

LIDLAW COLLEGE

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102.615 Biblical Hebrew: Intermediate Course Assessment and Delivery Outline

Campus: Distance Learning

Semester 2, 2015
NQF Level: 6, 15 credits

CONTENT OVERVIEW

Lesson	Topic	Chapter in text
1.	Qal Infinitive Construct Qal Infinitive Absolute	20 21
2.	Qal Participle Issues of Sentence Syntax	22 23
3.	The Niphal Stem – Strong Verbs The Niphal Stem – Weak Verbs	24 25
4.	The Piel Stem – Strong Verbs Reading Jonah 1:1-6	26
5.	The Piel Stem – Weak Verbs Reading Jonah 1:7-10	27
6.	The Pual Stem – Strong Verbs The Pual Stem – Weak Verbs	28 29
7.	The Hiphil Stem – Strong Verbs Reading Jonah 1:11-16	30
8.	The Hiphil Stem – Weak Verbs Reading Jonah 2:1-5	31
9.	The Hophal Stem – Strong Verbs Reading Jonah 2:6-11	32
10.	The Hophal Stem – Weak Verbs Reading Jonah 3:1-10	33
11.	The Hithpael Stem – Strong Verbs Reading Jonah 4:1-3	34
12.	The Hithpael Stem – Weak Verbs Reading Jonah 4:4-11	35

ASSESSMENT TASKS AND DUE DATES

Assessment tasks involve the following:

1. Weekly Submissions

<i>Learning Outcomes:</i>	1, 2, 3, 4
<i>Due Dates:</i>	11.59PM Sunday, end of each semester week, compulsory for weeks 1, 2, 4, 5, 7, 8
<i>Percentage Weighting:</i>	30% total

In the weeks shown above students are required to submit a translation exercise as directed by the tutor. In weeks 3, 6, 9, 10, 11 & 12, students are still welcome to make an optional submission. The tutor will grade all submissions, and the best six grades out of all those submitted will be recorded as the final grade for this assessment.

The exercises for these weekly submissions will usually be taken from the course textbooks, and the tutor will advise students about what to prepare for each week.

2. Revision Assignments

<i>Learning Outcomes:</i>	1, 2, 3, 4, 5
<i>Due Dates:</i>	Assignment 1: 11.59PM Sunday, end of semester week 3 Assignment 2: 11.59PM Sunday, end of semester week 6 Assignment 3: 11.59PM Sunday, end of semester week 9
<i>Percentage Weighting:</i>	10% per assignment, total 30% of the grade

There will be three revision assignments during the semester. These are open book assignments, and so will enable students to use the textbook and other course materials to assist them in finding the answers.

3. Translation Assignment

<i>Learning outcomes:</i>	1, 2, 3, 4, 5
<i>Due date:</i>	11.59PM Sunday, end of week 12
<i>Percentage Weighting:</i>	40%

Translation of Jonah ch 2:1-11

- i. Using dictionaries, commentaries, bible software and lexicons (and any other tools) provide your own translation of the text as per the following instructions:
 - a. Make your own translation of the text as literally as possible without losing English sense.
 - b. Annotate and justify any significant deviations from a literal translation due to textual or linguistic ambiguities or complexities (include use of the textual apparatus in BHS).
 - c. Identify any significant stylistic (emphasis, rhyme, alliteration, assonance, chiasm, evocation etc) and socio-cultural allusions that are unable to be presented fully in the translation.
- ii. Provide a 500 word concluding statement illustrating (with examples) in what way a study of this portion of Jonah in the original language contributes to a richer appreciation of the meaning of the text, and an appreciation of the text as literature.
- iii. Reference all tools and resources used.

Note

In addition to the above assessments, there are **Weekly Synchronous Online Tutorials** where everyone joins in together at the same time. These are compulsory, but they do not contribute to the final grade. Students and the tutor will arrange a weekly time which suits them. In these tutorials the tutor will offer guidance on elements of the course which are better achieved in a live context, including, but not limited to, pronunciation.

To best participate in these online tutorial, students will need a web cam, and also a headset with microphone. To access the tutorial, students will not need specialised software, they only need click on a link given on Moodle.

