BIBL 6102 HEBREW READINGS
Readings in the Book of Ruth

North Park Theological Seminary
Spring 2027 — Thursdays 12:00–1:00 pm Central Time
Nyvall 211 & Teams

INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION

In this advanced language course, students engage in sustained translation and exegetical discussion of selected texts from the Hebrew Bible, with careful attention to grammar, syntax, and text-critical issues, as well as to literary shape, canonical context, and broader theological and ministry implications.

Building on prior grammar study, students deepen their facility with Hebrew discourse, textual analysis, and theological interpretation. Through close reading and guided discussion, the course cultivates disciplined attentiveness to the Hebrew text, strengthening long-term language retention while forming students who can handle the Old Testament with clarity, confidence, and theological depth in both scholarly research and pastoral ministry. This course is graded Pass/Fail.

REQUIRED TEXTS

1. A Hebrew Old Testament: Brown II, A. Philip, and Bryan A. Smith, eds. *A Reader's Hebrew Bible:*.2nd ed. Grand Rapids, MI: Zondervan, 2026. Or: BHS .תורה נביאים וכתובים

2. A Lexicon: Holladay, W. L. *A Concise Hebrew and Aramaic Lexicon.* Grand Rapids, MI: Eerdmans, 1988. Or: *BDB.*

3. *A Syntax Grammar:* Arnold, Bill T., and John H. Choi. *A Guide to Biblical Hebrew Syntax.* 2nd ed. Cambridge: Cambridge University Press, 2018. Or: an equivalent syntax grammar.

4. A Guide to Reading Biblical Hebrew: (choose either below)

Ebook: Howell, Adam J. 2022. *Ruth: A Guide to Reading Biblical Hebrew*. Bellingham, WA: Lexham Academic.

-OR-

Print book: Howell, Adam J. 2021. *Ruth: A Guide to Reading Biblical Hebrew*. Bellingham, WA: Lexham Academic.

DEGREE LEARNING OUTCOMES
The major North Park Theological Seminary degree learning outcomes this course intends to address are:

MACF
Interpret Scripture with historical and theological integrity in relation to Christian formation.
MACM
Interpret Scripture with historical and theological integrity in relation to one's ministry.
MATS
Interpret Scripture with historical and theological integrity for diverse communities and contexts.
MDIV
Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.

***IDEA* OBJECTIVES**
North Park Theological Seminary uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience.
These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us, and we use them for ongoing efforts to improve the quality of our courses. These are the course learning objectives

COURSE LEARNING OUTCOMES
By the end of the course, students will be able to:

1. **Accurately translate and parse** selected Old Testament Hebrew texts, applying advanced knowledge of Hebrew grammar, syntax, and discourse features.
(Assessed through Translation and Parsing - 20%)

2. **Analyze and evaluate** text-critical issues in selected Old Testament Hebrew passages, explaining how variant readings affect translation and interpretation.
(Assessed through attendance and participation - 80%)

3. **Articulate and defend** translation decisions in class discussion, demonstrating disciplined engagement with the Hebrew text and thoughtful interaction with peers.
(Assessed through attendance and participation - 80%)

2Each Course Learning Outcome is directly aligned with graded course components. Translation and parsing assignments (20%) assess students' ability to accurately translate and apply advanced grammatical knowledge (CLO 1). Attendance and participation (80%) assess students' ability to analyze and evaluate text-critical issues and to articulate and defend translation decisions through sustained, prepared engagement in class discussion (CLOs 2–3).

PREREQUISITES
BIBL 6100 Biblical Hebrew 1 and BIBL 6101 Biblical Hebrew 2, or equivalent.

PROCEDURE
At each class meeting, we will engage in sustained, collaborative translation and exegetical discussion of selected passages from the Hebrew Bible. Class sessions are structured around careful, verse-by-verse reading of the Hebrew text.

Students must come thoroughly prepared to take a turn translating the assigned passage aloud. Preparation includes:

- Parsing all verbal forms and identifying significant morphological features.
- Analyzing key grammatical and syntactical constructions.
- Noting discourse features and literary structure where relevant.
- Identifying significant text-critical issues and considering their implications for translation.
- Reflecting briefly on how translation decisions may shape theological understanding and ministry application.

Students should be ready not only to offer a translation, but also to explain and defend their rendering with reference to grammar, syntax, textual evidence, and broader canonical context. Because the course depends on disciplined preparation and shared exegetical work, each student's readiness directly contributes to the learning of the whole class.

ASSESSMENTS

Translation & Parsing – 20%
Throughout the semester, students will prepare translations and full parsing for each assigned Hebrew passage using the provided worksheets on Canvas. These worksheets are designed to support careful grammatical analysis and sustained engagement with the Hebrew text.

