I. Course Description

The goal of this course is to enable students to enrich their grasp of a given Scripture passage by researching its meaning in the original-language. Students will learn about the theory and practice of translation, the evaluation of translations, how to recognize when investigation of the original-language text is warranted, and how to pursue such investigation responsibly.

This course utilizes an online component (BlueQuill) as its major teaching medium. Access to a reliable computer and the internet through a high-speed means (dial-up access does not usually work satisfactorily in this course) is required, as is familiarity with the use of BlueQuill (assistance in BlueQuill is provided in video format within the course). It is highly recommended that you be familiar with computer and web functions prior to starting the course since it is not advised to try to learn them while the course is in progress. On-line learning often requires more self-motivation than a regular class and is not suitable for every student.

Students will interact with the professor, other students, and all course content through the ATS BlueQuill (BQ) learning management system (https://bqlearn.com/ashlandtheologicalseminary/). Students are required to login to the BQ course page frequently to ensure that they keep up-to-date with course work such as online discussions, assignments, etc. Further, all correspondence for the duration of the semester will be through the communication tool (messages) within BQ.

II. Student Learning Outcomes

As a result of this course, students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.
   A. Identify significant translational decisions that account for difference between major English translations.
   B. Map the distance between a given English translation and the original text.
   C. Formulate a strategy and identify resources helpful for closing the distance between his or her understanding of a passage on the basis of an English translation and the meaning of that passage in its original Hebrew or Greek.

2-6. Not assessed.
III. Course Requirements

A. Textbooks and Other Materials

4. Bible software package to be determined.

Students will also read several supplementary articles and chapters from books during the course of the semester, including the following. These will be supplied in .pdf format and posted online for ease of access.


B. Attendance/participation

Since this course is a purely online course, there is no formal ‘attendance’ in the traditional use of the term. “Attendance” means attentive engagement of all aspects of each week’s learning activities, including course discussions. Participation will be measured both quantitatively (“did the student check in for each activity?”) and qualitatively (“to what degree did the student reflect serious engagement of the material and contribute to an active learning community?”).

All assignments must be submitted to BlueQuill on or before the designated due date. Late papers will be subject to a deduction in grade.
Extensions will be granted only in the event of unexpected disruptions in your personal or professional life, not for regular job, family, or church matters. It will be your responsibility to apply for an extension prior to the final week of the class.

C. Assignments/Assessment of Student Learning

1. Weekly Projects/Assignments

Students will be responsible for completing weekly assignments that will provide opportunities for them to grow in particular skills and applications.
2. Midterm Exam
   Students will be responsible for defining and describing terms and concepts from material covered in the first three weeks of the course.

3. Alphabet Quizzes
   In two separate quizzes, students will be expected to recognize and sound out the consonants and vowels of the Hebrew and Greek alphabets.

4. Discussions
   In weekly real-time video and/or asynchronous online written discussions, respond to prompts concerning the weekly material.

5. Final Project
   The capstone assignment will give students the opportunity to show that they can:
   1. Meaningfully compare English translations, identify points of divergence reflecting of lexical and grammatical decisions (as opposed to mere location on a formal-to-functional equivalence scale), and identify the Hebrew and Greek forms behind these divergences/decisions;
   2. Access information in resources that will equip them to evaluate these decisions (and even discover alternatives beyond those represented in the major versions);
   3. Access lexical resources that will allow them to dig deeper into the meanings of particular words and bring the results to bear on hearing this particular passage in linguistically appropriate and defensible ways; and
   4. Communicate their analysis and discoveries in ways suitable for a ministry context.
   It will require written responses of approximately 10-12 double-spaced pages.

D. Calculation of Grade and Connection with Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly assignments</td>
<td>1A, 1B, 1C</td>
<td>50%</td>
</tr>
<tr>
<td>(including discussions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>1B, 1C</td>
<td>20%</td>
</tr>
<tr>
<td>Alphabet quizzes</td>
<td>1B, 1C</td>
<td>5%</td>
</tr>
<tr>
<td>Final project</td>
<td>1A, 1B, 1C</td>
<td>25%</td>
</tr>
</tbody>
</table>

IV. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Week ending 11:59 p.m. on</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-class work</td>
<td></td>
<td>The Hebrew and Greek Alphabets</td>
<td>Begin to learn the Greek and Hebrew alphabets, the conventions for transliteration, and pronunciation using the resources posted in the “Pre-class Work” folder. Students will be</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>January 31</td>
<td>History of [English] translation; Fundamentals of (English) grammar; introduction to the yet to be determined Bible software</td>
<td>Fee and Strauss, 135-157; Quiz on Hebrew Alphabet</td>
</tr>
<tr>
<td>8</td>
<td>March 6</td>
<td>Greek: The Case System</td>
<td>Black, It’s Still Greek, 19-56, 147-150; Fee and Strauss, 77-86</td>
</tr>
<tr>
<td></td>
<td>March 7-11</td>
<td>Spring break</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>March 20</td>
<td>The Greek Verb System: Indicatives, Infinitives,</td>
<td>Black, It’s Still Greek, 91-120</td>
</tr>
</tbody>
</table>