CRITERIA FOR ASSESSMENT

1. Weekly Submissions

- Demonstrated accuracy in learning vocabulary and grammar.

2. Revision assignments

- Demonstrated growing familiarity with the key aspects of Hebrew grammar and vocabulary
- Growing ability in translation from the Hebrew text into English

3. Major Assignment

- Students recognize and correctly translate all verbs in the selection.
- Students demonstrate ability to create a justifiable and contextually faithful English translation using a variety of resources and tools.
- Students identify significant socio-cultural and textual-literary-linguistic contexts, markers and cues in translation i.e. mood, rhythm, rhyme.
- Students demonstrate an appreciation of the exegetical value of reading in Hebrew.
- Students reference all resources used.

LEARNING HOURS

102.615 is a 15 credit course consisting of 150 learning hours. The assignment tasks and learning hours are as follows.

Task	Weight	Hours
Independent study		75 hours
Weekly Submissions	30%	20 hours
Revision assignments (x2)	30%	25 hours
Translation Assignment	40%	30 hours
	100%	150 hours

Although this guideline regarding learning hours is not intended to be applied rigidly, it should help ensure a balanced workload.

TEXTBOOKS

The **compulsory textbooks and resources** for this course are:

- Gary D. Pratico and Miles V. Van Pelt, *Basics of Biblical Hebrew Grammar*, second edition. Grand Rapids: Zondervan, 2008. The textbook also includes a CD containing additional learning resources.
- Gary D. Pratico and Miles V. Van Pelt, *Basics of Biblical Hebrew Workbook*, second edition. Grand Rapids: Zondervan, 2008.

(Both the above texts are essential and each student must have access to a copy.)

- Zondervan Biblical Hebrew Study Guide (laminated sheet).

There are considerable benefits in having access to software with the Hebrew Bible in electronic format. For those who intend to go further with the language this will ultimately become **essential**.

- Logos software, “The Original Languages Library.” Bellingham, WA: Logos. This particular product is available *only* under an academic programme. Students doing language courses where it is a requirement to have Logos will receive a 50% discount. Follow the instructions on Moodle, after you have logged in:
<http://learn.laidlaw.ac.nz/course/view.php?id=137§ion=8>.

All students will be provided with access to the Biblical Hebrew: Introduction course area in Moodle.

Students are required to download and install the Tyndale fonts. The fonts are freely available with installation instructions from <http://www.tyndale.cam.ac.uk/unicode>.

BIBLIOGRAPHY:

Cary, Phillip. *Jonah*. Ada, MI: Brazos Press, 2008.

Holladay, William B. *A Concise Hebrew and Aramaic Lexicon Of the Old Testament*. Grand Rapids, Mich: Eerdmans, 1971.

Myers, R. E-sword Bible Software. *E-sword*. (2013) Accessed from <http://www.e-sword.net> on 31st March 2014.¹

Nixon, Rosemary. *The Message of Jonah: Presence in the Storm*. Nottingham, UK: IVP Academic, 2003.

Owens, John Joseph. *Analytical Key to the Old Testament*. Vol.4. Grand Rapids, Mich. Baker, 1989.

Pratico, G. and Van Pelt, M. *Basics of Biblical Hebrew Grammar*, second edition. Grand Rapids: Zondervan, 2008.

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Trible, Phyllis. *Rhetorical Criticism: Jonah*. Minneapolis, MN: Augsburg Fortress Publishers, 1994.

Tucker, W. Dennis Jr. *Jonah: A Handbook on the Hebrew Text*. Waco, TX: Baylor University Press, 2006.

Walker-Jones, Arthur. *Hebrew for Biblical Interpretation*. Atlanta:SBL, 2003.

Waltke, Bruce K. “Aims of Old Testament Criticism”, *WTJ* 51 (1989): 93-108.

Waltke, Bruce K. and Michael P O’Connor. *An Introduction to Biblical Hebrew Syntax*. : Wynona Lake, Ind: Eisenbrauns, 1990.

¹ e-sword is free biblical software that may be downloaded from the internet.