

**OTHB5300 – Introductory Hebrew Grammar**  
**New Orleans Baptist Theological Seminary**  
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**Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**Core Purpose, Core Value Focus, and Curriculum Competencies**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus of NOBTS for this year is Mission Focus. This course addresses Doctrinal Integrity in that the course is designed to prepare the student to grow in understanding and application of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. This course primarily addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately.

**Course Description**

This course consists of a basic study of the fundamentals of biblical Hebrew using an inductive method and focusing on narrative literature. The course serves as a foundation for reading in the Hebrew Old Testament and for advanced study of Hebrew grammar and syntax.

**Student Learning Outcomes**

Students who successfully complete the course will have:

*Knowledge*

- A. Learned basic grammatical forms and functions of biblical Hebrew
- B. Come to understand the basic syntax of Hebrew narrative texts
- C. Mastered a basic vocabulary of biblical Hebrew
- D. Acquired an adequate foundation for further study of biblical Hebrew

*Attitudes*

- A. Begun to see the value of reading from the "original" Hebrew for interpreting the Old Testament
- B. Achieved a growing appreciation for the richness of the Old Testament language
- C. Become motivated to embrace the discipline of Hebrew language study as a part of an ongoing commitment to excellence in ministry.

*Skills*

- A. Read biblical Hebrew properly (use proper pronunciation)
- B. Translated from representative Hebrew narrative texts
- C. Implemented basic grammatical and syntactical elements of basic Hebrew narrative texts
- D. Utilized a basic lexicon, an introductory grammar, and other selected resources as effective tools for translating and interpreting biblical Hebrew texts.

## **Course Teaching Methodology**

This course consists of a basic study of the fundamentals of biblical Hebrew using an inductive method and focusing on narrative literature. The course serves as a foundation for reading in the Hebrew Old Testament and for advanced study of Hebrew grammar and syntax.

## **Textbooks and Resources**

Hunter, A. Vanlier. *Biblical Hebrew Workbook: An Inductive Study for Beginners*. Lanham, MD: University Press of America, 1988. [Biblical Hebrew Workbook](#)

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: William B. Eerdmans, 1998. [Concise Hebrew and Aramaic Lexicon](#)

Elliger, K. and W. Rudolph. *Biblia Hebraica Stuttgartensia*. New York: American Bible Society, 2001. [BHS](#)

SPTiberian Hebrew Font for your computer

## **Optional Resources**

Kelley, Page H. *Biblical Hebrew: An Introductory Grammar*. Grand Rapids: William B. Eerdmans, 1992. [Kelley's Grammar](#)

This is a deductive grammar. Dr. Jim Parker of NOBTS has cross-referenced the material in Hunter's Workbook with Kelley's Grammar and this material will be provided. This grammar, and the work Dr. Parker has done, is a great aid for students who find the inductive method of learning to be more challenging.

Brown, F., S. Driver, and C. Briggs. *The Brown-Driver-Briggs Hebrew and English Lexicon*. Rev. ed. Peabody, MA: Hendrickson Publishers, 1996. [BDB](#)

*Hebrew Tutor for Multimedia CD-ROM*. Hiawatha, IA: Parsons Technology, 1995. [Hebrew Tutor](#)

This resource provides an excellent complement for this study of Hebrew Grammar. It provides practically a full grammar with full pronunciation of the language, interactive drills on vocabulary, as well as a wide array of material readily available to reinforce the approach we will take.

Dillard, Raymond B. *Biblical Hebrew Vocabulary Cards*. Springfield, OH: Visual Ed., 1981. [Hebrew Vocabulary Cards](#)

Flashcards like these are a great tool for learning vocabulary. Other digital options for vocabulary flashcards are also available. The NOBTS app available on Apple and Android devices provides a "Toolkit" with both Hebrew and Greek flashcards. Also, [quizlet.com](#) offers students the opportunity to create their own digital Hebrew flashcards.

## **Course Covenant**

The Course Covenant attached to this syllabus is an agreement between the students and the professor to insure that students have the best opportunity to learn the Hebrew language. *No assignments will be accepted until the student has submitted his/her signed Course Covenant.*

## Course Requirements

- A. Complete regular assignments in *Biblical Hebrew Workbook: An Inductive Study for Beginners*, **including reading and translating the Hebrew texts contained in those assignments.**
- B. Memorize vocabulary for regular assignments from *Biblical Hebrew Workbook*.
- C. Master basic grammatical and syntactical elements of the language so as to translate from Hebrew narrative texts.
- D. Become adept at the use of *A Concise Hebrew and Aramaic Lexicon of the Old Testament* by William L. Holladay.
- E. Enter into a covenant with the professor and the rest of the class regarding the guidelines for completing the work of the course. This covenant will be reflected in a written agreement.
- F. Attain passing average on all required work: consistent participation in all aspects of the online medium, acceptable performance on regular units of work, acceptable scores on vocabulary and sectional exams.

