

Intermediate Hebrew (HEBR 5410)

4 credits | Spring 2012 | MTh 8:00–9:50 AM | BBCd Room #111

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Office #205–D | Office hours: MWTh by appointment

COURSE DESCRIPTION

This course is designed for students who have had at least two semesters of biblical Hebrew and are eager to develop and apply their language skills through in-depth reading of the Hebrew Old Testament. The students will continue to build vocabulary, grow in their understanding of grammar and syntax, and acquire greater skill in the use of lexicons, concordances, the apparatus of textual criticism, and other tools for exegesis, including computer-aided research. The major portion of their time will be spent in parsing, grammatical analysis, translating, and establishing the textual hierarchy and structure of selected readings from the Hebrew OT. In the process, students will begin learning to apply the skill of discourse analysis to Hebrew prose.

COURSE FORMAT & LEARNING OBJECTIVES

The primary objective of third semester Hebrew is to build upon the basic knowledge of the elements of Biblical Hebrew morphology and syntax that were required in first year Hebrew in order to be better prepared to translate and exegete the OT effectively. The course may include exposure to both Hebrew prose and poetry, but the focus will be on the former. By the end of this course, students will be able to:

1. Use their ever-increasing recognition of high frequency vocabulary words to make more efficient their reading of the Hebrew OT.
2. Employ their knowledge of doing in-depth word studies to aid their interpretation of the Hebrew OT.
3. Draw on their knowledge of grammar and syntax to identify the internal syntax, textual hierarchy, and literary structure of Hebrew prose texts so as to grasp better the author's message.
4. Promote the importance of careful Bible study in the context of the local church or mission field.

TEXTBOOKS AND RESOURCES

Required

Block, Daniel I. *Deuteronomy: The Gospel According to Moses*. NIVAC, draft copy of chs. 5–11 (supplied by your professor).

Brown, A. Philip, II, et al. *A Reader's Hebrew and Greek Bible*. Grand Rapids: Zondervan, 2010. ISBN: 0310325897.

Deuteronomy, Biblia Hebraica Quinta, prepared by Carmel McCarthy. United Bible Society. Peabody, MA: Hendrickson, 2007. ISBN: 1598561987.

McConville, *Deuteronomy*. Apollos, 2002. ISBN: 0830825053.

Van der Merwe, C. H. J., J. A. Naude, and J. H. Kroeze. *A Biblical Hebrew Reference Grammar*. Biblical Languages: Hebrew 3. Sheffield: Sheffield Academic, 2002. ISBN: 1850758565. [BHRG]

Williams, Ronald J., and John C. Beckman, *Hebrew Syntax: An Outline*. 3rd ed. University of Toronto Press, 2007. ISBN: 0802094295.

One of the following Hebrew lexicons, whether for the computer or in book form:

Clines, David J. A., ed. *A Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix, 2009.

Holladay, William. *A Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1988. ISBN: 0802834132.

Koehler, Ludwig, and Walter Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament*. Translated by M. E. J. Richardson. 2 vols. Leiden: Brill, 2001. ISBN: 9004124454 [This is the standard lexicon for Hebrew studies, comparable to *BDAG* in the study of the Greek NT.]

Recommended***Bible***

Biblia Hebraica Stuttgartensia. Paper, ISBN: 3438052229; Small Hardcover, ISBN: 3438052199; Large Hardcover, ISBN: 3438052180; Hardcover with Greek NT, ISBN: 3438052504. [*BHS*] (NOTE: One day, the *BHQ* will replace the *BHS*. However, for now the *BHS* is the critical edition of the Hebrew Bible. You can buy it for your computer, but the addition of the apparatus on the computer is costly, so it may just be best to invest in one of the above forms of the text.)

Deuteronomy Commentaries

Craige, Peter C. *The Book of Deuteronomy*. NICOT. Grand Rapids: Eerdmans, 1976. ISBN: 0802825249.

Nelson, Richard D. *Deuteronomy*. OTL. Louisville: Westminster, 2004. ISBN: 0664229549.

