OTHB6300 Intermediate Hebrew Grammar
New Orleans Baptist Theological Seminary
Biblical Studies Division
Fall 2021
Tues/Thurs 12:30-1:50 PM

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Description

Intermediate Hebrew grammar builds upon the foundation of Introductory Hebrew grammar (basic grammar and vocabulary). Thus, the first task of Intermediate Hebrew Grammar is to solidify the student's understanding of Hebrew grammar-particularly the weak verb patterns and suffix forms for nouns, pronouns, prepositions, and verbs. The second task of Intermediate Hebrew Grammar is to have the student thoroughly work through sample readings from the different genres in the Hebrew Bible. The third task of Intermediate hebrew grammar is to introduce the student to the functional role of Hebrew syntax and textual criticism for translation and exegesis of the Hebrew Bible. The final task of intermediate Hebrew Grammar is to expand the student's basic vocabulary. Viewed together, the tasks of this course are designed to prepare a student for the immediate use of Hebrew in the preparation of biblical sermons as well as for the studies in advanced Hebrew grammar and exegesis.

Student Learning Outcomes

1. The student will be able to understand how to improve biblical exegesis by means of Hebrew grammar and syntax.
2. The student will demonstrate how to apply the benefits of Hebrew word studies, syntax, literary analysis, genre nuances, or text critical issues in the proclamation of the Bible (Hebrew Bible).
3. The student will be able to communicate clearly the meaning of the original Hebrew text, especially as influenced by genre, lexicography, context, and literary structure.

Course Teaching Methodologies

1. The material for each lesson will be introduced in a lecture format.
2. Students will practice the skills discussed in class through classroom exercises, workbook exercises, oral reading, and occasional quizzes and exams.
3. Students will further demonstrate knowledge and skill by preparing a research project that integrates key components of Hebrew grammar and syntax.
4. To build upon the foundation of the introductory Hebrew course, this intermediate course is designed to be a working laboratory approach. The student will develop further in Hebrew by regular translation of the various Hebrew genres in the Old Testament. This approach does involve some lecture (mostly at the beginning of the course) but is mainly focused on showing learners the bigger picture. Consequently, students will be instructed in the Masorah, the critical apparatus, word studies, and analysis of selected components of Hebrew grammar and syntax. Preparation for class will require consistent weekly translation that will build up to smoother rendering of the Hebrew text. The final research project will allow the student and the professor to assess how well the student has assimilated and synthesized the course materials.

Embedded Assignment

Each student will prepare an exegetical project on a selected passage from one of the Old Testament genres. The text to be analyzed should be 3-10 verses. The student will complete an in-depth exegesis and indicate the impact of the critical apparatus, syntax, and grammar assessment on the passage. This paper should be 2,500 to 3,000 words with no fewer than 18 critical or technical sources.

Textbooks

Required:

1. *Biblia Hebraica Stuttgartensia*
2. Any standard Hebrew lexicon (Koehler-Baumgartner or Holladay or Brown-Driver-Briggs or Clines)
3. Frederic Putnam and Matthew Patton, *Basics of Hebrew Discourse*
4. Miles van Pelt, *Biblical Hebrew Vocabulary in Context*
5. Ellis Brotzman, R. *Old Testament Textual Criticism*

Required, will be provided via Blackboard:

6. William Scott, *A Simplified Guide to Biblia Hebraica Stuttgartensia: Critical Apparatus, Masorah, Accents, Unusual Letters, and Other Markings*
7. Frederic Putnam. *Hebrew Bible Insert: A Student's Guide to the Syntax of Biblical Hebrew*

Optional:

8. Page H. Kelley, Daniel S. Mynatt, and Timothy G Crawford, *The Massorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*
9. Russell T. Fuller and Kyoungwon Choi, *Invitation to Biblical Hebrew Syntax*
10. Emanuel Tov, *Textual Criticism of the Hebrew Bible*
11. Paul Wegner, *A Student's Guide to Textual Criticism of the Bible: Its History, Methods & Results*

Course Requirements

1. Thoroughly prepare for each class meeting by reading the textbooks and mastering the vocabulary in *Biblical Hebrew Vocabulary in Context* according to the schedule.
2. Complete semi-weekly worksheet assignments according to the schedule. See instructions below. On the basis of your translation work, you should come to class prepared to read, parse, and translate from the Hebrew Bible and to discuss grammatical and text-critical issues relevant to the interpretation of the passage. This work is due by the beginning of each class session, but you may make revisions in light of class discussion; your submission to Blackboard is due by noon the next day (so, Wednesday at noon for assignments discussed Tuesday, Friday at noon for assignments discussed Thursday).

