercises at end of chapter; translate into English Ruth 4:3-5 and parse the verbs, p. 314
2		Examination; translation of Ruth 4:3-5; parse the verbs
3	Chapter 27	First 5 exercises at end of chapter; translate Ruth 4:6-8 and parse the verbs, p. 314
4	Chapter 28	First 5 exercises at end of chapter; translate Ruth 4:9-10 and parse the verbs, p. 329
5	Chapter 29	First 5 exercises at end of chapter; translate Ruth 4:11-13 and parse the verbs, p. 329
6	Chapter 30; read and study how to use the Hebrew lexicon	Translate Ruth 4:14-22 and parse the verbs, p. 344
7		Final examination; Ruth translation

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

Master of Arts Biblical Literature

GBIB 511—Hebrew Synthesis II

Dr. Brad Young, Instructor

Summer 2017

This course contributes to student learning outcomes for the M. A. Biblical Literature degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Translation, Biblical Language				
	Demonstrate proficiency in translating the Hebrew Old Testament and Greek New Testament	X			
2	Critical Methods of Exegesis				
	Display ability to employ critical methods of exegesis from an informed theological-hermeneutical perspective using biblical languages.		X		
3	Major Old Testament Themes				
	Correlate the major Old Testament themes and formulate a coherent Old Testament theology.	X			
4	Major New Testament Themes				
	Correlate the major New Testament themes and formulate a coherent New Testament theology.		X		
5	Scripture in Cultural Context				
	Apply the results of the critical study of Scripture in its cultural contexts to selected contemporary contexts.	X			
6	Tools/Methods of Research				
	Write an advanced research MA thesis in Old Testament/New Testament using biblical critical tools and methods.		X		

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry
M. A. Biblical Literature/Judaic-Christian Studies**

GBIB 511—Hebrew Synthesis II

Dr. Brad Young, Instructor

Summer 2017

This course contributes to student learning outcomes for the M. A. Biblical Literature/Judaic-Christian Studies degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Translation, Biblical Languages					
	Demonstrate proficiency in translating the Hebrew Old Testament and Greek New Testament.	X			
Major Old Testament Themes					
	Correlate the major Old Testament themes and formulate a coherent Old Testament theology.	X			
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	Correlate the major New Testament themes and formulate a coherent New Testament theology.		X		
Rabbinic/Judaic Literature and Culture					
	Demonstrate ability to perform research in rabbinic literature and reflect knowledge of the influence of Jewish culture and theology upon Christian faith and literature.			X	
Concepts/Practices of Judaism					
	Relate the concepts and practices of Judaism in the period of the Second Temple to the ministry and teachings of Jesus and Paul for sound theological understanding.			X	
Critical Methods of Exegesis					
	Utilize critical methods of exegesis and tools for interpreting and appreciating the central themes of Scripture and related Judeo-Christian literature within the matrix of early Jewish and Christian communities.		X		
Tools/Methods of Research					
	Use biblical critical tools and methods to write an advanced research M.A. thesis in the OT/NT and employ Jewish literature and theology in the discipline of Judaic-Christian studies.		X		