Tigay, Jeffrey H. *Deuteronomy*. JPSTC. JPS, 1996. ISBN: 0827603304.

Weinfeld, Moshe. *Deuteronomy 1–11*. AB. Yale, 1995. ISBN: 0300139438.

Wright, C. J. H. *Deuteronomy*. Peabody, MA: Hendrickson, 1996. ISBN: 1565631714.

Additional Resources for Intermediate Hebrew

Arnold, Bill T., and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge University Press, 2003. ISBN: 0521533481. [A very solid intermediate grammar for clause syntax; provides categories based on function.]

Barthélemy et al, eds., *Preliminary and Interim Report on the Hebrew Old Testament Text Project: Pentateuch*. United Bible Societies, 1979. ISBN: 082670008X. [This is the first of five volumes, the whole of which is comparable to Metzger's *Textual Commentary on the Greek New Testament* and is a helpful aid alongside the discussion in technical commentaries on text-critical issues.]

Garrett, Duane A., and Jason S. DeRouchie, *A Modern Grammar for Biblical Hebrew*. Nashville, TN: B&H Academic, 2009. ISBN: 0805449620. [*MGBH*]

Hatch, Edwin, and Henry A. Redpath. *A Concordance to the Septuagint and the Other Greek Versions of the Old Testament*. 2nd ed. Grand Rapids: Baker, 1998.

Jouïon, P., and T. Muraoka. *A Grammar of Biblical Hebrew*. 2nd ed. Rome: Pontifical Biblical Institute, 2006. ISBN: 8876536299. [This helpful and very thorough resource is the most contemporary advanced Hebrew grammar; it accounts only for clause-level grammar and does not discuss discourse analysis.]

Kautzch, E. *Gesenius' Hebrew Grammar*. 2nd English ed. Edited by A. E. Cowley. Oxford: Clarendon, 1910. ISBN: 1176644777. [This very helpful and thorough resource was the standard advanced Hebrew grammar for most of the 20th century.]

Putnam, *A Cumulative Index to the Grammar and Syntax of Biblical Hebrew*. Eisenbrauns, 1996. ISBN: 1575060078.

Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism*, 3rd ed. Louisville, KY: WJK, 2001; ISBN: 0664223141. [A go-to book for definitions and brief essays on key terms, concepts, and players in biblical studies and the history of biblical interpretation.]

Stuart, D. *Old Testament Exegesis: A Handbook for Students and Pastors*. 4th ed. Louisville, KY: WJK, 2009. ISBN: 0664233449. [*OTE*]

Walke, Bruce K., and Michael O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990. ISBN: 0931464315. [This helpful resource is the most thorough intermediate Hebrew grammar on the market, and it includes a great bibliography; however, it does not account for text grammar or discourse analysis.]

IMPORTANT WEBSITES FOR OT TEXTUAL CRITICISM

Septuagint: <http://www.kalvesmaki.com/LXX/Texts.htm>

Latin Vulgate: <http://www.latinvulgate.com/>

Targums: <http://targum.info/>

Targums, Mishnah, Talmud, & Other Judaica Texts: <http://www.library.upenn.edu/cajs/etexts.html>

Comprehensive Aramaic Lexicon & Other Tools: <http://cal1.cn.huc.edu/>

Electronic Resources for OT Textual Criticism: <http://rosetta.reltech.org/TC/vol08/Tov2003.html>

COURSE PROTOCOLS

Populi

Bethlehem College and Seminary utilizes course management software called Populi. The BCS Populi site is located at <https://bcs.populiweb.com>. All institution-wide announcements will be made through Populi. At the Populi website, you may also view assignments, check your grades, and participate in online course discussions.

ADA Accommodations

BCS students requiring accommodations for academic support or support for other reasons in association with the Americans with Disabilities Act (ADA) are directed to notify immediately the BCS administrator. Accommodations must receive prior approval. Confidentiality is respected. Contact: Ms. Connie Kopischke, BCS registrar and administrator, 612-455-3420, connie.kopischke@bcsmn.org.