## Course Evaluation

<b>A. Participation</b>	<b>10%</b>
<b>B. Hebrew Alphabet &amp; Exercises</b>	<b>5%</b>
<b>C. Progress Checks</b>	<b>15%</b>
<b>D. Parsing Exercises</b>	<b>15%</b>
<b>E. Vocabulary Quizzes</b>	<b>15%</b>
<b>F. Mid-Term</b>	<b>20%</b>
<b>G. Final Exam</b>	<b>20%</b>

Work submitted after the due date will incur a **three (3)** point late penalty for each subsequent day it is not submitted. This insures that all students are treated fairly and are working at a similar pace. All assignments must be submitted by the last day of class. *No assignments will be accepted via email after the class has concluded.*

## Course Schedule

<b>Date</b>	<b>Assignments Due</b>
<b>Mon, May 23</b> 1:00 - 6:00p	Course Covenant Exercises 1-3 (pp. 9-11) <b>Alphabet Quiz</b>
<b>Tues, May 24</b> 8:30 - 11:30a 1:00 - 3:00p	<i>Translation - Gen 22:1</i> Progress Check 1 (p. 30)
<b>Wed, May 25</b> 8:30 - 11:30a 1:00 - 3:00p	<i>Translation - Gen 22:2-3</i> Progress Check 2 (p. 36)
<b>Thurs, May 26</b> 8:30 - 11:30a 1:00 - 3:00p	<i>Translation - Gen 22:4-8</i> Progress Check 3 (p. 44) <b>Vocabulary Quiz 1</b>
<b>Fri, May 27</b> 8:30a - 12:30p	<i>Translation - Gen 22:9-14</i> Progress Check 4 (p. 54) <b>Mid-Term</b>

<b>Mon, May 30</b> 1:00 - 6:00p	<i>Translation - Gen 22:15-19</i> Progress Check 5 (p. 70) Parsing Exercise 1
<b>Tues, May 31</b> 8:30 - 11:30a 1:00 - 3:00p	<i>Translation - Gen 12:1-4</i> Parsing Exercise 2 <b>Vocabulary Quiz 2</b>
<b>Wed, June 1</b> 8:30 - 11:30a 1:00 - 3:00p	<i>Translation - Gen 12:5-9</i> Parsing Exercise 3
<b>Thurs, June 2</b> 8:30 - 11:30a 1:00 - 3:00p	<i>Translation Gen 12:10-15</i> <b>Vocabulary Quiz 3</b>
<b>Fri, June 3</b> 8:30a - 12:30p	<i>Translation - Gen 12:16-20</i> <b>Final Exam</b>

**Extra Credit:** Students are given the option to earn up three (3) points toward their *final grade* by turning in their own rough ("wooden") translations of each passage translated for class. There are 9 days of translation required, meaning that each day a student turns in his/her translations he/she will receive up to 1/3 point on his/her final average for this class.

### **Additional Items**

**Attendance:** No absences are allowed for this course in order to receive credit.

**Courtesy:** Cell phones should be turned off or on silent at all times during class. Laptops, tablets, etc., are permitted, but students should use these items appropriately during class time. Surfing the web, checking email, or playing games are not appropriate. Any student that is found to be continually disruptive may be asked to leave the class.

**Dress Code:** Personal appearance and dress are a part of each individual's exemplary Christian witness. Modesty, neatness, cleanliness, and propriety in dress are expected. Caps, gym shorts, ragged shirts, or any clothing deemed immodest are inappropriate attire in the classroom. Individuals dressed in such attire may be asked to leave the class.

## **Introductory Hebrew Grammar Course Covenant**

Because of the unique privilege that I have to study biblical Hebrew and because I cannot benefit fully from the experience unless I learn the language well,

I covenant together with the professor and my fellow students to:

1. Spend the time necessary on a regular basis to complete required assignments;
2. Be prepared to participate appropriately in the elements of study in each unit, particularly those designed to foster interaction among students;
3. Master Hebrew vocabulary assignments for regular assignments and for exams;
4. Ask any questions necessary to understand the material, even though I might think they are stupid questions;
5. Be honest about any difficulties I may have in mastering the material and, as soon as possible, communicate with the professor about them.

In addition, although I will learn about many resources, readily available, which can help me to translate Hebrew, I will take the professor's word of warning that they will become inadequate crutches if used too early, and, in the long run, will hinder or prevent me from being able to use the language effectively, therefore,

I also covenant:

1. Not to use, in my daily preparation, computer resources, published translations, interlinear versions, parsing guides, analytical lexicons, or any similar resource, unless otherwise instructed;
2. Not to depend, for daily preparation, upon some other student's work;
3. Not to allow any other student to depend upon my work for daily preparation.

Lastly, I covenant to:

1. View this class as a positive adventure that will help me to grow;
2. Have a good time.

All of the above is built upon my assurance that the professor:

1. Is determined to help me master the subject as best I can;
2. Does not know everything and will make mistakes;
3. Will be fair, willing to listen, and willing to be flexible when necessary;
4. Intends to have a good time along with me.

I pledge that I have read the syllabus in its entirety, agree to abide by the syllabus, and willingly enter into this covenant agreement with the professor and my classmates.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## SELECTED BIBLIOGRAPHY

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