

UNIVERSITY OF DUBUQUE THEOLOGICAL SEMINARY
BI 624 – BIBLICAL HEBREW EXEGESIS
SPRING SEMESTER 2022

FACULTY INFORMATION:

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COURSE DESCRIPTION:

(3 credits)

Prerequisites: BI 400/500D and BI411/511D

Grading: Letter grade or pass/fail for those taking this course as an elective

This course is a continuation of BI 400/500D, providing further introduction to the basics of biblical Hebrew. It also involves the application of exegetical methods with the Hebrew text. This course is highly recommended for certain denominational requirements (please check with your governing body) and may be taken as an elective.

COURSE OBJECTIVES:

During this course students will continue the objectives of BI 400/500D:

1. Develop a thorough understanding of the fundamentals of biblical Hebrew grammar.
2. Assimilate basic biblical Hebrew vocabulary.
3. Become proficient in translating passages from the Hebrew Bible using morphological aids.
4. Demonstrate competence working with Hebrew exegetical tools.
5. Acquire a conceptual framework for further learning.

In keeping with the stated purpose of the M.Div. degree (“to serve the one God – Father, Son, and Holy Spirit – and prepare women and men for faithful, compassionate, and effective pastoral ministry”), this course meets the following M.Div. curricular objectives:

- Interpret the Christian Scriptures through faithful exegesis and in light of the Christian tradition.
- Preach the Word of God with faithfulness and clarity.

It also contributes to the following M.A.M.C. curricular objective:

- Articulate and reflect critically and constructively on the biblical and theological foundations of God’s mission to the world.

TEXT(S), READINGS, AND MATERIALS:

Required Textbooks from Last Semester:

1. Futato, Mark D. *Beginning Biblical Hebrew*. Winona Lake, IN: Eisenbrauns, 2005. ISBN: 978-1575060224.
2. Pratico, Gary D., and Miles V. Van Pelt. *Zondervan Get an A! Study Guides: Biblical Hebrew*. Grand Rapids: Zondervan, 2005. ISBN: 978-0310262954.

3. Schlimm, Matthew R. *70 Hebrew Words Every Christian Should Know*. Nashville: Abingdon, 2018. ISBN: 978-1426799969.

Additional Required Textbooks for This Semester:

4. Davis, Ellen F., and Margaret Adams Parker. *Who Are You, My Daughter? Reading Ruth through Image and Text*. Louisville: Westminster John Knox Press, 2003. ISBN: 978-0664231835.
5. Holladay, William Lee. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1972. ISBN: 978-0802834133.
6. *Biblia Hebraica Stuttgartensia*. Accepted publishers include the American Bible Society and the German Bible Society (ISBN: 978-1598561609 or 978-1598561630). Please *avoid* the one with the subtitle “A Reader’s Edition” as it will not work. If the cost of this volume is prohibitive, consider co-purchasing with a classmate and sharing.

Note: Students are *not* expected to purchase expensive software. The internet offers several free resources for working with Hebrew.

COURSE REQUIREMENTS:

The final grade for the course is based on [1] quizzes (25%), [2] translation homework (40%), and [3] exegetical homework (35%). See also the note below on class participation.

Quizzes (25%): Students will take one closed-book review quiz (due 1/20) and four closed-book quizzes on material from Futato and vocabulary from Ruth (due 1/25, 2/1, 2/8, 2/15). *See esp. course objectives 1 & 2.*

Weekly Translation Homework (40%): Beginning mid-February, students should use Moodle to answer a set of questions on the translation passage assigned. *See esp. course objectives 3, 4, & 5.*

Weekly Exegetical Homework (35%): Starting in early March, students should use Moodle to answer a set of exegetical questions. *See esp. course objectives 3, 4, & 5.*

Class participation: Class participation is assumed. Thus, students should watch all lectures. Failing to do so can result in a significant reduction of the final grade. Similarly, students should abide by UDS's Netiquette Guidelines (or face grade penalization). Students who ask questions or answer them on Moodle can increase their overall grade, particularly when posts are made frequently and display high quality (e.g., are clear and without errors). *See esp. course objectives 3, 4, & 5.*

GRADING:

There are three components by which students are graded: [1] quizzes (25%), [2] translation homework (40%), and [3] exegetical homework (35%).

<i>Component</i>	<i>Percent of Final Grade</i>
Quizzes (5 @ 5% each)	25%
Translation Homework (8 @ 5% each)	40%
Exegetical Homework (7 @ 5% each)	35%

The grading scale is as follows:

93 – 100%	A	83 – 86%	B
90 – 92%	A-	80 – 82%	B-
87 – 89%	B+	77 – 79%	C+

73 – 76% C
 70 – 72% C-
 67 – 69% D+

63 – 66% D
 60 – 62% D-
 Below 59% F

TENTATIVE SCHEDULE

Week	Tue	to	Mon	Subject	Homework
Week 1	1/18	to		Review	Review Quiz Due 1/20
			1/24	Qal Hollow Verbs & Waw Relative	Lessons 25-26. Quiz 1 due 1/25
Week 2	1/25	to	1/31	Qal Active Participles & Volitives	Lessons 21, 24. Quiz 2 due 2/1
Week 3	2/1	to	2/7	Prepositions, & Verbs; There is (not) & have (not); Temporal & Interrogative Clauses; Numbers & Hinneh	Lessons 22-23, 27, 30, 35; Quiz 3 due 2/8
Week 4	2/8	to	2/14	Other Verbal Paradigms: Piel, Hiphil, Niphal, and others	Lessons 28-29, 31-34, 36-40; Quiz 4 due 2/15
Week 5	2/15	to	2/21	Lexical & Morphological Tools	Questions about Ruth 1:1-11; Read Davis & Parker xi-xxi, 4-19; Work Due 3/1
	2/22	to	2/28	Study Days	
Week 6	3/1	to	3/7	Establishing the Text (Textual Criticism)	Questions about Ruth 1:12-22; Read Davis & Parker 20-36; Work Due 3/8
Week 7	3/8	to	3/14	Secondary Sources	Questions about Ruth 2:1-12; Read Davis & Parker 37-51; Work Due 3/15
Week 8	3/15	to	3/21	Historical Context	Questions about Ruth 2:13-23; Read Davis & Parker 51-65; Work Due 3/22
Week 9	3/22	to	3/28	Literary Context	Questions about Ruth 3:1-10; Read Davis & Parker 67-81; Work Due 3/29
Week 10	3/29	to	4/4	Canonical Context	Questions about Ruth 3:11-18; Read Davis & Parker 82-93; Work Due 4/5
Week 11	4/5	to	4/11	Synthesis	Questions about Ruth 4:1-11; Read Davis & Parker 95-111; Work Due 4/12
	4/12	to	4/18	Research & Easter Break	
Week 12	4/19	to	4/25	Modern Contexts & Application	Questions about Ruth 4:12-22; Read Davis & Parker 112-125; Work Due 4/26
				No Final Exam in This Class	

GUIDELINES FOR CYBERSPACE ETIQUETTE

Students are asked to remember that UDTS Learning.Net is a classroom and, as such, certain standards of conduct and behavior should prevail. These standards of conduct and behavior include the following:

Netiquette: A Summary

All posts should reflect Christian character:

- **Do solid work, "as unto the Lord."**
- **Do your own work; "Thou shalt not steal."**
- **Be kind; "Speak the truth in love."**

Posts that do not do the assigned tasks will not receive credit. Inflammatory or insulting posts will be deleted, and can result in discipline, per institutional policy.

Netiquette: The Details

- **Do solid work, "as unto the Lord."**
 - Carefully **proofread**, ensuring everything is clear and easy to understand.
 - **Follow the instructions** given for the discussion. Give particular attention to show long posts should be.
 - **Directly relate** your post to the forum. If you would like to chat about issues unrelated to the questions posted, please use the "Coffee House" link found near the top of our website.
- **Do your own work; "Thou shalt not steal."**
 - As stated in the UDTS Student Handbook, "The Seminary defines **plagiarism** as the copying or use of another person's work in any form without acknowledgment. Students shall not represent the work of another as their own or in any way misrepresent their own work, or the work of another. The use of any outside source, whether of idea or of paraphrase, shall be properly acknowledged. Any quotation, even of phrase, shall be marked by quotation marks. Misrepresentation shall be avoided. The first offense of plagiarism definitively established will be penalized by an 'F' on the assignment. Second offense, definitively established, will be penalized with an 'F' for the course. Third offense, definitively established, results in the student being subject to dismissal from the Seminary."
 - **Copying and pasting** material from other websites constitutes plagiarism (unless such material is properly quoted and cited).
- **Be kind; "Speak the truth in love."**
 - Be **respectful** of each member of the classroom, including peers and instructor. You are encouraged to write as if you were talking to the person face to face. If you would hesitate to say out loud and in company what you're preparing to post or email, it is probably wise not to press the "send" or "post" button.
 - **Avoid cynical or humorous comments**, as they can be misinterpreted.
 - **Concisely** give readers something **substantive** to read.
 - **Avoid dominating** class discussions.
 - Use **gender-inclusive language**. As stated in the UDTS Catalog, "The University of Dubuque Theological Seminary affirms the equality of women and men in ministry and

- in the theological seminary, and affirms that language used in reference to humanity and to the people of God shall be gender inclusive."
- **Evaluate** the course (teaching materials, instruction strategies, work load, and classroom administration) in an appropriate context which will be made available at the end of the term. If there are specific questions or concerns, please address them directly to your instructor.
 - If another student makes a post that you believe does not abide by this etiquette, please **email** the professor as soon as possible.

ADMINISTRATIVE INFORMATION

Late policy – due to the interactive nature of an online course, deadlines for assigned items must be met to avoid falling behind. Exceptions to this policy may be made for serious unforeseen circumstances with *prior* permission from the instructor. Exceptions will not be made after the deadline has been missed.

Plagiarism – please consult the current Student Handbook for definitions and consequences. **A student's translation should always be closer to the Hebrew text than modern translations. Following a modern translation more than the Hebrew text can result in charges of plagiarism.** If a student adds or modifies anything to the Hebrew text, such changes should be put in brackets (or a literal translation should be provided in brackets).

Inclusive Language – every effort will be made to use non-gender specific language, as this concern influences our interpretation of the Bible.

Electronic Communication – students are expected to check the UDTSLearning course site regularly for course updates. It is also their responsibility to ensure that they are receiving emails sent via the UDTSLearning course site. Finally, they should utilize the course links to install the Bibleworks Hebrew fonts onto their computers (free of charge).

Tech Support – problems of a technical nature should be directed to the Assistant Director of Technology Services (Nicky Story, SemTech1@dbq.edu), NOT the instructor.

Subject to Change Clause – this syllabus, course calendar, and other attending documents are subject to change during the semester.

Honesty and Integrity – students should not consult any resources during closed book quizzes and examinations. During open book quizzes and examinations, students should only consult the resources specified in the directions. Failure to comply can result in an "F" on the quiz or exam.

Academic Support – For tutoring or other academic assistance, please see the professor to make arrangements.

Americans With Disabilities Act (ADA) Statement – A student who has a disability that might affect her/his performance in this course should consult with the professor and the campus ADA compliance office (ext. #3570) by the end of the first week. All such consultations are confidential.