Classroom Etiquette & Internet Access

Students and faculty are to show appropriate respect for each other even when divergent viewpoints are expressed in the classroom. Such respect does not require agreement with or acceptance of different viewpoints.

Students are respectfully requested to refrain from bringing odorous food or drinks into the classroom. Cell phones and pagers must be set to silent notification for incoming messages while in the classroom. Text-messaging, e-mailing, or accepting phone calls is not appropriate while class is underway.

During class time, laptops may only be used for class-related purposes like taking notes or accessing Bible software or internet resources. While wireless internet access is provided in all classrooms, out of respect for instructors and in order to cultivate a healthy discussion-oriented classroom experience, students are prohibited from surfing the internet during class. Students should also not engage in Facebook, e-mail, computer games, videos, music, etc. Points will be deducted from a student's classroom participation grade if caught abusing computer privileges. Repeated offenders will incur additional penalties.

Attendance, Academic Honesty and Turnitin.com

Prompt and consistent attendance is expected at all class sessions for the entire class time. More than 3 hours of missed class will necessitate that the student withdraw from the course.

Bethlehem College and Seminary is committed to personal integrity and honesty. All instances of dishonesty or distorting the truth to avoid negative academic or social consequences are grounds for a disciplinary response. Therefore, a policy has been established in the event of cheating or plagiarism.

- **Cheating.** Students cheating in course work or examinations are subject to discipline. Cheating includes copying another student's work and presenting it as one's own (or allowing another person to copy one's own work) and using dishonest or prohibited methods to complete a test (or helping another person to cheat). Students who cheat will be subject to significant academic consequences including an immediate failing grade for the course. An offending student may also be put on disciplinary probation. For more details, please refer to the Student Handbook.
- **Plagiarism.** Students found plagiarizing are subject to discipline. The most common errors in handling written sources are the following:
 - Failure to use quotation marks when quoting,
 - Failure to make a thorough paraphrase when attempting to put the idea in one's own words,

- Failure to credit the source of the information.

Students who are discovered to have plagiarized are subject to an immediate F for the course and possible disciplinary probation. For more details, please refer to the Student Handbook.

BCS subscribes to Turnitin.com, a web-based service that checks student's essays, papers, or similar types of written work for plagiarism. This system provides an effective and easy-to-use deterrent against fraudulent student submissions. When directed by the professor, students should post all written assignments on Turnitin.com.

Late Assignments, Missing Exams, & Saving Your Work



This is a four-credit course with the anticipated workload being 2 hours out of class for every hour in class. Students must complete learning activities by *the beginning of class* on the date indicated. All emergencies excluded, all assignments not submitted by the specified time are considered late and earn *an automatic extension penalty of 10%* (5 points for every 50 points) for every week or partial week late. No assignments will be accepted after the last day of class.

This "late assignments & exams" policy holds even when a student misses class. Exceptions to on-time submission of assignments & tests should have prior approval of the professor and will usually only be granted in the case of reasonable extenuating circumstances—e.g., car accident, hospitalization, or death of a family member. Personal "sickness" does not "excuse" absence from class.

Students should be sure to save a copy of all assignments submitted for grading until a final grade has been received upon completion of the course. Your instructor, facilitator, teaching assistant, or coordinator are not responsible for lost assignments.

Writing in Hebrew

All students taking this course are required to type in Hebrew with their computers. You will need one of the following:

- 
Windows:
 - MS Windows XP with Office XP or later. You will need to activate the Hebrew function for Windows.
 - Download and install the font "SBL Hebrew" from <http://www.sbl-site.org/Resources/default.aspx> or the font "Ezra SIL" from http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=EzraSIL_Home. (Free download)
 - Download and install the Hebrew keyboards for Windows from SIL at http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&item_id=SILHebrUnic2. This download includes full documentation on the installation and use of the keyboard. It also includes the Ezra SIL fonts. (Free download)
- 
Mac OS X:
 - Use a recent version of Mac OS X (such as 10.7).
 - Install the word processor *Mellel* (downloadable from <http://www.redlers.com/>). (Not free, but relatively inexpensive).
 - Download and install the font "Ezra SIL" from http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=EzraSIL_Home. (Free downloads)
 - Install the Hebrew keyboard "SBLHeb2.keylayout" from <http://homepage.mac.com/dgarrett1/PhotoAlbum1.html> (click on "handouts"). (Free download)

If you are buying a new computer, Mac OSX and Mellel are recommended over Windows and Word.

