

THEO 5214 Hebrew Bible Exegesis
First Term 2019-20
05/09/2016 - 28/11/2016
Thur 10:30 am-1:15 pm
Theology Bldg T21
Lecturer: Dr. Li Kwan Hung Leo
Office: YCL LG106; email: khileo@cuhk.edu.hk

COURSE DESCRIPTION

In addition to reviewing matters introduced in 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. Key concepts: 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. Key concepts: 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). Key concepts: Textual criticism
(A) The Masoretic Text in BHS and BHQ	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 BHS and BHQ. Key concepts: 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. Key concepts: Dead Sea Scrolls, manuscripts; fragments; reconstruction
(C) Selecting a Reading	The task of evaluating evidence and the principles that govern the selection. Key concepts: 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. Key concepts: 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. Key concepts: historicity, biblical history, context and background
6. Literary Criticism	The tasks of literary criticisms. Key concepts: 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. Key concepts: 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:

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	0.5-1 Hr	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 BHS and BHQ 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 BHQ for the set text. (15%)</p> <p>Submission: 31st Oct 2019</p>	<p>As textual criticism is the groundwork to all exegesis, this exercise is foundational. The student will interpret the apparatus for BHS since not all the biblical books have been completed in English translation in BHQ. The student should also appreciate what is available as textual critical notes from BHS and BHQ. The 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. The student can describe the layout of the Masoretic text. 2. The student can explain how the BHS scholars account for the various manuscripts and why the MT or scholars prefer certain readings. 3. The student can read and interpret the apparatuses of BHS and BHQ. 4. The 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: 21th Nov</p>	<ol style="list-style-type: none"> 1. The student receives a guided learning experience on how to use all the available resources: concordances, lexicons, dictionaries and theological dictionaries for this task. 2. The student selects scope and defines limitations to discern meanings in texts. 3. The student creates meaningful boundaries on the semantic range of the word – a similar task lexicographers attempt. 4. The 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. The student compares and evaluates their own outcomes to those found in theological dictionaries. The student learns to analyze both the potency and limitations of word studies. To what extent can word study be meaningful? 	<ol style="list-style-type: none"> 1. Students grasped 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. The student recognizes what is semantic range, and also how word usage in different texts might affect range of meanings. 3. The student appreciates the significance of scope and selection of texts. 4. The student realizes the task of textual criticism as primary to lexical studies. 5. The student engages the use of the Biblical Hebrew grammar books to help with deriving meanings for occurrences. 6. The student performs critical analysis and reflection on the steps undertaken to complete the task. 7. The 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%)</p>		

<p>Follow the format by Steck in Chapter One, p.7. (answer in point form accordingly and must not exceed 800 words).</p> <p>Submission date: 12th Sep</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. The 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. The student records a thorough analysis of a text by observing how a text is presented (according to Steck's series of questions). 2. The student develops critical observation of structures and inconsistencies in a text. 3. The 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.</p> <p>Submission date: 28th Nov</p>	<p>Through Steck's procedures, the student learn to ask critical questions concerning the historical context of a text.</p>	<ol style="list-style-type: none"> 1. The student discerns between the history presented in the text and the history when the text is composed. 2. The 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.</p> <p>Submission date: 15th Dec</p>	<ol style="list-style-type: none"> 1. The student follows Steck's guided procedure for this task. The student observes for structure, identifying connectives and words, literary integrity, disunity, and contexts; doublets; tensions; layers; etc. 2. The student incorporates Biblical Hebrew grammar principles and considers structures in literary composition of a text. 	<ol style="list-style-type: none"> 1. The student applies Biblical Hebrew grammar principles for this part of the exegetical task. 2. The student constructs an outline determined by the literary component that they select as theme. 3. The student considers how an in-depth 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.</p> <p>Submission date: 15th Dec</p>	<ol style="list-style-type: none"> 1. The student recognizes not all commentaries were written for the same purposes and the value of each are different. 2. The 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%) (a.) Completion of all reading assignments allocated through the diligent completion of the Reading Log. (b.) Active positive engagement in class during the hands-on learning experience of using the resources is expected.</p>	<ol style="list-style-type: none"> 1. This course covers a few technical topics and primary reading materials are necessary to grasp the intention of each task. 2. A positive learning attitude is expected as we go through the steps in achieving each learning outcome. 	<ol style="list-style-type: none"> 1. The student covers the necessary knowledge to grasp each learning activity. 2. The student can account the steps and purposes on how each task can be completed.

