

THEO 5214 HEBREW BIBLE EXEGESIS

2023–2024 First Term Wed 2:30pm–5:15pm CCT T31

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COURSE DESCRIPTION

In addition to reviewing matters introduced in Biblical Hebrew I and II, this course is designed to give you a basic knowledge of an exegetical process for interpreting the Old Testament/Hebrew Bible. It includes how to use and read the basic Hebrew text, *BHS* (*Biblia Hebraica Stuttgartensia*) and *BHQ* (*Biblia Hebraica Quinta*), with the knowledge of textual criticism; how to do word/lexical studies, analyze syntax and a whole discourse with appropriate tools and resources. Students will learn to apply these skills on the set text (either the book of Jonah or the book of Ruth) and/or various selected Hebrew narratives and psalms. At the end of the course, the students are expected to be able to evaluate different Bible translations, technical commentaries and work on biblical studies involving Biblical Hebrew. Through these primary skills, the student will be guided on how to exegete the texts and explore possibilities of interpretations.

LEARNING OUTCOMES

Knowledge Outcomes:

- (1) Know how to use the reference tools needed to do Hebrew exegesis
- (2) Know how to use *BHS* and *BHQ*
- (3) Explain how to do textual criticism with a given Hebrew text
- (4) Analyze syntax with a given Hebrew text
- (5) Know how to use Hebrew grammar books
- (6) Know how to make use of concordances, lexicons, and dictionaries for Hebrew exegesis and do a lexical study on a given Hebrew word
- (7) Apply exegetical guidelines to exegete a given Hebrew text
- (8) Recognize how syntax, textual criticism and traditions can affect the interpretation of texts
- (9) Analyze and evaluate different Bible translations and technical commentaries

Attitude Outcomes:

- (1) Develop an appreciation for the long history and tradition of the transmission of texts
- (2) Be confident in using appropriate tools for specific needs to interpreting texts
- (3) Be confident in reading and exegeting Biblical Hebrew texts
- (4) Inculcate respect for the meticulous scholarship to interpret a text

LIST OF TOPICS

Topics	Contents and Concepts
1. Introduction to the Exegesis of the Hebrew Bible	Introducing the tasks of exegesis, which are not merely able to read Biblical Hebrew but includes all the rest of the topics that this course encompasses. A brief excerpt of these topics will be introduced. <i>Key concepts:</i> exegesis, interpretation, and imagination
2. Hebrew Grammar and Syntax	Introduces the key grammar books needed for exegesis and how Biblical Hebrew grammar and syntax are studied and composed. Learn why and how to use the grammar books as tools for exegesis and when to refer and cite as sources for exegesis. <i>Key concepts:</i> grammar and syntax

3. Textual Criticism	This topic will be divided into the 3 components, in relevance to today's tools available. It will begin with collecting evidence in (A) and (B) and concludes with principles of selecting a reading in (C). <i>Key concepts:</i> Textual criticism
(A) The Masoretic Text in <i>BHS</i> and <i>BHQ</i>	The historical development of reception and recension of a biblical manuscript. The Masoretes and their tasks of preserving the Hebrew Bible. Understanding and interpreting the Masoretic Text from <i>BHS</i> and <i>BHQ</i> . <i>Key concepts:</i> Textual reception and recension; Masoretes and their tasks; variant readings; transmissional errors
(B) The Dead Sea Scrolls (DSS)	Introducing the study of the biblical manuscripts of the Dead Sea Scrolls. Learn to appreciate the variant readings the DSS offer. <i>Key concepts:</i> Dead Sea Scrolls, manuscripts; fragments; reconstruction
(C) Selecting a Reading	The task of evaluating evidence and the principles that govern the selection. <i>Key concepts:</i> Urtext, internal and external evidence; emendation
4. How to Do a Word Study	The purposes and the debate for and against word study. Learn how to use the lexicons and theological word dictionaries available. <i>Key concepts:</i> Semantic range, scope, lexicography
5. Exegesis and the Historical Context	The importance of exegesis and its historical context. Learn the tools we resort to exegete the historical context. <i>Key concepts:</i> Historicity, biblical history, context and background
6. Literary Criticism	The tasks of literary criticism. <i>Key concepts:</i> Genre, style, structure, identifying connectives and words, literary integrity, disunity, and contexts; doublets; tensions; layers
7. Appreciating Commentaries	There are many commentaries available, but each commentary is written for a purpose. Learn how to select commentaries that are reliable and suitable for academic purposes; and or for other specific purposes.
8. The Other Methods of Exegesis	A brief outline of the other methods not explicitly covered in this course. See the textbook by Steck. <i>Key concepts:</i> Redaction, form-critical, tradition historical
9. The Exegesis Process	Putting all the above topics into the exegetical task and evaluating the outcomes.