Bible Search Programs

While not required for this course, students will want to acquire a computerized grammatical search engine to speed-up concordance searches and translation. At present, the three best search engines for serious Bible study are the following, all based on *morphologically* tagged databases:

1. BibleWorks for Windows:

- See <http://www.bibleworks.com>.

2. Logos for Windows and Mac OSX:

- See <http://www.logos.com>

3. Accordance for Mac OSX:

- See <http://www.accordancebible.com>.
- Accordance is the premier morphological search engine for biblical studies, and it works great with Mellel, allowing copy/cut and paste features that retain the right-to-left capabilities.

With the above, both Logos and Accordance are developing *syntactical* database search engines, a move that marks a significant enhancement to Bible search engine technology.

COURSE REQUIREMENTS**Daily Assignments, Exegetical Guide, Reading, and In-Class Participation**

Prompt attendance and active participation are expected and necessary for successful completion of this course. Every class day, students must have completed any readings or written assignments and come ready to work through the daily homework—whether to translate and parse the assigned passage, to track its text hierarchy, and/or to identify key issues of clause and text syntax in the assigned passage.

Four hours of outside work is expected in preparation for each class period. In general, at least half the time should be spent in biblical text work and the rest in the assigned readings or paper preparation. Every student will prepare two separate documents for class—a running Text Hierarchy with literary analysis notes (see examples) and an ever-developing Exegetical Guide, including (1) annotated translation, (2) grammar questions and answers, (3) interpretive questions and answers. Next semester you will develop further the interpretive questions and answers and add arcs and an exegetical outline to your Exegetical Guide. While your annotated translation should cover exegetical units, the other three sections will likely best be done verse-by-verse. The Text Hierarchy will be submitted weekly on Populi by the beginning of class on Thursday. The Exegetical Guide will be handed in via Populi by the beginning of the last course day *before* the final exam.

Always be sure to spend at least two hours in the biblical text between each class period. If, after completing the assigned materials, there is still more time for study, read ahead, work on your papers, or read related materials in other books. Additional readings will be suggested in class. A reading log is found at the back of this syllabus and will be handed in on the last day of the course.

Notes for written assignments:

- Parenthetical references for both biblical and secondary source citation are permitted.
- All English prose included in daily written assignments should be typed with correct American English spelling and grammar and in Times New Roman 12 point font.
- Include your name and the assignment title on the upper right corner of the first page. Number all pages. Do not include a cover page and/or report cover.
- Use headings and sub-headings as will contribute to assignment clarity.
- Text hierarchies should all be in a single document and linked according to the literary flow of the book.
- Submit all homework in pdf format on Populi.

Other Assignments & Assessment

Over the course of the semester, the student will:

1. Take 15 quizzes (approx. 1 per week), each usually including assigned vocabulary, the translation and grammatical assessment of at least one verse from the week's passages, and a parsing exercise. Apart from the two Review Quiz days (first and last quiz), the lowest two quizzes will be dropped.

2. Write a brief assessment of:
 - a. A Hebrew grammatical or lexical resource (300 wds); read the preface, summarize the structure and content, identify the target audience, clarify how the tool is best used, and note whether a pastor needs it in his library.
 - b. The proper numbering of the Ten Words, working with a partner (300 wds)
3. Choose a paragraph out of Deuteronomy 1–4 or 9–34 that you will interpret over the next two semesters. Write extended discussions of the following, using Stuart's *Old Testament Exegesis* as a guide:
 - a. Text critical evaluation of the most significant variant in the paragraph.
 - b. Analysis of the paragraph's text hierarchy & literary structure, including parsing and grammatical notes.
 - c. Annotated translation of the paragraph.
 - d. In-depth word study of a key word in the paragraph.
4. Final exam covering all semester vocabulary, translation, and syntactical discussion plus an unprepared text.