4
and Imperatives

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>March 27</td>
<td>The Greek Verb System: Participles, Subjunctives, and Optatives</td>
<td>Black, <em>It’s Still Greek</em>, 121-126</td>
</tr>
<tr>
<td>11</td>
<td>April 3</td>
<td>Greek: Inferential Markers and Structural Indicators</td>
<td>Black, <em>It’s Still Greek</em>, 127-146</td>
</tr>
<tr>
<td>12</td>
<td>April 10</td>
<td>Greek Pronouns, Prepositions, and Adjectives</td>
<td>Black, <em>It’s Still Greek</em>, 57-90</td>
</tr>
<tr>
<td>13</td>
<td>April 17</td>
<td>How do words mean: doing word studies</td>
<td>Fee and Strauss, 45-75; Peter Cotterell and Max Turner, <em>Linguistics and Biblical Interpretation</em>, 129-187. [.pdf]</td>
</tr>
<tr>
<td>14</td>
<td>April 24</td>
<td>Comparing translations as representations of grammar and meaning: the Old Testament; Finding resources for the task.</td>
<td>TBA</td>
</tr>
<tr>
<td>15</td>
<td>May 1</td>
<td>Comparing translations as representations of grammar and meaning: the New Testament; Finding resources for the task.</td>
<td>TBA</td>
</tr>
<tr>
<td>16</td>
<td>May 8</td>
<td>Complete work on Final Project</td>
<td>Due May 11 by 9:00 am EST</td>
</tr>
</tbody>
</table>

The instructors reserve the right to alter the schedule of topics and assignments in order to facilitate the class's ability to attain the learning outcomes.

V. Recommendations for Lifelong Learning

1. Take Biblical Hebrew 1 & 2 and/or Biblical Greek 1 & 2! In the end, there’s no substitute for truly immersing yourself in the original language and learning to read the Bible in Hebrew and Greek. These courses will also increase your ability to critically engage resources discussing and drawing conclusions based on the original languages.

2. Purchase a well-integrated Bible software program like the *Logos Gold Library* or *BibleWorks10* and begin to explore the English translations in close concert with the information available therein concerning the Hebrew and the Greek original text. Make ample use of the tutorials included with either package (those included with Logos are admittedly more extensive and better developed) so as to make use of the full range of original-language Bible study resources available to you in the package.
3. If you opt out of suggestion #1, avail yourself of the language learning programs that can be purchased for, and will help you use better, the Logos research system: *Learn to Use Biblical Greek and Hebrew with Logos Bible Software*. For those who also opt out of suggestion #2, there are many helpful resources in print for “teaching yourself” Greek and Hebrew, often with exercises and answer keys.

4. In your sermon or teaching preparation, or in your personal study, make regular use of a well-reviewed resource that will help keep you aware of and help you close the gap in the distance between the English translation on which you tend to lean and the range of probable meanings in the original text. The volumes in the *Word Biblical Commentary*, the *New International Commentary on the Old Testament* and *New International Commentary on the New Testament*, and the *Baker Exegetical Commentary on the New Testament* are designed to do just that.

VI. Seminary Guidelines

A. **ATS Academic Integrity Policy**
Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

B. **Academic Support Services**
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. **Students with Disabilities**
A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).
### D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

**Baker/deSilva Interpretation of the ATS Grading Scale** (We are indebted to our colleague Dr. Hawk for this list)

A Signifies work that generally exhibits a depth of research, thought and critical thinking, and may include an insight we haven’t thought of before or information we haven’t encountered. Sparks are flying. You’ve got us thinking!

B Signifies work that exhibits thoughtful integration, a direct and careful engagement with the assignment, and sound critical thinking. We experience a deep sense of fulfillment that learning has taken place.

C Signifies a minimal engagement with the assignment characterized by a perfunctory or hackneyed response and shallow critical reflection. We yawn.

D Signifies gaps in thinking or a deficient response to the readings or written work. We reach for my Tums.

F Signifies failure to address the core components of the reading or written assignments. We watch an episode or two of Monty Python in a vain attempt to restore our cheery disposition.

**VII. Selected Bibliography**
1. The Text of the Hebrew Bible and New Testament


2. The History of the Translation of the Bible


3. Issues in Translation


Andreas Koestenberger and David A. Croteua, editors, *Which Bible Translation Should I Use? A Comparison of Four Major Recent Versions*. Nashville: Broadman and Holman, 2012. [Note: the publisher also publishes the Holman Christian Standard Bible, one of the four reviewed.]


4. Biblical Languages (Learning and Reference)


5. Hebrew and Exegesis


6. Greek and Exegesis