COURSE COMPONENTS

The course consists of lectures and mostly instructing the students how to use key resources for the task of exegesis. There will also be class discussion, independent reading, and research activities. The time allocation (on average per week) of the learning activities is as follows:

Online Lecture		Class Discussion		Excursion/ Web-based Report		Reading and Research		Written Assignments	
In class	Out of Class	In class	Out of Class	In class	Out of Class	In class	Out of Class	In class	Out of Class
1.5-2 hrs	NA	1 hr	NA	0 hr	0 hr	0.5	3 hrs	0.5-1hr	2 hrs
M		M		O		M		M	
M: Mandatory activity in the course					O: Optional activity				

ASSESSMENT SCHEME (INCLUDING REQUIREMENTS)

Task Nature and Weightage	Purpose and Rationale	Learning Outcomes
<p>1. Textual Criticism on the set text (18%)</p> <p>(a) Compare and comment on the textual critical notes on <i>BHS</i> and <i>BHQ</i> for a chapter of the set text only. (3%)</p> <p>(b) Evaluate and give reasons why you select the reading for each textual critical note listed in <i>BHQ</i> for the set text. (15%)</p> <p>Submission date: 1 Nov</p>	<p>As textual criticism is the groundwork to all exegesis, this exercise is foundational. The student will interpret the apparatus for <i>BHS</i> since not all the biblical books have been completed in English translation in <i>BHQ</i>. The student should also appreciate what is available as textual critical notes from <i>BHS</i> and <i>BHQ</i>. Student must exercise the act of decision making and give justification for every variant reading accounted for in the collation of evidence.</p>	<ol style="list-style-type: none"> 1. Student can describe the layout of the Masoretic text. 2. Student can explain how the <i>BHS</i> scholars account for the various manuscripts and why the MT or scholars prefer certain readings. 3. Student can read and interpret the apparatuses of <i>BHS</i> and <i>BHQ</i>. 4. Student completes the task of textual criticism when making justifications for each textual critical notation, and select a reading.
<p>2. Lexical Study on a Word in the set text (20%) *</p> <p>(a) Select a word to study and churn out a list of the word occurring in the Hebrew Bible.</p> <p>(b) Read through all the occurrences and perform preliminary task of interpreting general meanings from these occurrences (3%)</p> <p>(c) Put these occurrences into meaningful categories – define and specify these categories (10%)</p> <p>(d) Consider what the significance of the word occurring in the set text, in relation to the categories in (c). How does it impact the immediate verse or passage on the whole? (3%)</p> <p>(e) Evaluate your interpretations with recommended source by your instructor (4%)</p> <p>Submission date: 22 Nov</p>	<ol style="list-style-type: none"> 1. Student receives a guided learning experience on how to use all the available resources: concordances, lexicons, dictionaries and theological dictionaries for this task. 2. Student selects scope and defines limitations to discern meanings in texts. 3. Student creates meaningful boundaries on the semantic range of the word – a similar task lexicographers attempt. 4. Student evaluates the significance of the word as it occurs in the set text to bear any theological relevance to the story or other occurrences in the Hebrew Bible. 5. Student compares and evaluates their own outcomes to those found in theological dictionaries. Student learns to analyze both the potency and limitations of word studies. To what extent can a word study be meaningful? 	<ol style="list-style-type: none"> 1. Student grasps the steps to search for words in lexicons and dictionaries available (because not all of these resources are presented and structured in the same format). 2. Student recognizes what is a semantic range, and also how word usage in different texts might affect range of meanings. 3. Student appreciates the significance of scope and selection of texts. 4. Student realizes the task of textual criticism as primary to lexical studies. 5. Student engages the use of the Biblical Hebrew grammar books to help with deriving meanings for occurrences. 6. Student performs critical analysis and reflection on the steps undertaken to complete the task. 7. Student evaluates not only their own work, but also the outcomes of the entries in theological dictionaries and lexicons.