Guidelines for the Detailed Study of the Student's Chosen Paragraph from Deuteronomy

1. *Finding Your Passage* (Due: **Feb 9**). Find a prose paragraph (approx. 3–6 verses) anywhere in Deuteronomy 1–4 or 9–34 on which you will focus your interpretive efforts. It may be a passage commonly overlooked for its importance in a certain area, a passage commonly debated text with a history of interpretation, or a passage of mere personal interest.
2. *Textual Criticism* (Due: **Mar 22**). Do a complete textual analysis of the most significant textual variant in your passage. (If there is no significant textual variant, choose one from the surrounding context.)
3. *Textual Hierarchy and Literary Analysis with Grammatical Notes and Annotated Translation* (Due: **Apr 12**). Establish the textual hierarchy and structure of the passage, adding grammatical notes to clarify both clause and text syntax. Create a clear, formal translation of your paragraph, supporting all interpretive decisions with comments (see Stuart).
4. *Word Study* (Due: **May 3**). Do an in-depth word study of one of the most important words in your passage (see Stuart and Garrett-DeRouchie). Which word or phrase must be fully grasped in order to fully understand your passage?

Learning Activities & Assessment—1000 points

Daily Assignments and Exegetical Guide	300 pts	(30%)
Reading and In-Class Participation	50 pts	(5%)
13 Quizzes: Vocabulary, Translation, & Parsing (20 pts x 11; 40 pts x 2—First and Last)	300 pts	(30%)
2 Written Assessments (25 pts each)	50 pts	(5%)
<ul style="list-style-type: none"> • Paper 1: Grammar or Lexicon (Feb 2) • Paper 2: Numbering the Decalogue (Mar 1) 		
3 Papers of Exegetical Analysis on Personal Passage	150 pts	(15%)
<ul style="list-style-type: none"> • Paper 3: Text Critical Analysis (50 pts, Mar 22) • Paper 4: Text Hierarchy and Literary Structure with Grammatical Notes and Annotated Translation (50 pts, April 12) • Paper 5: Word Study (50 pts, May 3) 		
Final Exam	<u>150 pts</u>	<u>(15%)</u>
	1000 pts	(100%)

GRADING SCALE

The student's final grade is calculated based on the proportions listed above and compared to the below scale.

A+*	98–100 points	B+	88–89 points	C+	78–79 points	D+	68–69 points
A	94–97 points	B	84–87 points	C	74–77 points	D	64–67 points
A-	90–93 points	B-	80–83 points	C-	70–73 points	D-	60–63 points

Value highly the virtues of thoroughness and courtesy to one's fellow students.

*BCS does not allow for A+, so the student excelling in the 98–100% range will actually receive an “A” on the transcript.

TOPIC AND ASSIGNMENT SCHEDULE

All assignments are to be completed *in preparation for* the class session under which they are listed. If you have any questions regarding these assignments, please contact your instructor.

