

UNIVERSITY OF DUBUQUE THEOLOGICAL SEMINARY
BI 624 – BIBLICAL HEBREW EXEGESIS
SPRING SEMESTER 2025
ONLINE

FACULTY INFORMATION:

Professor: Matthew R. Schlimm, Ph.D.
Office: Van Vliet 316
Office Hours: Mondays 1pm–2:30pm. Other times available: email to confirm.
Office Phone: 563/589-3101
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Email: mschlimm@dbq.edu (preferred form of communication)
Website: matthewschlimm.com

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.

Additionally, this course helps meet the following MAMD curricular objective:

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

Additionally, this course helps meet the following MAM curricular objective:

- The student will be able to identify and interpret key themes from the Christian scriptures.

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

Additional Required Textbooks for This Semester:

3. 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.
4. Holladay, William Lee. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1972. ISBN: 978-0802834133.
5. *Biblia Hebraica Stuttgartensia*. Accepted publishers include the American Bible Society and the German Bible Society (ISBN: 978-1598561609 or 978-1598561630 or 978-1598561999 or 978-1683073529 or 978-3438052247 or 978-3438052223). 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 1/16) and four closed-book quizzes on material from Futato and vocabulary from Ruth (due 1/21, 1/28, 2/4, 2/11). *See esp. course objectives 1 & 2.*

Weekly Translation Homework (40%): Once the above quizzes are complete, students should answer a set of questions on the translation passage assigned. The first is due 2/18. *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 UDTs’ 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	90 – 92%	A-
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87 – 89%	B+	73 – 76%	C
83 – 86%	B	70 – 72%	C-
80 – 82%	B-	67 – 69%	D+
77 – 79%	C+	63 – 66%	D
		60 – 62%	D-
		Below 59%	F

TENTATIVE SCHEDULE

Week	Tue	to	Mon	Subject	Homework
Week 1	1/14	to		Review	Review Quiz Due 1/16
			1/20	Qal Active Participles & Prepositions with suffixes (as well as a note about Lesson 35)	Lessons 21-22. Quiz 1 due 1/21
Week 2	1/21	to	1/27	There is (not) & have (not); Volitives (as well as note about Lesson 30)	Lessons 23-24. Quiz 2 due 1/28
Week 3	1/28	to	2/3	Hollow Verbs, Vav Relative, Questions	Lessons 25-26, 27.4-5; Quiz 3 due 2/4
Week 4	2/4	to	2/10	Other Verbal Paradigms: Piel, Hiphil, Niphal (as well as a note about Lessons 38-40)	Lessons 28-29, 31-34, 36-37; Quiz 4 due 2/11
Week 5	2/11	to	2/17	Lexical & Morphological Tools	Questions about Ruth 1:1-11; Read Davis & Parker xi-xxi, 4-19; Work Due 2/18
Week 6	2/18	to	2/24	Establishing the Text (Textual Criticism)	Questions about Ruth 1:12-22; Read Davis & Parker 20-36; Work Due 3/4
Week 7	2/25	to	3/3	Study Days	
Week 8	3/4	to	3/10	Secondary Sources	Questions about Ruth 2:1-12; Read Davis & Parker 37-51; Work Due 3/11
Week 9	3/11	to	3/17	Historical Context	Questions about Ruth 2:13-23; Read Davis & Parker 51-65; Work Due 3/18
Week 10	3/18	to	3/24	Literary Context	Questions about Ruth 3:1-10; Read Davis & Parker 67-81; Work Due 3/25
Week 11	3/25	to	3/31	Canonical Context	Questions about Ruth 3:11-18; Read Davis & Parker 82-93; Work Due 4/1
Week 12	4/1	to	4/7	Synthesis	Questions about Ruth 4:1-11; Read Davis & Parker 95-111; Work Due 4/8

Week 13	4/8	to	4/14	Modern Contexts & Application	Questions about Ruth 4:12-22; Read Davis & Parker 112-125; Work Due 4/15
Week 14	4/15	to	4/22	Research & Easter Break	Nothing is due over Easter Break
Week 15	4/23	to	4/26	No Final Exam in This Class	

TECHNOLOGY REQUIREMENTS:

1. **Electronic Communication:** Students are expected to check their UDS email accounts regularly for course updates and university announcements.
2. **Electronic Devices:** Students are expected to have or locate their own access to computer equipment and a reliable internet connection.
3. **Online Learning:** Moodle is the UDS learning management system, giving access to course resources and gradebook as well as allowing them to upload assignments. Use Chrome or another compatible browser to navigate to moodle.dbq.edu. Moodle uses the same login credentials as other UDS technologies. Students are expected to log into Moodle on a regular basis to access course resources such as readings or discussion forums, as well as upload assignments.
4. **Technical Support:** If you have any difficulty with accessing any university technologies such as email and Moodle, please contact the Technology HelpDesk at 563-589-3737 or HelpDesk@dbq.edu.