<p>3. Exegetical Methods on the set text (45%) *</p> <p>Part A: Preliminary Interpretation (10%) Follow the format by Steck in Chapter One, p.7. (answer in point form accordingly and must not exceed 800 words). Submission date: 13 Sept</p>	<p>Steck’s steps of exegesis begin from a concise analysis and observation, initiated from a personal reflection of the text. It encourages imagination in interpretation, before integrating scientific measures to substantiate and evaluate interpretations. Student’s imagination is therefore not confined and curbed at the start but encouraged to be harnessed through scientific means.</p>	<ol style="list-style-type: none"> 1. Student records a thorough analysis of a text by observing how a text is presented (according to Steck’s series of questions). 2. Student develops critical observation of structures and inconsistencies in a text. 3. Student considers their hermeneutical horizon in interpreting a text. 4. The student imagines possibilities through a text.
<p>Part B: Submit a report on “Determining the Historical Context” (15%) Within 850–1000 words. Please follow procedures from Steck Chapter 9, pp. 143–49, and consult the commentaries and resources recommended. Submission date: 29 Nov</p>	<p>By following Steck’s procedure, student learns to ask critical questions concerning the historical context of a text.</p>	<ol style="list-style-type: none"> 1. Student discerns between the history presented in the text and the history when the text is composed. 2. Student considers the ancient Near Eastern background as quintessential to studying the Hebrew Bible.
<p>Part C: Literary Criticism (20%) Perform Literary Criticism on the set text according to the guidelines from Steck Chapter 1, pp. 8–12 (i.e., do Part I: Imagination from Text Observations); Chapter 4, p. 58. This assignment should be about 5–7 pages long including the outline or structure on the book/portions of the set text. Do NOT exceed 10 pages for this assignment. Submission date: 13 Dec</p>	<ol style="list-style-type: none"> 1. Student follows Steck’s guided procedure for this task. Student observes for structure, identifying connectives and words, literary integrity, disunity, and contexts; doublets; tensions; layers; etc. 2. Student incorporates Biblical Hebrew grammar principles and considers structures in literary composition of a text. 	<ol style="list-style-type: none"> 1. Student applies Biblical Hebrew grammar principles for this part of the exegetical task. 2. Student constructs an outline determined by the literary component that they select as theme. 3. Student understands how an in-depth study and various methods of literary criticism can enhance interpretations of a text.
<p>4. A Report on Commentaries (10%) * Write a report within 800–1000 words comparing and commenting (either positive or critical) on at least 2 commentaries you have utilized in the course of studying the set text. These comments should be based on the exegetical principles you have learned in this course. Consider the academic value, thoroughness and validity of interpretations. Remember to give reasons and examples to support your statements. Submission date: 13 Dec</p>	<ol style="list-style-type: none"> 1. Student recognizes not all commentaries were written for the same purposes and the value of each are different. 2. Student incorporates all the knowledge and skills they have acquired through this course to make this report. 	<ol style="list-style-type: none"> 1. The student develops critical skills to evaluate interpretations from commentaries. 2. The student determines the academic value of commentaries based on what the skills they have acquired throughout the course.