Students are not required to submit weekly written work. Instead, they will upload a complete and polished set of translations and parsing work for all assigned passages to Canvas by the final day of class.

This final submission will be evaluated for:

- Accuracy of translation
- Precision in parsing verbal and significant nominal forms
- Demonstrated understanding of grammatical and syntactical structures
- Evidence of growth and refinement across the semester
    - This component assesses CLO 1 (accurate translation and application of advanced grammatical
    - knowledge).

Attendance & Participation – 80%

Because Hebrew Readings is structured around live, collaborative translation and exegetical discussion, attendance and active participation constitute the primary mode of assessment. Students are expected to come to each class fully prepared, having:

- Completed translation and parsing of the assigned text
- Reflected on key grammatical, syntactical, and discourse features
- Considered significant text-critical issues
- Thought through major translation decisions

Participation includes:

- Translating passages aloud when called upon
- Accurately parsing forms in class
- Analyzing and evaluating textual and grammatical issues
- Explaining and defending translation decisions with clarity and textual evidence
- Engaging constructively with peers in scholarly discussion

Because the course depends upon disciplined preparation and sustained exegetical dialogue, consistent readiness and meaningful contribution are essential to both individual learning and the learning community.

Attendance Policy

Because this course depends on live, collaborative translation and discussion, regular attendance is essential. Students may miss up to **two class sessions** without penalty. When possible, students should inform the professor in advance if they will be absent. More than two absences may affect the student's Attendance and Participation grade and will be evaluated at the professor's discretion, taking into account the circumstances surrounding the absences. This component assesses CLOs 2–3 (analysis and evaluation of text-critical issues; articulation and defense of translation decisions).

GRADING

This class is a one-credit course and will be graded on a Pass/Fail basis. Students who achieve a standard equivalent to a grade of C- or higher will pass.

Final grade breakdown

Translation & Parsing: 20%; Attendance & Participation: 80%

NPTS Grading Scale

A 95–100	C 80–83
A- 93–94	C- 78–79
B+ 91–92	D+ 76–77
B 88–90	D 72–75
B- 86–87	D- 70–71
C+ 84–85	F 0–69

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to

the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.

Copying another's answers on an examination.

Deliberately allowing another to copy one's answers or work.

Signing an attendance roster for another who is not present.

Use of ChatGPT or other AI composition software to impersonate individual assignments.

For additional information, see the Seminary Academic Catalog, pp. 25–26.

ACCOMMODATIONS

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please email the Disability Access Specialist or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

TITLE IX

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or TitleIX@northpark.edu to learn more about reporting options, resources, and support services. As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty members are private resources meaning we are legally obligated to share information about the behavior reported above with the University's Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or counseling@northpark.edu. Please refer to North Park's Safe Community site for reporting, contact information, and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family

issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see page 15 of the Seminary Academic Catalog.

CLASS SCHEDULE

For each class session, translate the biblical passage, parse all verbs (keep a written record of your translation and parsing work—worksheets for each passage will be posted on Canvas), and practice reading the passage out loud.

Week	Date	Assigned Passage	Reading
1	1/14	Ruth 1:1-5	*A Reader's Hebrew Bible* Howell, *Introduction* and *1:1-5*
	MIDWINTER	NO SESSION	
2	1/28	Ruth 1:6–15	*A Reader's Hebrew Bible* Howell, *1:6–15*
3	2/4	Ruth 1:16–18	*A Reader's Hebrew Bible* Howell, *1:16–18*
4	2/11	Ruth 1:19–22	*A Reader's Hebrew Bible* Howell, *1:19–22*
5	2/18	Ruth 2:1–3	*A Reader's Hebrew Bible* Howell, *2:1–3*
6	2/25	Ruth 2:4–13	*A Reader's Hebrew Bible* Howell, *2:4–13*

7	3/4	Ruth 2:14–23	*A Reader's Hebrew Bible* Howell, *2:14–23*
8	READING WEEK	NO SESSION	
9	3/18	Ruth 3:1–5	*A Reader's Hebrew Bible* Howell, *3:1–5*
10	3/25	Ruth 3:6–16	*A Reader's Hebrew Bible* Howell, *3:6–16*
11	4/1	Ruth 3:17–18	*A Reader's Hebrew Bible* Howell, *3:17–18*
12	4/8	Ruth 4:1–6	*A Reader's Hebrew Bible* Howell, *4:1–6*
13	4/15	Ruth 4:7–12	*A Reader's Hebrew Bible* Howell, *4:7–12*
14	4/22	Ruth 4:13–17	*A Reader's Hebrew Bible* Howell, *4:13–17*
15	4/29	Ruth 4:18–22	*A Reader's Hebrew Bible* Howell, *4:18–22*
16	FINALS WEEK	NO SESSION	