Assignments 2, 3 and 4 must be submitted via the Webpage of the Chinese University Plagiarism Identification Engine <https://veriguide2.cse.cuhk.edu.hk/cuhk/index.jsp>; and send the same hard copy to your teacher through blackboard. Upon receipt of an acknowledgement, print out the receipt and signed Academic Honesty Declaration Statement, hand them together to the teacher. Failure to hand in on the due date will be subjected to penalization.

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.

COURSE TEXTBOOKS

Biblia Hebraica quinta editio cum apparatu critico novis curis elaborato: Megalloth, 18. Stuttgart: Deutsche Bibelgesellschaft, 2004. OR

Biblia Hebraica quinta editio cum apparatu critico novis curis elaborato: The Twelve Minor Prophets, 13. Stuttgart: Deutsche Bibelgesellschaft, 2010.
[Abbreviation: *BHQ*]

Elliger, K., and W. Rudolph. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1990
[Abbreviation: *BHS*].

Jouon, Paul S.J, *A Grammar of Biblical Hebrew*. 2 vols.; translated and revised by T. Muraoka; Subsidia Biblica, 14/1-2; Pontifical Biblical Institute Press, 2006. [Abbreviation: *M*]

Steck, Odil Hannes, *Old Testament Exegesis*. trans. James D. Nogalski. Resources for Biblical Studies, 39. Georgia, Atlanta: Scholars Press, 1998.
[Abbreviation: *S*]

Wegner, Paul D. *A Student's Guide to Textual Criticism of the Bible*. Illinois: IVP, 2006. [Abbreviation: *W*]

COURSE SCHEDULE AND READINGS

<i>Class</i>	<i>Date</i>	<i>Class Discussion</i>
1	5/9	Introduction to Hebrew Bible Exegesis (Bring S) Key concepts: exegesis, interpretation and imagination Area covered: S, "The Task of Old Testament Exegesis", 1–35; Activity: Assignment 3(Part A). - Steck chapter 1 (p. 7) on the set text
2	12/9	Hebrew Grammar and Syntax I Revision of Hebrew Grammar Key concepts: morphology and syntax
3	19/9	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 Psalms 23:1–6 and Prov. 2 (or other non-narrative texts).
4	26/9	Textual Criticism: The Masoretic Text in BHS and BHQ I (Bring <i>BHS</i> , <i>BHQ</i> , and <i>W</i> ; and previous translations on the set text) Key concepts: transmission of texts; Masorettes; <i>BHS</i> and <i>BHQ</i> Textual Apparatus; Masoretic Notations; transmissional errors Area covered: Introduction to Transmission of Texts; <i>W</i> Chps 1–3
5	3/10	Textual Criticism: The Masoretic Text in BHS and BHQ II Introduction to Textual Criticism; <i>W</i> Chp. 4 (pp. 89–105) Reading the BHS Apparatus for the set text with reference to <i>W</i> Excursus 1 (pp. 106–119).
6	10/10	Introducing the Dead Sea Scrolls--Learning to use the volumes: Discoveries of the Judean Desert [<i>DJD</i>] Reading the DSS of the set text's manuscripts, and the BHQ Apparatus
7	17/10	Textual Criticism: Selecting a Reading: <i>W</i> Chp 5; Comment and evaluate on <i>BHQ</i> notes on the set text (Assignment 1(a) and 1(b)).
8	24/10	Note: We will also consider a few commentaries here. (Topic: Appreciating commentaries) Key concepts: urtext; Internal and external evidence; best reading; Emendation
9	31/10	How to do a Word Study Key concepts: semantic range; scope, lexicography
10	7/11	Determining the Historical Contexts <i>S</i> Chp 9; Bring <i>S</i> . Assignment 3 (Part B)
11	14/11	Literary Criticism Key concepts: structure, identifying connectives and words, literary integrity, disunity, and contexts; doublets; tensions; layers
12	21/11	<i>S</i> Chps 1 and 4
13	28/11	The Other Exegetical Methods and the Exegetical Process Key concepts: redaction, form-critical, tradition historical. <i>S</i> Chp 11 Bring <i>S</i>

