

**TRINITY SCHOOL FOR MINISTRY
COURSE SYLLABUS
SPRING 2008
Course Title: Hebrew Reading
Course Number: BL 603
Credit: 1 hour
Mondays 12:05-1:20**

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COURSE DESCRIPTION

This course is designed to be a continuation of the study of Hebrew literature. Attention will be given to the development of exegetical skills. Intermediate grammatical and syntactical issues will be addressed as they arise in the text.

COURSE OBJECTIVES

The goals of this course are to help you do the following:

- Improve your proficiency in translating the Hebrew Bible
- Improve your understanding of grammatical and syntactical components of biblical Hebrew
- Improve your competency in using standard reference grammars and advanced lexicons
- Increase your working knowledge of Hebrew vocabulary

REQUIRED TEXTBOOKS

- Biblica Hebraica Stuttgartensia
- English Bible
- E. Kautzsch & A.E. Crowley. Gesenius' Hebrew Grammar. (Oxford: Clarendon Press, 1910).
- B. Waltke & M. O'Connor. An Introduction to Biblical Hebrew Syntax. (Winona Lake: Eisenbrauns, 1990).
- R. Williams. Hebrew Syntax: An Outline. (Buffalo: University of Toronto Press, 1980).
- Lexicon of your choice: HALOT is preferred (but perhaps prohibitively expensive) in which case Holladay or BDB will suffice.

COURSE REQUIREMENTS AND GRADING SYSTEM

- Students are expected to attend each class, be prepared to discuss the assigned work for the day, and demonstrate that they have grappled with the important issues presented in the Hebrew text. (50%)
- Depending on the number of students enrolled in the course, students will each conduct several class periods in which they will present the assigned material for the day. Students are expected to present a 15 minute lecture highlighting the important issues presented in the Hebrew text. Students are expected to lead the class reading and discussion of the day's passage. Class presentations will be graded on the following criteria: (1) prepared IBHS study guide to be handed out one week before seminar presentation is due; (2) ability to detect and explain textual, grammatical, syntactical, and interpretive issues; (3) resources consulted; (4) questions asked to other students during the seminar hour , and (5) clarity of presentation. (50%)