<p>5. Reading Log and Class Participation (7%)</p> <p>(a.) Completion of all reading assignments allocated through the diligent completion of the Reading Log.</p> <p>(b.) Active positive engagement in class during the hands-on learning experience of using the resources is expected.</p> <p><i>Submission date: 13 Dec</i></p>	<p>1. This course covers a few technical topics, and primary reading materials are necessary to grasp the intention of each task.</p> <p>2. A positive learning attitude is expected to develop as we go through the steps in achieving each learning outcome.</p>	<p>1. Student covers the necessary knowledge to grasp each learning activity.</p> <p>2. Student can account the steps and purposes on how each task can be completed.</p>
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* Assignments 2, 3 and 4 must be uploaded to VeriGuide and Blackboard together with the signed Academic Honesty Declaration Statement. Late submission is subject to mark penalty.

COURSE TEXTBOOKS

- BHQ* *Biblia Hebraica quinta editio cum apparatu critico novis curis elaborato.* Edited by A. Schenker. Stuttgart, 2004-. [CC BS715 2004]
BHQ 18: *Megilloth*
BHQ 13: *Twelve Prophets*
- BHS* *Biblia Hebraica Stuttgartensia.* Edited by K. Elliger and W. Rudolph. Stuttgart, 1983. [5th & Reader Edition: CC BS715 2014b; 4th Edition: CC BS715 1977; 3rd Edition: CC BS715 1937]
- Joüion Joüion, P. *A Grammar of Biblical Hebrew.* Translated and Revised by T. Muraoka. 2 vols. Subsidia Biblica, 14/1-2. Rome, 2006. [UL PJ4567 .J7613 1991]
- Steck Steck, Odil Hannes. *Old Testament Exegesis.* Translated by James D. Nogalski. Resources for Biblical Studies 39. 2nd Edition. Atlanta, GA: Scholars Press, 1998. [CC BS1174.2 .B3713 1998; 1st Edition: CC BS1174.2 .B3713 1995]
- Wegner Wegner, Paul D. *A Student's Guide to Textual Criticism of the Bible.* Downers Grove, IL: InterVarsity Press, 2006. [CC BS471 .W44 2006; ProQuest Ebook Central]

COURSE SCHEDULE AND READINGS **

Class	Date	Class Discussion
1	6/9	Introduction to Hebrew Bible Exegesis (Bring Steck) <i>Key concepts:</i> Exegesis, interpretation, and imagination Area covered: Steck, "The Task of Old Testament Exegesis", 1–35; Assignment 3 (Part A) – Steck ch.1 (p. 7) on the set text
2	13/9	Hebrew Grammar and Syntax I Revision of Hebrew Grammar <i>Key concepts:</i> Morphology and syntax
3	20/9	Hebrew Grammar and Syntax II How to Use Biblical Hebrew Grammar Books as Tools for Exegesis. Appreciating Syntax and How Rules Are made. When Should a Grammar Book be Consulted? Reading of Ps. 23:1–6 and Prov. 2 (or other non-narrative texts).

4	27/9	Textual Criticism: The Masoretic Text in <i>BHS</i> and <i>BHQ</i> I (Bring <i>BHS</i> , <i>BHQ</i> , and Wegner; and previous translations on the set text) <i>Key concepts</i> : Transmission of texts; Masorettes; <i>BHS</i> and <i>BHQ</i> Textual Apparatus; Masoretic notations; transmissional errors Area covered: Introduction to Transmission of Texts; Wegner chs.1–3
5	4/10	Textual Criticism: The Masoretic Text in <i>BHS</i> and <i>BHQ</i> II Introduction to Textual Criticism; Wegner ch.4 (pp. 89–105) Reading the <i>BHS</i> Apparatus for the set text with reference to Wegner Excursus 1 (pp. 106–119).
6	11/10	Introducing the Dead Sea Scrolls – Learning to Use the Volumes of Discoveries of the Judean Desert [DJD] Reading the DSS of the set text’s manuscripts, and the <i>BHQ</i> Apparatus
7	18/10	Textual Criticism: Selecting a Reading; Wegner ch.5; Comment and Evaluate on <i>BHQ</i> Notes on the Set Text (Assignment 1(a) and 1(b)).
8	25/10	Note: We will also consider a few commentaries here. (Topic: Appreciating commentaries) <i>Key concepts</i> : Urtext; internal and external evidence; best reading; emendation
9	1/11	How to do a Word Study <i>Key concepts</i> : Semantic range; scope, lexicography
10	8/11	Determining the Historical Contexts Steck ch.9; bring Steck. Assignment 3 (Part B)
11	15/11	Literary Criticism <i>Key concepts</i> : Structure, identifying connectives and words, literary integrity, disunity, and contexts; doublets; tensions; layers
12	29/11	Steck chs.1 and 4 Attention: No class on 22/11.
13	6/12 (make-up)	The Other Exegetical Methods and the Exegetical Process <i>Key concepts</i> : Redaction, form-critical, traditio-historical criticism. Steck ch.11; bring Steck