****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

*Botterweck, G. J., H. Ringgren, H.-J. Fabry (eds.). *Theological Dictionary of the Old Testament*. Eerdmans. 17 vols. Grand Rapids: Eerdmans, 1977-.

Brown, Driver, and Briggs. *A Hebrew & English Lexicon of the Old Testament*. Reprinted; Peabody, MA: Hendrickson, 1979.

Clines, David J.A., ed. *The Dictionary of Classical Hebrew*. 9 vols. Sheffield: Sheffield Academic Press, 1993-2016.

Jenni, E. and C. Westermann (eds.). *Theological Lexicon of the Old Testament*. 3 vols.; Hendrickson, 1997.

Ludwig, Koehler and Walter B. Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament*. Trans. by M.E.J. Richardson. 5 vols.; Leiden: E.J. Brill, 1967-95.

Concordance

*Even-Shoshan, E., *A New Concordance of the Old Testament Using the Hebrew and Aramaic Text*. 2nd ed. Grand Rapids: Baker, 1989. The best concordance for the Hebrew text of the Old Testament.

Hatch, Edwin and Redpath, Henry. A. *A Concordance to the Septuagint*. 3 vols. Grand Rapids: Baker, 1987.

Grammar and Syntax

Arnold, Bill T., and John H. Choi, *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University, 2003.

Cowley, A.E., and E. Kautzsch, (eds.) *Gesenius' Hebrew Grammar*. 2nd ed. Oxford: Oxford University, 1910. Traditionally the best of the reference grammars.

Muraoka, Takamitsu. *A Biblical Hebrew Reader: with an Outline Grammar*. Leuven/Paris/Bristol/CT: Peeters, 2017.

Seow, C. L. *A Grammar for Biblical Hebrew*. 2nd ed. Nashville, Tenn.: Abingdon, 1995.

Waltke, Bruce K. and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake: Eisenbrauns, 1990.

Dead Sea Scrolls Reference

Discoveries in the Judean Desert 40 vols. Oxford: Oxford University, 1951–2011. [DJD]

Martínez, Florentino García and Eibert J.G. Tigchelaar. *The Dead Sea Scrolls: Study Edition*. 2 vols. Leiden/Michigan/Cambridge: Brill/Wm B. Eerdmans, 1997-98. (online access: <https://ebookcentral.proquest.com/lib/cuhk-ebooks/detail.action?docID=253461>)

Other Books

Brotzman, Ellis R. *Old Testament Textual Criticism*. Grand Rapids: Baker, 1994.

Chisholm, Robert B. Jr., *From Exegesis to Exposition*. Grand Rapids: Baker, 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 Guides; Philadelphia: Fortress Press, 1974.

*McCarter, P. Kyle. *Textual Criticism: Recovering the Text of the Hebrew Bible*. Guides to Biblical Scholarship: Old Testament Guides. 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.

Stuart, Douglas. *Old Testament Exegesis: A Handbook for Students and Pastors*. 3rd ed.; Louisville: Westminster John Knox, 2001.

*Tov, Emanuel, *Textual Criticism of the Hebrew Bible*. Minneapolis: Fortress, 1992.