   It is essential that you keep up with this work. If you get behind: Skip what you missed, keep up with the schedule, and quickly make a plan with Ricky or Dr. England to make up the assignments you missed. Don't get permanently a week or two behind - you'll want to show up as often as possible having done the work for that day's discussion.

3. Write an exegetical paper on a passage to be approved by the professor, using the tools and techniques learned throughout the semester. See instructions below. Due by end of semester.

Evaluation of Grade

1. Semi-weekly preparation and participation: 15%
2. Semi-weekly worksheets (30 assignments worth 2% each):   60%
3. Final exegetical paper: 25%

Lateness policy

Please notify the professor and/or teaching assistant as soon as possible if you, your family, or your church suffer emergencies that require your absence or might otherwise delay your completion of the work.

Unpreparedness through lack of reading, missed attendance, and consistent late arrival will significantly impact your participation grade. All assignments must be completed in order to receive a passing grade for the course. Excessive lateness or absence will trigger automatic failure of the course in accordance with seminary policy.

In case of school closure due to hurricanes, the professor may modify of the course schedule or revise the course requirements. If hurricane activity causes excessive closures, lecture material will be supplemented vai BlueJeans.

Late assignment submissions will be accepted, but will have a maximum score of 60%. No submissions will be accepted once the semester ends according to the posted time of the final exam.

Extra credit

Submit a 2,000-2,500 word report on theories of the Hebrew verbal aspect system, following this structure:
1. Present at least four different linguistic theories of verbal aspect, beginning with historical or traditional systems of understanding (see Gesenius) and including modern theories like discourse analysis and systemic functional linguistics.
2. Assess which of these theories you find the most useful for understanding, using, and explaining the Hebrew verbal aspect system for interpreting the Bible.
3. Apply the theory you prefer to the interpretation of any one short (four verses or less), self-contained pericope discussed/translated in class this semester.

Semi-weekly assignments

Each class assignment consists of vocabulary to memorize, translation work, and one or more worksheet questions to answer. It is good practice to work out your translations by hand, glossing and working out challenges as you go, but your final submission to Blackboard should be typed in single-spaced 12-point Times New Roman in either PDF or Word format.

Translations

For each translation you must submit three elements: a rough translation, a smooth translation, and documentation of challenging components in the passage.
1. The **rough translation** should be cast in woodenly literal English that hews close to the structure of the underlying Hebrew. Produce your own translations by working through the Hebrew text without reference to published translations.
2. The **smooth translation** should be your rendition of the passage in creative, well-formed English. You will need to make interpretive decisions that draw out and communicate the significance and emphasis of the original language.
3. The documentation should include a **bare minimum of five notes** analyzing particular elements in the text. You can present these analyses as footnotes to your translations or as a separate appendix or both. These notes can be any combination of the following:
   - glosses of tricky, dense, or surprising morphology, with explanation (or at least exploration) or the causes and effects of consonant and vowel shifts due to stem changes, affixes, etc.
   - analysis of complex syntactic structures (relative clauses, *vav* systems, verbals, etc.)
   - discussion of the possible significance of ambiguous vocabulary or rarely used words
   - discussion of text-critical problems and their impact on interpretation
   - close reading of interesting literary structures
   - demonstration of discourse analysis or other literary/linguistic theories

   Issues or obstacles that surprise you in translation (head-scratchers) are the best candidates for your notes material, as you can demonstrate exactly what new insights you gained through the exercise. However, anything noteworthy about the grammatical or literary structure of the passage is The more effort you put into
   Explicitly relating the translation problems you encounter to the textbook and lecture discussions on translation theory, discourse analysis, and so on is especially recommended.

Worksheet questions

Your answers to the worksheet-style questions, listed at the end of the syllabus, should be based on your reading of the textbooks, your attention to lectures, and your growing experience in translating. Questions will address such topics as the history of the Hebrew language, the development of the Old Testament canon, principles of Old Testament textual criticism, discourse analysis, translation theory, and translation issues pertinent to the passage assigned. Your response to each question should amount to 250-500 words and should refer when appropriate to textbooks, lectures, and reference works.