** This Course Outline is subjected to change according to class size, participant’s proficiency of Hebrew language and knowledge of Hebrew Bible, and other circumstances. The set text and scope of reading will be decided in the first few lessons.

REFERENCE TOOLS

Dictionaries and Lexicons

- BDB* Brown, F., S. R. Driver, and C. A. Briggs. *A Hebrew and English Lexicon of the Old Testament*. Oxford, 1907. [CC Reference PJ4833]
- DCH* *Dictionary of Classical Hebrew*. Edited by D. J. A. Clines. Sheffield, 1993–. [UL Reference Stack LG/F PJ4833 .D53 1993]
- HALOT* Koehler, L., W. Baumgartner, and J. J. Stamm, *The Hebrew and Aramaic Lexicon of the Old Testament*. Translated and edited under the supervision of M. E. J. Richardson. 4 vols. Leiden, 1994–1999. [CC Reference PJ4833 .K61813]
- TDOT* * *Theological Dictionary of the Old Testament*. Edited by G. J. Botterweck and H. Ringgren. Translated by J. T. Willis, G. W. Bromiley, and D. E. Green. 8 vols. Grand Rapids, 1974–. [CC Reference BS440 .B5713]
- TLOT* *Theological Lexicon of the Old Testament*. Edited by E. Jenni, with assistance from C. Westermann. Translated by M. E. Biddle. 3 vols. Peabody, MA, 1997. [CC Reference BS440 .T4813 1997]

Concordance

- Even-Shoshan * Even-Shoshan, A., ed. *A New Concordance of the Bible*. Jerusalem, 1977, 1983. [CC BS1121 E93 1990]
- HRCS Hatch, E. and H. A. Redpath. *Concordance to the Septuagint and Other Greek Versions of the Old Testament*. 2 vols. Oxford, 1897. Suppl., 1906. Reprint, 3 vols. in 2, Grand Rapids, 1983. [CC Reference BS1122 .H3 1991]

Grammar and Syntax

- Arnold-Choi Arnold, Bill T., and John H. Choi, *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University, 2003. [UL PJ4701 .A76 2003; Cambridge/EBSCOhost Online]
- GKC * *Gesenius' Hebrew Grammar*. Edited by E. Kautzsch. Translated by A. E. Cowley. 2d. ed. Oxford, 1910. [Traditionally the best of the reference grammars. UL PJ4564 .G5 1910]
- Muraoka Muraoka, T. *A Biblical Hebrew Reader: With an Outline Grammar*. Leuven/Paris/Bristol/CT: Peeters, 2017. [UL PJ4567.3 .M87 2017]
- Seow Seow, C. L. *A Grammar for Biblical Hebrew*. 2nd Edition. Nashville, TN: Abingdon, 1995. [UL PJ4567 .S424 1995; Chinese Translation: UL PJ4567.3 .S42412 2008]
- IBHS *An Introduction to Biblical Hebrew Syntax*. B. K. Waltke and M. O'Connor. Winona Lake, Indiana, 1990. [UL PJ4707 .W35 1990]

Dead Sea Scrolls Reference

- DJD Discoveries in the Judean Desert. 40 vols. Edited by R. de Vaux, P. Benoit, J. Strugnell, E. Ulrich, E. Tov. Oxford: Oxford University, 1951–2011.
- DSSSE Martínez, F. G., and E. J. G. Tigchelaar. *The Dead Sea Scrolls: Study Edition*. 2 vols. Leiden: Brill; Grand Rapids, MI: Eerdmans, 1997. [CC BM487 .A3 G37 1997; ProQuest Ebook Central/EBSCOhost]

