OTHB5300 – Introductory Hebrew Grammar (Internet)
New Orleans Baptist Theological Seminary
Mr. Jonathan Patterson, Adjunct Instructor
Office: (504) 816-8171; Cell (251) 259-8145; Fax (504) 816-8009
jmerrillpatterson@gmail.com
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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 Font (which may be downloaded from the Week 1 material in Blackboard)

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

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.

Long, Gary V. *Grammatical Concepts 101 for Biblical Hebrew*. 2d ed. Grand Rapids: Baker, 2013.

COURSE COVENANT

Learning Unit 1 contains the Course Covenant for this class. This 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 acknowledgment of his/her agreement to the 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. Pursue the work of the course in a systematic and timely fashion. At a minimum, students are to have **at least one contact per week with the professor** (submission, email, phone call, etc.).
G. 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. ***Students who miss one of the sectional exams or the final exam, without proper approval from the professor, will receive an automatic failure for the course.***

Course Evaluation

A. **Participation**   **6%**
(Includes a variety of types of activities that are required to insure an acceptable level of involvement in distance education experiences, such as email submissions, threaded discussions, chat room activities, adequate time online, etc.)
B. **Hebrew Alphabet & Exercises**   **5%**
C. **Progress Checks**   **10%**
D. **Parsing Exercises**   **15%**
E. **Vocabulary Quizzes (7 @ 2% each)**   **14%**
F. **Sectional Exams (2 @ 15% each)**   **30%**
G. **Final Exam**   **20%**

Unless the student has obtained prior approval from the professor to submit an assignment late**, 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. Work submitted more than **two (2)** weeks after the due date will not be accepted. Also, please note that ***all vocabulary quizzes and exams will be available until 11:59 p.m. on the Sunday due date with the exception of the Final Exam that must be completed by Thursday during exam week. After 11:59 p.m. on Sunday, quizzes and exams will be taken down from Blackboard and cannot be made up unless prior approval of the professor has been obtained or in the event of an emergency.***

* Please be aware that while you are not required to submit your translations on a weekly basis, the format of this course assumes that students are translating all texts on a weekly basis. Should it become apparent that students are not translating weekly texts, the professor reserves the right to call for translations of selected texts as part of the students' weekly participation grade.

** Approval to submit an assignment late may be granted in the event that the student is involved in a ministry project, mission trip, etc. However, it is the student's responsibility to inform the professor of such events as soon as he/she is aware of the event.

Course Schedule

Blackboard Unit	Assignments due	Due Date
WEEK ONE	*Course Covenant, Discussion Board Introductions, Hebrew Alphabet Exercise*	**Sunday, Jan 24**
WEEK TWO	*Exercise 1 (p. 9), Exercise 2 (p. 9), Exercise 3 (p.11)*	**Sunday, Jan 31**
WEEK THREE	Translate Genesis 22:1 (Wkbk pp. 25–29) *Trial Quiz*	**Sunday, Feb 7**
WEEK FOUR	Translate Genesis 22:2–3 (Wkbk pp. 31–41) *Progress Check 1 (p. 30), Progress Check 2 (p. 36)*	**Sunday, Feb 14**
WEEK FIVE	Translate Genesis 22:4–9 (Wkbk pp. 41–51) *Progress Check 3 (p. 44)* **Vocabulary Exam 1**	**Sunday, Feb 21**
WEEK SIX	Translate Genesis 22:10–11 (Wkbk pp. 52–53) *Progress Check 4 (p. 54), Discussion Board* **Vocabulary Exam 2** **FIRST SECTIONAL EXAM**	**Sunday, Feb 28**
WEEK SEVEN	Translate Genesis 22:12–16 (Wkbk pp. 55–63)	**Sunday, Mar 6**
WEEK EIGHT	Translate Genesis 22:17–19 (Wkbk pp. 63–69) *Progress Check 5 (p. 70),* **Vocabulary Exam 3** **Extra Credit Translations of Gen 22:1–19**	**Sunday, Mar 13**
SPRING BREAK – Mar 14-18		
WEEK NINE	Translate Genesis 12:1–4 (Wkbk pp. 77–82) **Vocabulary Exam 4**	**Sunday, Mar 27**
WEEK TEN	Translate Genesis 12:5–9 (Wkbk pp. 82–89) *Parsing Exercise 1*	**Sunday, Apr 3**
WEEK ELEVEN	Translate Genesis 12:10–15 (Wkbk pp. 90–95) *Parsing Exercise 2,* **Vocabulary Exam 5**	**Sunday, Apr 10**
WEEK TWELVE	Translate Genesis 12:16–20 (Wkbk pp. 95–97) *Parsing Exercise 3, Discussion Board* **SECOND SECTIONAL EXAM** **Extra Credit Translations of Gen 12:1–20**	**Sunday, Apr 17**
WEEK THIRTEEN	Translate Joshua 24:1–3 (Wkbk pp. 165–68) *Parsing Exercise 4,* **Vocabulary Exam 6**	**Sunday, Apr 24**
WEEK FOURTEEN	Translate Joshua 24:4–6 (Wkbk pp. 168–69) *Parsing Exercise 5, Discussion Board,* **Vocabulary Exam 7** **Extra Credit Translations of Josh 24:1–6**	**Sunday, May 1**
WEEK FIFTEEN	**FINAL EXAM**	**Sunday, May 8**