Exegetical paper (final assignment)

Overview

Each student will prepare an exegetical project on a selected passage of 3-10 verses, to be approved by the professor upon return from fall break, from one of the Old Testament genres studied during the semester. The paper will consist of an in-depth exegesis of the passage and an argument for the interpretation chosen as demonstrated in a smooth translation.

1. The exegetical section should include the following:
   - Grammatical analysis
     - brief study of one or more words
     - detailed analysis of every grammatical feature of the passage
     - discussion of interesting or challenging syntactic structures (such as conditional clauses)
     - detailed explanation of all problems involved in translating the passage and communicating its native emphases, rhythms, wordplay, etc.
   - Literary analysis
     - visual layout of Hebrew text according to literary structure
     - close reading and exposition of its narrative or poetic shape
   - Critical analysis
     - thorough discussion of all text-critical problems, Masoretic notes, and major accents
     - brief historical and literary contextualization
2. The interpretation section should build on the exegesis section by tying together the major insights gained into a cohesive argument for the sense and significance of the passage.

Technical requirements

The final paper should be 2,500 to 3,000 words in Turabian-style single-spaced 12 pt Times New Roman utilizing no less than 18 critical or technical sources. This includes dictionaries, encyclopedias, critical commentaries, monographs, and journal articles; it excludes study Bibles as well as commentaries that are pastoral, homiletical, theological, or devotional. A rough and smooth translation of the whole passage should be included as an appendix to the paper, along with a visually arranged presentation of the literary structure of the passage. Footnotes, title page, table of contents, bibliography, and appendices do not count towards the minimum number of words. See the syllabus bibliography for initial guidance in selecting sources. At least three sources must be drawn from each of the following categories:
1. Lexical reference works (lexicons, wordbooks)
2. Linguistic reference works (reference grammars, theoretical grammars, philological works)
3. Commentaries (recent critical/technical scholarly works; must be less than 50 years old; no pastoral, theological, devotional, or homiletical works)
4. Dictionaries or encyclopedias
5. Monographs or edited collections
6. Journal articles (less than 20 years old)

Ricky's rubric for evaluation of exegetical paper

	Substance (40%)	Research (30%)	Composition (20%)	Presentation (10%)
A	Presentation of original concepts with subtlety and depth in conversation with major sources Strong, complete arguments with clear connection to data Research question relevant to the nature of the text, the needs of the church, and the norms of the academy Discovery, use and presentation of significant quantity of high-quality data	Thorough representation of the field Meaningful and responsible interaction with highly useful sources Transparent acknowledgment of sources	Compelling, readable prose Unique, confident authorial voice establishing rapport with reader Serious style but not stuffy Very well-ordered thinking and wording	Clean text without distractions
B	Promising but inconsistent/incomplete arguments Competent conceptual development	Serviceable representation of the field Adequate interaction with sources	Serviceable presentation of research	Minor errors in grammar, spelling, punctuation, or formatting
C	Failure to clearly connect arguments with data Ambiguous concepts Inaccurate data Relevance is obscure	Shallow representation of the field Ambiguous acknowledgment of sources Reliant on small subset of sources consulted	Inconsistent language sometimes obscuring content or degrading research credibility	Frequent errors obscuring content
D	Derivative arguments Obscure concepts Grossly inaccurate data Research is off-topic or irrelevant	Inaccurate representation of the field Irresponsible or insignificant handling of sources	Damaged language obscuring content and degrading research credibility	Pervasive errors obscuring content
F	No effort evident	No effort evident	No effort evident	No effort evident

Evaluation of exegetical paper: some details to check through

Substance: 40%	Research: 30%
- Exegesis - Have you dealt with all relevant text-critical issues? - Have you made sense of the Masorah? - Have you done an exhaustive literary analysis and discussed genre issues? - Have you done a thorough morphosyntactic and lexical analysis? - Have you provided basic historical context? - Interpretation - Have you attempted to tie together all the data you have produced into a coherent argument for a particular interpretation of your passage?	- Use of researched data - Frequency of notation - Adequacy of interaction - Accuracy of representation of source arguments - NO BLOCK QUOTES - Quality of sources - Primary - Secondary - Journals - Documentation - Footnotes - Bibliography
Composition: 20% - Style and readability - Focus - Completeness - Clarity - Depth of analysis - Descriptive and explanatory effectiveness	**Presentation: 10%** - Grammar - Spelling - Punctuation - Title page - Table of contents - Page numbers - Headings and subheadings - Margins and spacing - On time - Minimum length, not including footnotes, title page, table of contents, bibliography, and appendices

