Intermediate Biblical Hebrew (Extended) (TMM2091)

Module Level:	5
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	TMM2097 Intermediate Biblical Hebrew

Aims:	To enable students to gain fluency in Hebrew through reading selected passages from the biblical text.
	To enable students to develop further their skills in biblical Hebrew with respect to the translation and exegesis of these passages.
	To enable students to engage with up-to-date Hebrew Bible scholarship on the relevant texts.
	To consider, among other things, matters of history, literary analysis, background and theology.

Content:	Consolidation and extension of previous Biblical Hebrew language learning with a focus on syntax.
	Comprehension of Biblical Hebrew texts of intermediate difficulty (e.g., from Deuteronomy; Joshua; 1–2 Kings; Jonah).
	Introduction to textual criticism, semantic analysis, and syntactic analysis beyond the level of clauses.
	Introduction to intermediate Biblical Hebrew reference grammars (e.g., B. T. Arnold and J. H. Choi; C.H.J. van der Merwe, J. A. Naudé and J. H. Kroeze).
	Discussion of exegetical and theological issues that the language of the chosen texts raises.

Learning Outcomes:	By the end of this module students will be able to

Subject Specific Knowledge [SSK1]

Translate accurately and discuss knowledgeably matters of language, content and major textual variants.

Engage with scholarship in discussion of the historical, literary and theological content of the text.

Form their own interpretation of the text, in dialogue with the recent or past history of interpretation.

***Subject Specific Skills* [SSS 1]**

Use semantic, syntactic, exegetical and interpretative skills for the close study of the biblical text.

***Key Skills* [KS1, 3]**

Use generic linguistic skills.

Identify, gather and evaluate textual source materials for a range of purposes.

Take responsibility for a task that involves independent inquiry; the management of time, resources and use of IT; meeting deadlines, evaluating the task and learning from it.

Modes of Teaching and Learning:	Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'
Contact Hours:	Contact hours to be specified by each TEI using the 'Guidelines for Contact Hours'.
Formative Assessment:	Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.
Summative Assessment:	Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate programmes.
Indicative Reading:	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.