Other Books

- Brotzman, Ellis R. *Old Testament Textual Criticism: A Practical Introduction*. Grand Rapids: Baker, 1994. [CC BS1136 .B765 1994]
- Chisholm, Robert B. Jr., *From Exegesis to Exposition*. Grand Rapids: Baker, 1998. [CC BS1171.2 .C55 1998]
- , *A Workbook for Intermediate Hebrew*. Grand Rapids: Kregel, 2006.
- Klein, Ralph W., *Textual Criticism of the Old Testament: From the Septuagint to Qumran*. Guides to Biblical Scholarship Old Testament Series. Philadelphia: Fortress Press, 1974. [CC BS1136 .K55 1974]
- Ofer, Yosef. *The Masora on Scripture and Its Methods*. Berlin: De Gruyter, 2019. <https://doi.org/easyaccess1.lib.cuhk.edu.hk/10.1515/9783110594560>
- *McCarter, P. Kyle. *Textual Criticism: Recovering the Text of the Hebrew Bible*. Guides to Biblical Scholarship Old Testament Series. Philadelphia: Fortress Press, 1986.
- Scott, William R. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents Unusual Letters & Other Markings*. 2nd ed. Berkeley, California: Bibal Press, 1990. Also in this cover: *An English Key to the Latin Words and Abbreviations and the Symbols of Biblia Hebraica Stuttgartensia* by H. P. Rüger. [CC BS1136 .M32]
- Stuart, Douglas. *Old Testament Exegesis: A Handbook for Students and Pastors*. 3rd Edition. Louisville: Westminster John Knox, 2001. [EBSCOhost]
- *Tov, Emanuel, *Textual Criticism of the Hebrew Bible*. Minneapolis: Fortress, 1992. [CC BS1136 .T6813 1992]
- Ulrich, Eugene. *The Dead Sea Scrolls and the Developmental Composition of the Bible*. Leiden;

Boston: Brill, 2015.

Van Pelt, Miles V., and Gary D. Pratico. *Graded Reader of Biblical Hebrew*. Grand Rapids: Zondervan, 2006. [UL PJ4567.3 .V35 2006]

Vance, Donald R. *A Hebrew Reader for Ruth*. Grand Rapids: Baker, 2012 [2003].

Wegner, Paul D. *Using Old Testament Hebrew in Preaching: A Guide for Students and Pastors*. Grand Rapids: Kregel, 2009. [UL PJ4536 .W44 2009]

Weil, Gérard Emmanuel, ed. *Massorah Gedolah: iuxta codicem Leningradensem, B19a*. Rome: Pontificium Institutum Biblicum, 1971.

Wonneberger, Reinard. *Understanding BHS: A Manual for the Users of Biblia Hebraica Stuttgartensia*. Translated by Dwight R. Daniels. Rome: Biblical Institute Press, 1984.

Miscellaneous Items of Interest

Free Bible Study Apps:

Parallel Plus by TheBible.org: <https://thebible.org/gt/index>

Olive Tree Bible Software: <https://www.olivetree.com/>

STEP Bible from Tyndale House, Cambridge, UK: <https://www.stepbible.org/>

Bible Study Apps:

Accordance: <http://accordancebible.com>

BibleWorks 10: Available at CUHK Library Workstations UL #3, #4; CC #G29, #216; UC #UC1FPUDE01

Logos: <http://www.logos.com/>

Audio Hebrew Bible:

Hebrew English Audio Bible: <https://apps.apple.com/us/app/hebrew-english-audio-bible/id1146237755> [for iPad or iPhone, with playback control that allows you to play at slower speed.]