COMPETENCY ASSESSMENT RUBRIC – EMBEDDED ASSIGNMENT
ASSESSMENT ANALYSIS WORKSHEET
OTHB 6300 INTERMEDIATE HEBREW FOR EXEGESIS

Site _____ Format _____ Semester_____

Student Learning Outcomes:
1. The student will be able to understand how to improve biblical exegesis by the means of Hebrew grammar and syntax.
2. The student will demonstrate how to apply the benefits of Hebrew word studies, syntax, literary analysis, genre nuances, or text critical issues in the proclamation of the Bible (Hebrew Bible).
3. The student will be able to communicate clearly the meaning of the original Hebrew text, especially as influenced by genre, lexicography, context, and literary structure.

Assignment Description:
1. Prepare an exegetical assessment on an assigned passage from one of the Old Testament genres. The text will consist of at least 3 verses in order to address textual meaning, textual criticism, syntax, grammar, context, and literary structure. The paper should be 2,500-3,000 words, using 12 pt Times New Roman font, and employ no less than 18 critical and/or technical sources.
2. Document and interact with key contributors in the field of study and demonstrate how the use of appropriate tools and resources can assist in the exegetical research process of investigating a selected passage for exegesis.
3. Communicate how exegesis of biblical texts impacts the faith and life of contemporary believers.

DOMAIN		Inadequate (0), basic (1), competent (2), good (3), excellent (4)
UNDERSTANDING The student...	...understands how to improve biblical exegesis by means of Hebrew grammar and syntax.	
APPLICATION The student...	...applies the benefits of Hebrew word studies, syntax, literary analysis, genre nuances, or text critical issues in the proclamation of the Hebrew Bible.	
COMMUNICATION The student...	...communicates clearly the meaning of the original Hebrew, especially as influenced by genre, lexicography, context, and literary structure-for the life of contemporary believers.	

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Please refer to the Graduate catalog concerning attendance and absences policies. In a typical 3 hour course, a student can miss no more than 9 hours of seat time (not the same as missing 9 classes) and still receive credit for a course.

Make-up of a missed exam, quiz, report, or submission of course requirements is not allowed. As such, the professor will assess a late penalty for any submission of past due requirements. The typical penalty is ½ letter grade drop per day late. Contacting the professor before or during the absence/situation (via phone, text, or e-mail) can result in a reduced penalty. The responsibility of obtaining missed lecture notes or handouts is entirely the responsibility of the student.

Class decorum can impact the final grade for this class. Inappropriate behavior or lack of respect will constitute grounds for temporary and/or permanent dismissal from the class. Likewise, gum, food, and open drinks are not allowed in class. Cell phones and computer equipment must be muted; and , no phone conversations are allowed during class time. Excessive disturbance of a class by the acceptance of a phone call (or exiting/reentering the room) can result in dismissal from class for that day. Repeated offenders can be dismissed from the class.

In the event that the professor is delayed from starting class on time, please wait for 15 minutes (should there be no announcement by other faculty or teaching assistant) before leaving. After that, class is dismissed.

Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Writing Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:
https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook fro definition, penalties, and policies associated with plagiarism.

