INSTRUCTORS
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dtimmer@rts.edu

COURSE DESCRIPTION

In this course, we will (1) continue to study Biblical Hebrew morphology, grammar, and syntax; (2) continue to acquire new Hebrew vocabulary; and (3) learn how to use Hebrew to study the Old Testament – the science of Hebrew Exegesis! Prerequisites: Hebrew 1 and Hebrew 2.

COURSE PROTOCOLS

1. **Grading Schedule.** The letter grading scale is stipulated by the institutional catalogue and is summarized below.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>A</td>
</tr>
<tr>
<td>94-96%</td>
<td>A-</td>
</tr>
<tr>
<td>91-93%</td>
<td>B+</td>
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<tr>
<td>88-90%</td>
<td>B</td>
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<tr>
<td>86-87%</td>
<td>B-</td>
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<tr>
<td>83-85%</td>
<td>C+</td>
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<tr>
<td>80-82%</td>
<td>C</td>
</tr>
<tr>
<td>78-79%</td>
<td>C-</td>
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<tr>
<td>75-77%</td>
<td>D+</td>
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<tr>
<td>72-74%</td>
<td>D</td>
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<tr>
<td>70-71%</td>
<td>D-</td>
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<tr>
<td>0-69%</td>
<td>F</td>
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</tbody>
</table>

2. **Attendance and Late Assignments.** Attendance is a requirement. Due to the nature of the course offering, unexcused absence is not permitted. Students are expected to be on time and prepared for each class session. Late assignments are docked one letter grade per day.

3. **Special Needs.** In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g. tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the professor at the beginning of the course.

4. **Computers.** Computers are not permitted for use in class. Additionally, computers are not permitted for use with Hebrew translation assignments.

5. **Disclaimer.** This syllabus is intended to reflect accurately the learning objectives, instructional format and other information necessary for students to appraise the course. However, during the course of the term, the instructor reserves the right to modify any portion of this syllabus as may appear necessary because of events and circumstances that occur during the semester.
TEXTBOOKS

REQUIRED

Hebrew Bible (Christians normally use Biblia Sacra).


SUGGESTED


COURSE REQUIREMENTS

1. Hebrew Translation. We will read selected texts from the Hebrew Reader, the book of Jonah, and the two OT Decalogue texts. Quizzes and tests covering Hebrew translation, parsing, and grammatical analysis will constitute 50% of the final grade.

2. Hebrew Vocabulary. During this semester, we will learn all Hebrew words that occur 50 or more times in the OT. See the course schedule for details – 10% of final grade.

3. Hebrew Exegesis. There will be weekly readings and/or assignments due on Thursday of each week – 40% of final grade.
### COURSE SCHEDULE: TRANSLATION

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td>28</td>
<td>No Class – Take a break! (MVP in Orlando)</td>
</tr>
<tr>
<td>February</td>
<td>2</td>
<td>GRBH: Genesis 1:1-5</td>
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<td></td>
<td>4</td>
<td>GRBH: Exodus 3:1-6 (MVP in Phoenix)</td>
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<td></td>
<td>9</td>
<td>GRBH: Exodus 3:7-12</td>
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<td></td>
<td>11</td>
<td>GRBH: Exodus 34:1-6</td>
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<td></td>
<td>16</td>
<td>GRBH: Numbers 6:22-26</td>
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<td></td>
<td>18</td>
<td>GRBH: Judges 3:7-11</td>
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<td></td>
<td>23</td>
<td>GRBH: 2 Samuel 7:1-9</td>
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<td>25</td>
<td>GRBH: Isaiah 43:1-6</td>
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<tr>
<td>March</td>
<td>2</td>
<td>GRBH: Jeremiah 31:31-34</td>
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<td></td>
<td>4</td>
<td>GRBH: Ezekiel 37:1-6</td>
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<td></td>
<td>9</td>
<td>GRBH: Psalm 23:1-6</td>
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<td></td>
<td>11</td>
<td><strong>Mid Term Exam: Translation and Vocabulary (#507-580)</strong></td>
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<td></td>
<td>16</td>
<td>Spring Break: No Class (MVP in DC)</td>
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<tr>
<td></td>
<td>18</td>
<td>Spring Break: No Class (MVP in DC)</td>
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<tr>
<td></td>
<td>23</td>
<td>Jonah 1:1-5 (Translate and Phrase)</td>
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<td></td>
<td>25</td>
<td>Jonah 1:6-10 (Translate and Phrase)</td>
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<td></td>
<td>30</td>
<td>Jonah 1:11-16 (Translate and Phrase)</td>
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<tr>
<td>April</td>
<td>1</td>
<td>Jonah 2:1-11 (Translate and Phrase)</td>
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<tr>
<td></td>
<td>6</td>
<td>Jonah 3:1-10 (Translate and Phrase)</td>
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<td></td>
<td>8</td>
<td>Jonah 4:1-11 (Translate and Phrase)</td>
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<td></td>
<td>13</td>
<td>Exodus 20:1-17 (Translate and Phrase)</td>
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<td></td>
<td>15</td>
<td>Deuteronomy 5:6-22</td>
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<td></td>
<td>20</td>
<td>Compare Exodus 20:1-17 with Deuteronomy 5:6-12: Part 1</td>
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<tr>
<td></td>
<td>22</td>
<td>Compare Exodus 20:1-17 with Deuteronomy 5:6-12: Part 2</td>
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<td></td>
<td>27</td>
<td>Study Week</td>
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<td>29</td>
<td>Study Week</td>
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<tr>
<td>May</td>
<td>5</td>
<td><strong>Final Exam: Translation and Vocabulary (#581-642)</strong></td>
</tr>
</tbody>
</table>
# COURSE SCHEDULE: GRAMMAR/EXEGESIS ASSIGNMENTS