Mechon Mamre: <https://mechon-mamre.org/p/pt/ptmp3prq.htm> [pronounced in Sephardic-style Hebrew]

Hebrew Fonts:

Tyndale Keyboard and Unicode Font Kits: <https://www.stepbible.org/downloads.jsp>

Font Website: http://www.sbl-site.org/Resources/Resources_BiblicalFonts.aspx

Online Bibliography:

Denver Seminary Annotated Old Testament Bibliography – 2007:
<http://www.denverseminary.edu/article/annotated-old-testament-bibliography-2007>

Online Learning Resources:

Animated Hebrew: <http://www.animatedhebrew.com> [“A curriculum developer at Briercrest has written a nice interactive program for Ross’s vocabulary, verb paradigms, and lessons (with flash). It downloads freestanding for a PC, but Macs can access an online version. Online, you have to wait a minute for some modules to load.” —John Hilber]

Bible Hub: <https://biblehub.com/hebrew/>

Daily Dose of Hebrew: <http://dailydoseofhebrew.com/> [contain video lectures and daily 2-minute video on a single Hebrew verse.]

Lionel Windsor’s Forget the Channel: <https://www.lionelwindsor.net/language-tools/hebrew/>

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew: Learning Biblical Hebrew Grammatical Concepts through English Grammar*. Peabody, MA: Hendrickson, 2002. EBSCOhost. [Suggested for anyone with a weak background in English grammar. A student who used it commented, “It has been VERY helpful in my understanding of English-to-Hebrew terms. I really

like the way it breaks down what the terms are in English—with examples. Then it gives you the same thing in Hebrew— with examples. Pure genius in my book!”]

Vocabulary, Parsing, and/or Quiz:

Quizlet: <http://quizlet.com/subject/hebrew/> [The student who found this says, “It has flash cards, tests, and other helps. It is very user friendly! It has vocabulary for Jonah or Ruth on flash cards, the Mitchel vocabulary, and more.” You can scroll through lists of items offered (for both modern and biblical Hebrew), or you can use the search bar at the top of the page to find items you might like to try, for example: Mitchel flash cards: <http://quizlet.com/subject/hebrew-mitchel/>, Jonah flash cards: <http://quizlet.com/subject/hebrew-jonah/>, Ruth flash cards: <https://quizlet.com/subject/hebrew-ruth/>

Hebrew Manuscripts :

Aleppo Codex: https://archive.org/details/Aleppo_Codex

Cambridge Digital Library, Hebrew Manuscripts: <https://cudl.lib.cam.ac.uk/collections/hebrew/1>

Dead Sea Scrolls Bible Translations: <http://dssenglishbible.com/>

Digital Dead Sea Scrolls: <http://dss.collections.imj.org.il/> [include Great Isaiah Scroll, War Scroll, Temple Scroll, Commentary on the Habakkuk Scroll, Community Rule Scroll, with introduction to each scroll.]

Leningrad Codex: http://archive.org/stream/Leningrad_Codex

Leningrad Codex, Table of Contents:
http://openlibrary.org/books/OL24998735M/The_Leningrad_Codex

Leon Levy Dead Sea Scrolls Digital Library: <https://www.deadseascrolls.org.il/> [most comprehensive collection of digital images of DSS manuscripts.]

Samaritan Pentateuch Notes: <https://www.bible.ca/manuscripts/Samaritan-Pentateuch-SP-Bible-manuscripts-Old-Testament-Torah-Paleo-Hebrew-1362AD>

GRADE DESCRIPTORS

A	Outstanding performance on all learning outcomes. Demonstrates precision and accuracy throughout.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B+	Substantial performance overall and fulfils most learning outcomes with above average competency.
B	High performance generally, with average performance on some areas.
B-	Good performance on some learning outcomes and less satisfactory on others, resulting in overall a good performance.
C+	Satisfactory performance overall, shows an average grasp in most of the learning outcomes.
C	Satisfactory performance overall, shows an average grasp in some of the learning outcomes.
C-	Satisfactory performance overall, shows an average grasp in a few of the learning outcomes.
D+	Barely satisfactory performance overall, shows less than average in some of the learning outcomes.
D	Barely satisfactory performance overall, shows less than average in almost all the learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes OR failure to meet specified assessment requirements.

ACADEMIC HONESTY AND PLAGIARISM

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>. With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide. The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.