Course Schedule

Wk	Date	Topic	Reading Due	Assignment Due
1	8/17	Syllabus		
	8/19	History of the Hebrew Bible 1	Brotzman & Handouts	Vocab 1-15 Questions 1-2
2	8/24	History of the Hebrew Bible 2	Brotzman & Handouts	Questions 3-4
	8/26	Textual Criticism, Syntax, & Translation Theory 1	Scott & Handouts	Vocab 16-30 Questions 5-6
3	8/31	Textual Criticism, Syntax, & Translation Theory 2	Scott & Handouts	Questions 7-8
	9/2	Massorah	Scott & Handouts	Vocab 31-45 Questions 9-10
4	9/7	Ruth 1:1-11	*Hebrew Discourse*, pp 11-28	Ruth 1:1-11 Question 11
	9/9	Ruth 1:12-22	*Hebrew Discourse*, pp 29-50	Ruth 1:12-22 Vocab 46-60 Question 12
5	9/14	Ruth 2:1-12	*Hebrew Discourse*, pp 51-60	Ruth 2:1-12 Question 13
	9/16	Ruth 2:13-23	*Hebrew Discourse*, pp 61-76	Ruth 2:13-23 Vocab 61-75 Question 14
6	9/21	Ruth 3:1-9	*Hebrew Discourse*, pp 77-87	Ruth 3:1-9 Vocab 76-90 Question 15
	9/23	Ruth 3:10-18	*Hebrew Discourse*, pp 88-96	Ruth 3:10-18 Question 16
7	9/28	Ruth 4:1-11	*Hebrew Discourse*, pp 97-112	Ruth 4:1-11 Vocab 91-105 Question 17
	9/30	Ruth 4:12-22	*Hebrew Discourse*, pp 113-138	Ruth 4:12-22 Question 18

	10/5	Fall Break (no class)		
	10/7			
8	10/12	Translating Narrative	*Hebrew Discourse,* pp 139-63	Gen 12:1-9 Vocab 106-120 Question 19 Declare passage for final paper
	10/14	Translating Narrative	*Hebrew Discourse*, pp 164-195	Gen 15:1-21 Vocab 121-135 Question 20
9	10/19	Translating Narrative	*Hebrew Discourse*, pp 196-212	Gen 22 Vocab 136-150 Question 21
	10/21	Translating Narrative	*Hebrew Discourse*, pp 213-250	1 Kgs 17 Question 22
10	10/26	Translating Law	*Hebrew Discourse*, pp 251-270	Exod 21:28-36 Vocab 151-165 Question 23
	10/28	Translating Law	*Hebrew Discourse*, pp 271-276	Deut 24:1-5, 14-22 Question 24
11	11/2	Translating Prophets		Jer 22:1-12 Vocab 166-180 Question 25
	11/4	Translating Prophets		Ezek 37:1-14 Question 26
12	11/9	Translating Prophets		Isa 49:1-6 Vocab 181-195 Question 27
	11/11	Translating Psalms		Ps 1 Question 28 *Optional: Submit draft of exegetical paper for feedback*

	11/16	Evangelical Theological Society Annual Meeting (no class)		
	11/18			
	11/23	Thanksgiving Break (no class)		
	11/25			
13	11/30	Translating Psalms		Ps 14 Question 29
	12/2	Translating Wisdom		Prov 3:1-20 Question 30
	12/7	Final Exam Week (no class): For non-graduating students, exegetical paper is due at posted time of final exam. Graduating students must turn in paper on last day of class (12/2). *Optional:* Submit report on Hebrew verbs for extra credit.		

Bibliography

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OTHB6300 Intermediate Hebrew Grammar for Exegesis
Worksheet Questions
Dr. Archie England
Fall 2021

1. In Ruth 1:19, select which of the following is the most straightforward translation of this phrase and thoroughly explain why: וַיְהִי כְּבֹאָנָה
   a. And behold, because they came in
   b. And it happened that as they came in
   c. And it was as though they had come in
   d. And they became like those who had come in

2. In the same verse, identify the stem of the word וַתֵּהֹם and explain your reasoning:
   a. Qal
   b. Nifal
   c. Piel
   d. Hifil
   e. Hofal

3. List as many Hebrew verb stems as you can find evidence for, including ones that are found rarely or not at all in the Hebrew Bible. How do these stems seem to have functioned relative to the major seven? How would you explain how the major seven tend to function as a specific system for generating different shades of meaning?

4. The Masoretes suggested by their accenting that Ruth 1:1 is best understood when divided into how many phrases of similar length? Explain your answer.

וַיְהִי בִּימֵי שְׁפֹט הַשֹּׁפְטִים וַיְהִי רָעָב בָּאָרֶץ וַיֵּלֶךְ אִישׁ מִבֵּית לֶחֶם ¹
יְהוּדָה לָגוּר בִּשְׂדֵי מוֹאָב הוּא וְאִשְׁתּוֹ וּשְׁנֵי בָנָיו:

5. Describe in order each major period in the transmission of the Hebrew Bible with their approximate dates (by century), major figures or events, major renditions/collections/manuscripts/printings of the Bible produced in that era, and other major events in canonization history. You can address both factual and speculative features of this history, but be sure to specify how much evidence there is for various hypotheses.