WK	DT	FOCUS	QUIZ & VOCAB	ASSIGNMENT	READING
1	Th 1/19	Course Overview	Q1 Review: Deut 8:1–6	Review + Translate and Parse Deut 8:1–6	
2	M 1/23	Intro to Masoretic Signs and the Hebrew Bible		Populi: <i>MGBHW</i> 185 (§36)	<i>BHRG</i> 15–21 (§§1–3), 42–50 (§9); Populi: <i>MGBH</i> 349–60 (App. 1.A)
	Th 1/26	Intro to Exegetical Guide and Delineating Clauses	Q2: Deut 8:1–10 (#1–26)	Translate and Parse Deut 8:1–10 with Grammar Questions and Answers	<i>BHRG</i> 51–66 (§§10–13)
3	M 1/30	Intro to Text Hierarchy		Establish Text Hierarchy of Deut 8:1–10	Populi: “Establishing Literary Structure” 1–6, 11–13 (§§A.1–2, B)
	Th 2/2	Grammars and Lexicons		Paper 1: 300 Word Summary of Grammar or Lexicon	Populi: <i>MGBH</i> 366–68 (App. 2.A–C)
4	M 2/6		Q3: Deut 8:11–18 (#27–51)	Translate and Parse Deut 8:11–18 with Grammar Questions and Answers	
	Th 2/9	Intro to Literary Analysis		Establish Text Hierarchy Deut 8:11–18 Submit Exegesis Paper Passage (via email)	Populi: <i>MGBH</i> 283–293 (ch. 37) Populi: “Establishing Literary Structure” 6–10 (§A.3)
5	M 2/13	Overview Connectors and Subordination		Translate, Parse, and Establish Text Hierarchy of Deut 8:19–20 with Grammar Questions and Answers and Literary Analysis Notes; add Literary Analysis Notes to Deut 8:1–18	Populi: <i>MGBH</i> 301–308 (ch. 38.B)
	Th 2/16		Q4: Deut 5:1–5 (#52–82)	Translate and Parse Deut 5:1–5 with Grammar Questions and Answers and Literary Analysis Notes	
6	M 2/20	Overview Historical Discourse		Establish Text Hierarchy of Deut 5:1–5 with Literary Analysis Notes	Populi: <i>MGBH</i> 296–301 (ch. 38.A)
	Th 2/23		Q5: Deut 5:6–11 (#83–112)	Translate and Parse Deut 5:6–11 with Grammar Questions and Answers	
7	M 2/27			Translate and Parse Deut 5:12–21 with Grammar Questions and Answers	
	Th 3/1	The Ten Words	Q6: Deut 5:6–21 (#113–142)	Establish Text Hierarchy of Deut 5:6–21 with Literary Analysis Notes Paper 2: 300 Word Assessment on the Proper Numbering of the Ten Words (Teams of 2)	Populi: DeRouchie’s “Numbering the Decalogue” (<i>not required</i>)
8	M 3/5	Overview Discourse Markers		Translate and Parse Deut 5:22–27 with Grammar Questions and Answers	Populi: <i>MGBH</i> 321–330 (ch. 40.A)
	Th 3/8		Q7: Deut 5:22–31 (#143–172)	Translate and Parse Deut 5:28–31 with Grammar Questions and Answers	