Van Pelt, Miles V., and Gary D. Pratico. *Graded Reader of Biblical Hebrew*. Grand Rapids: Zondervan, 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.

Miscellaneous Items of Interest

<http://www.denverseminary.edu/article/annotated-old-testament-bibliography-2007>

Suggested for anyone with a weak background in English grammar:

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew: Learning Biblical Hebrew Grammatical Concepts through English Grammar*. Peabody, MA: Hendrickson, 2002.

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! I would definitely recommend this book to any student who is having trouble with grammar.

Vocabulary, Parsing, and Quiz Website made by a DTS student with the needs of DTS students in mind: <http://www.creativemargin.com/learn/iParsing/>

Biblia Hebraica Stuttgartensia: A Reader's Edition. Peabody: Hendrickson, 2014.

This book provides the same Hebrew text as BHS but without the text-critical apparatus. At the bottom of each page are parsing and meanings for the words on the page that appear fewer than 70 times in the OT or those having a weak verb root. A glossary at the back gives meanings for words used over 70 times. (A person might consider having this as a paper copy of the Hebrew Bible and an electronic version of BHS with its apparatus. Think about what might work best for you.)

Vocabulary Website, called ProVoc (has Hebrew and other languages also).

It is for Mac OS X <http://www.arizona-software.ch/provoc/>

Vocabulary Website: <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

Another Vocabulary & Paradigm Website:

http://www.lionelwindsor.net/language_tools_hebrew.html

Quiz Website: <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/>

Font Website: <http://scripts.sil.org/SILEzra>

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

For reading in Hebrew or Greek with assistance: Being developed by John Dyer at DTS, an online Hebrew and Greek reader's Bible <<http://bible.johndyer.name/>>. You type the reference of the OT or NT verse or verses that you want to read and the level of vocabulary assistance you want; it has other features also.

Audio Website: <http://www.audiotreasure.com/>. This site has the Bible read in various languages (Russian, Italian, Mandarin, Hindi, etc.). Here is the direct link to Hebrew: <http://www.audiotreasure.com/mp3/Hebrew/Hebrew.htm>

Audio Website: audioscriptures.org provides free access to the Bible read in a large number of languages, including Hebrew.

Audio Website: <http://www.talkingbibles.net/files/0123/OT/OT.html>

Audio Website: This one has the OT read aloud and is especially easy to use.

http://www.aol.org/hebrew_audiobible.htm

Audio Website: OT read in Hebrew available in Mp3 format here:

<http://www.mechon-mamre.org/p/pt/pt00.htm>

Audio Website: Charles Grebe at [animatedhebrew.com](http://www.animatedhebrew.com) said,

“You can get an excellent recording of the entire Hebrew Bible by Shlomo Bertonov from [The Central Library for the Blind](#) in Israel. The last time I checked the cost was US\$50. They also have a sample of the recording on the web site. This same recording (by Shlomo Bertonov) is also available from resellers in the US e.g. (hebrewworld.com, solomonstreasurechest.com). You will probably also find an audio editor useful to give you better playback control. Especially when you are just starting, the audio recordings will be too fast for you to follow. With an audio editor you can select short portions of the recording to playback repeatedly. I recommend [Audacity](#). It's free, open source, cross-platform and easy to use.”

Aleppo Codex Website: <http://www.aleppocodex.org>

Isaiah Scroll Website: http://www.imj.org.il/shrine_center/Isaiah_Scrolling/index.html

<http://www.imj.org.il/shrine_center/Isaiah_Scrolling/index.html>

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

Leningrad Codex table of contents, two websites:

<http://www.echoofeden.com/digest/slaveofone/2010/04/28/leningrad---codex---facsimile---online---toc/>

http://openlibrary.org/books/OL24998735M/The_Leningrad_Codex

Bible Search Software Websites:

<http://accordancebible.com/>

<http://www.bibleworks.com/>

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