6. List various ancient *versions* of the Bible that were significant in its transmission. Explain what makes each of them significant.

7. Explain what the targums are and what role they played in the history of the Hebrew Bible. How relevant are they for modern text criticism?

8. Briefly illustrate the difference between internal and external evidence in answering text critical questions.

9. What did the Masoretes contribute to the medieval transmission of the text?

10. What are some apparent reasons the Masoretes added kethiv-qere notes?

11. To what extent does it make sense to say that the Masoretic Text *is* the Hebrew Bible?

12. How is understanding textual criticism relevant to you and to the church today?

13. What language family is Hebrew a member of? You may want to discuss the larger groupings of language families as well. What other languages are members of the same family/group of

families? You can include ancient as well as modern languages. Explain how relatively close or distant each language is from biblical/classical Hebrew.

14. Discuss the different stages of the Hebrew language, including its stages within the Old Testament. Begin with its prehistory.
15. Where did writing originate? What kind of writing was it? What kind of writing system does Hebrew use? Where did this kind of system originate?
16. What is the oldest *written* language that is related to Hebrew? How might knowledge of this language and its body of literature contribute to the interpretation of the Hebrew Bible?
17. From what language did Hebrew adopt its current square script, and when (approximately)?
18. Explain the difference between a pictogram, an ideogram, and a syllabogram. What kind of writing systems have used these? When and where were they used?
19. In the BHS critical apparatus, what is the meaning of the footnotes to Ruth 2:7? Explain your answer.
    a. They suggest a correction to the text in light of a Mishnaic tradition.
    b. They demonstrate the inferiority of the Septuagint's translation of the Hebrew text.
    c. Both A and B.
    d. Neither A nor B.
20. Explain the function of the Masoretic accentual system. Which accents are generally the most significant aids to interpretation?After being introduced to cantillation marks/accents, how do you view or value their contribution to reading or interpreting the Hebrew text? How have the accents helped you grasp the poetic structure, rhythm, symmetry, or other literary qualities of the passage?
21. As a general rule of thumb, when there is a discrepancy or ambiguity in the Hebrew text, which are the most helpful or reliable ancient versions to compare it with?
22. Define each of the following terms related to the transmission of the Old Testament. Note factors that render each of them significant to understanding the history of the Bible.
    a. Dead Sea Scrolls
    b. LXX
    c. Peshitta
    d. Mishna
    e. Vulgate
23. Define each of the following terms related to the transmission of the Old Testament. Note factors that render each of them significant to understanding the history of the Bible.
    a. Pentateuch
    b. Samaritan Pentateuch
    c. Torah
    d. Tanakh
    e. Talmud
24. Define each of the following terms related to the transmission of the Old Testament. Note factors that render each of them significant to understanding the history of the Bible.
    a. Leningrad Codex
    b. Aleppo Codex
    c. Aaron ben Asher and Moses ben Naphtali
    d. Rudolf Kittel
    e. Biblia Hebraica Stuttgartensia
25. Define each of the following terms related to the transmission of the Old Testament. Note factors that render each of them significant to understanding the history of the Bible.

      a. Critical apparatus
      b. Masorah finalis
      c. Masorah marginalis
      d. Masorah parva
      e. Masorah magna

26. Which languages have served, at different times, as the lingua franca of the Ancient Near East? Begin as far back as you can and proceed to the present day, noting major stages in Israel's history in relation to the linga franca of the era. Include relevant dates/centuries (but potentially noting specific moments of catastrophic change). Which of these languages make an appearance in the Bible?

27. Which ancient literary and political/economic cultures most certainly contributed to or shared dynamics with Israelite language, literature, culture, and society? Which other cultures *may have* had an influence?

28. Explain at least two major insights you've gained from the study of discourse analysis as far as how to read Hebrew narrative more closely.

29. How do you view the relationship between the composition of the Old Testament and its canonization? What about the relationship between its authorship and its inspiration? You can answer either according to your own theological/historical reflection or with reference to scholarship, but your answer should be fairly rigorously thought out either way.

30. What value do you see in learning to read the Bible as literature? How can literary study, literary theory, and linguistics aid the reader, ministry leader, or theologian in interpreting scripture?