9	M 3/12	Overview Directive Discourse		Establish Text Hierarchy of Deut 5:22–31 with Literary Analysis Notes	Populi: <i>MGBH</i> 330–33 (ch. 40.B)
	Th 3/15	Textual Criticism	Q8: Deut 5:22–31; 32:43 (#173–202)	Translate and Parse Deut 32:43 and Assess the Textual Problem Related to the Verse; Come to Class Ready to Discuss the Options	Populi: <i>MGBH</i> 360–65 (App. 1.B) <i>OTE</i> 5–9, 33–42; see also 83–103
10	M 3/19	<i>No Class</i>		Work on Textual Criticism Paper	
	Th 3/22		Q9: Deut 5:1–6:3 (#203–233)	Translate, Parse, and Establish Text Hierarchy of Deut 5:32–6:3 with Grammar Questions and Answers and Literary Analysis Notes Paper 3: Submit Text Critical Analysis	
3/26–3/30		<i>Spring Break</i>			
11	M 4/2	The Shema Overview Descriptive Discourse		Translate, Parse, and Establish Text Hierarchy of Deut 6:4–9 with Grammar Questions and Answers and Literary Analysis Notes and Create a Chart that Overviews How Various Translations Render the Text	Populi: <i>MGBH</i> 314–18 (ch. 39.B), 371–72 (App. 3)
	Th 4/5		Q10: Deut 6:4–13 (#234–264)	Translate, Parse, and Establish Text Hierarchy of Deut 6:10–13 with Grammar Questions and Answers and Literary Analysis Notes	
12	M 4/9			Translate, Parse, and Establish Text Hierarchy of Deut 6:14–19 with Grammar Questions and Answers and Literary Analysis Notes	
	Th 4/12		Q11: Deut 6:4–25 (#265–295)	Translate, Parse, and Establish Text Hierarchy of Deut 6:20–25 with Grammar Questions and Answers and Literary Analysis Notes Paper 4: Submit Text Hierarchy with Syntax Notes, Literary Analysis Notes, and Annotated Translation	
13	M 4/16			Translate, Parse, and Establish Text Hierarchy of Deut 7:1–4 with Grammar Questions and Answers and Literary Analysis Notes	
	Th 4/19		Q12: Deut 7:1–8 (#296–326)	Translate, Parse, and Establish Text Hierarchy of Deut 7:5–8 with Grammar Questions and Answers and Literary Analysis Notes	
14	M 4/23	Overview Word Studies		Translate, Parse, and Establish Text Hierarchy of Deut 7:9–12 with Grammar Questions and Answers and Literary Analysis Notes	Populi: <i>MGBH</i> 368–70 (App. 2.D); <i>OTE</i> 10–11, 46–49; cf. 68–70
	Th 4/26	Overview Anticipatory Discourse	Q13: Deut 7:9–21 (#327–357)	Translate, Parse, and Establish Text Hierarchy of Deut 7:13–16 with Grammar Questions and Answers and Literary Analysis Notes	Populi: <i>MGBH</i> 312–14 (ch. 39.A)
15	M 4/30	<i>No Class</i>		Work on Word Study Paper	
	Th 5/3		Q14: Deut 7:17–21 (#358–383)	Translate, Parse, and Establish Text Hierarchy of Deut 7:17–21 with Grammar Questions and Answers and Literary Analysis Notes Paper 5: Submit Word Study	

16	M 5/7			Translate, Parse, and Establish Text Hierarchy of Deut 7:22–26 with Grammar Questions and Answers and Literary Analysis Notes	
	Th 5/10		Q15 <i>Review</i> . Deut 5–8 (#1–383)	Overview Literary Structure Deut 5–8 Submit Exegetical Guide	
	5/14– 17?	FINAL EXAM		Final Coverage: Deut 5–8 + Unknown Text (Vocab #1–383)	

DISCLAIMER

This syllabus is intended to reflect accurately the learning objectives, instructional format, readings, learning activities, evaluation criteria, policies and procedures, and other information necessary for students to complete this course. The professor reserves the right to modify any portion of this syllabus as deemed necessary to maintain the integrity of the learning experience as a result of events and circumstances that occur during the course.

COURSEWARE STATEMENT

No part of this course, including the syllabus and handouts, may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the professor, except when used for instructional purposes during which the author is acknowledged as the source of the material.

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READING AND PERSONAL ASSESSMENT REPORT

Name: _____

Your own level of engagement in the readings, assignments, and class sessions:

	<i>Very Active</i>	<i>Active</i>	<i>Fairly Active</i>	<i>Not too Active</i>	<i>Inactive</i>
<i>Readings & Writing Assignments</i>					
<i>Class Sessions & Daily Work</i>					

Amount of reading completed:

<i>Week</i>	<i>Reading</i>	<i>Pages Assigned</i>	<i>Pages Read</i>
2	BHRG (§§1–3, 9) MGBH (App. 1.A)	16 12	
3	“Establishing Literary Structure” (A.1–2, B) MGBH (App. 2A–C)	9 3	
4	MGBH (ch. 37) “Establish Literary Structure” (A.3)	11 4	
5	MGBH (ch. 38.B)	8	
6	MGBH (ch. 38.A)	6	
8	MGBH (ch. 40.A)	10	
9	MGBH (ch. 40.B) OTE (Text Criticism)	4 15	
11	MGBH (ch. 39.B; App. 3)	7	
14	MGBH (App. 2.D) OTE (Lexical Studies) MGBH (39.A)	3 6 3	
TOTAL		117	

Evaluate the course as a whole, commenting on structure, content, workload, and interaction with the grammars by Garrett and DeRouchie, van der Merwe et al., and Williams and Beckman.