<table>
<thead>
<tr>
<th>February</th>
<th>Identify each clause in Genesis 1:1-5 and Exodus 3:1-6 and label all subjects (s), verbs (v), objects (o), and modifiers (m) in each clause.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Identify each clause in Exodus 3:7-12 and label each clause as verbal (V+) or verbless (V-). Next identify the position of the verb in each clause: verb first (VF) or non-verb first (NVF)</td>
</tr>
<tr>
<td>11</td>
<td>Identify each clause in Numbers 6:22-26 and phrase the text.</td>
</tr>
<tr>
<td>18</td>
<td>Identify each clause in 2 Samuel 7:1-9 and phrase the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March</th>
<th>Identify each clause in Exodus 3:7-12 and label each clause as verbal (V+) or verbless (V-). Next identify the position of the verb in each clause: verb first (VF) or non-verb first (NVF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Read Scott, William R. <em>A Simplified Guide to BHS</em> and identify by name all of the accent marks in Jeremiah 31:31-34. Label each accent as conjunctive (c) or disjunctive (d).</td>
</tr>
<tr>
<td>11</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>18</td>
<td>Spring Break – Read Stuart, <em>Old Testament Exegesis</em></td>
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<tr>
<td>25</td>
<td>(Textual Criticism, TBA)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>April</th>
<th>(Word Studies, TBA)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>(Historical Backgrounds, TBA)</td>
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<tr>
<td>8</td>
<td>(Library Resources, TBA)</td>
</tr>
<tr>
<td>15</td>
<td>Read DeRouchie handout on the numbering of the Decalogue</td>
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<tr>
<td>22</td>
<td>Write a 5 page paper defending your numbering of the Decalogue based on the grammar and syntax of the Hebrew text of Exodus 20 and Deuteronomy 5.</td>
</tr>
<tr>
<td>29</td>
<td></td>
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<tr>
<td>MDiv* Student Learning Outcomes</td>
<td>Rubric</td>
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<td>---------------------------------</td>
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</tr>
</tbody>
</table>
| **Articulation**
(oral & written) | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Minimal | 1. Learn English grammar while learning Hebrew grammar |
| **Scripture** | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Strong | 1. Working with Hebrew OT Grammar 2. Intro to exegetical skills |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal | 1. Discuss the Reformed tradition’s view of use of original languages |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student’s sanctification. | Moderate | 1. Scripture memorization in class 2. Weekly chapel required |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Minimal | 1. Better skill with Scripture enhances ability to conform life to God’s Word. |
| **Winsomely Reformed** | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Minimal | |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Minimal | 1. Occasionally show exegetical and preaching angles while working on grammar 2. Hebrew grammar ultimately should affect sermon preparation |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | None | *Though all of life is worship. So, studying Hebrew is an act of worship!* |
| **Shepherd** | Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | minimal | 1. An increase in ability to read and interpret Scripture should promote shepherding. |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | minimal | 1. An increase in ability to read and interpret Scripture should promote better interaction with the world. |