ADMINISTRATIVE INFORMATION

Attendance and Make-up Policies:

Students are required to watch all lectures. If students would like to request an excuse from doing something at the designated time, they should make their request via email to mschlimm@dbq.edu. Excused absences will be given for medical and professional reasons (such as meeting with an ordination board), as well as circumstances such as severe weather and family emergencies. Excused absences of this nature will not negatively affect grades, but the student bears full responsibility for submitting a request via email to be excused. If appropriate arrangements are not made ahead of time, then the relevant grade will be reduced by 5 percentage points for each twenty-four hour period it is late.

Engagement in online courses is determined by student active participation using Moodle – watching a lecture, submitting an assignment, taking a quiz, or participating in a discussion forum. Students who have not engaged within the first week of class in at least one of these methods as determined by the instructor will be dropped from the course by the Registrar for non-engagement.

Confidentiality:

Students may not convey information about other students, or use the work of other students, without receiving their permission.

Academic Dishonesty:

The seminary defines plagiarism as the copying or use of work or ideas not the student's own, in any form including AI generated text 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 Seminary defines cheating as the dishonest use of resources. Cheating on any academic assignment is prohibited. The first offense of plagiarism, once established, will be penalized by an "F" on the assignment. Second offense, once established, will be penalized with an "F" for the course. Third offense, once established, results in the student being eligible for dismissal from the Seminary. The Academic and Student Affairs Committee of the Seminary, with the dean, shall adjudicate all claims of cheating and enforce this policy. Appeals of the decision of the Academic and Student Affairs Committee can be directed to the vice president of academic affairs through the director of seminary vocation. The VPAA decision is final.

Inclusive Language Policy:

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. Papers and assignments done in the theological seminary shall conform to this guideline. Papers having gender biased language are unacceptable and shall be returned to the student for correction and, if applicable, a late penalty will apply. The seminary encourages all members of the community to be patient and encouraging with one another, as we all work toward the goal of language that reflects the unity and diversity of God's people." Furthermore, while students are not required to avoid the use of masculine pronouns when referring to God, they are encouraged to avoid excessive masculine language when describing God in commentary (translations should match the Hebrew text). As Scripture teaches (Luke 15), God is both the shepherd who searches for his lost sheep and the woman who searches for her lost coin.

Academic Success Center:

Students are welcome to contact the Academic Success Center to see what services (if any) would be helpful. Their website is: <https://www.dbq.edu/academics/academicsupportsuccess/>

Library Support:

Charles C. Myers Library staff are available to help you find, access, and use appropriate information for your course. You can reach the library staff in the following ways: by phone 563-589-3649, by email at reference@dbq.edu, or the chat box on the library website. Librarians have also created seminary specific guides to help students navigate library resources effectively. You can find them here: <https://libguides.dbq.edu/seminaryresources>

Subject to Change:

This syllabus, course calendar and other attending documents are subject to change during the semester.

Americans with Disability Act (ADA) Statement:

Reasonable accommodations are available for students who have a documented disability. Please notify your instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. Confidentiality of all requests will be maintained. All requested

accommodations must be approved through the Accessibility Service Coordinator, located within the Academic Success Center, 2nd floor Myers Library. Please contact Accessibility Services Coordinator at ASC@dbq.edu or 563-589-3262.

Title IX:

The University of Dubuque is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex; which includes all forms of sexual misconduct. More information may be found at <https://www.dbq.edu/AboutUD/TitleIX/>

Jeanne Clery Act:

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an Annual Security Report and Annual Fire Safety Report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff no later than October 1st of each year. More information may be found at <https://www.dbq.edu/SafetySecurity/JeanneCleryAct/>

Co-Curricular Disclaimer:

Students carry out ministry responsibilities in the church and under the jurisdiction and oversight of their denominational judicatory and/or local congregation. Students engaging in ministry shall receive permission, guidance and oversight from these sources, including compliance with common requirements such as background checks, and authorization to preach or participate in the administration of the sacraments. All students enrolled in UD programs are expected to abide by the requirements described in the UD/UDTS student handbook.

As stated in the UD Student Handbook:

Students and faculty at the University of Dubuque are encouraged to take advantage of the diversity of educational opportunities and experiences available within the vicinity of the University. Students will be encouraged to attend campus events and, from time to time, to engage in off-campus activities that supplement on-campus instruction and activities. Students will often be required to provide their own transportation to and from off-campus activities and events that occur in the Tri-State area. The University of Dubuque will generally provide assistance with transportation upon request by a student, but assumes no obligation to do so. ***Students are required, as a condition of their enrollment, to assume all risk and liability associated with their transportation to and from, and attendance at, off-campus experiences whether for required or voluntary activities.***

Grievance Procedures:

In any disagreement over the interpretation of academic regulations or the existence of extenuating circumstances that might justify special consideration, the student may file a grievance. Grievances may be submitted in writing to the Academic and Student Affairs Committee.

NETIQUETTE

Students are asked to remember that moodle.dbq.edu 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.