 * Any student planning to graduate in May *must* have all assignments submitted by May 8 in order to give the professor ample time to grade these assignments and have a grade submitted before graduation.

** The Blackboard shell for this class will close on Friday of exam week (May 13). Any late assignments *must* be submitted on or before this date. Assignments not received by this time will not be accepted and the student will receive a grade of 0 for those assignments.

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. These translations are due by Sunday night following the completion of each section. A part of the work for this class is translating the texts as we work through them, so there should be no reason for anyone to miss out on the extra credit!

Additional Items

Attendance: The term may seem strange for an Internet course, but you are expected to "show up" on a regular basis, participate consistently, and submit work as indicated in unit instructions. Failure to "show up" regularly may result in an administrative withdrawal from the course. If you have severe problems that are hindering your adequate participation, please contact the professor as soon as possible.

Courtesy: All members of the class are to follow the rules of common courtesy in all communications and interaction. Remember that real people are out there struggling at their keyboards just as you are. Timely and considerate response will be particularly important when students are interacting with other members of the class individually or corporately.

Submission of Work: The course is taught at present in something of an "open format," meaning that to some extent you may work at your own pace, within reason of course, but you should submit work on a regular basis. The problem, particularly in study of a language, is that if you get behind in the course, you will find it very difficult to catch up as you might in other types of courses. So approach the work in a disciplined manner, plan specific times to complete your work, and submit assignments regularly and systematically no later than the date given on the schedule above.

NOTE: Calling the course "open format" and allowing you to submit work at your own pace, within reason, does not mean that you can submit assignments in any order that you choose. The course is designed so that you make gradual progress in mastery of the language, and assignments that you are to submit are a part of that design. Consequently, assignments are to be submitted according to the order in which they are assigned and will be accepted for grading only in that order. If you are having problems with a particular assignment, that may be a sign that you need to do more study/work/review at that point. It may also be a signal that you need to consult with the professor on the matter.

Marvels and Messes: Computers are great tools, but they do not always work correctly all the time. You already know that, so make a practice of backing up your work. Because this is an online class, students are expected to have regular access to a working computer as well as an internet connection. While the professor recognizes that computers sometimes crash or are otherwise problematic, it is the student's responsibility to have a "back-up plan" in place should his/her computer malfunction. In addition, do not wait until the last day, hour, or minute to complete and/or submit your work. You may not be able to log on, the server may down (which does happen from time to time), and God alone knows what else might happen. So plan ahead. *Encountering these kinds of problems during last minute rushes does not constitute an excuse for failure to complete your work in a timely fashion*.

Honesty and Education: The Course Covenant already addresses some issues falling into this arena, but another note is in order. In a standard classroom educational environment, the time that all students are together with the professor is a very restricted time, so that great potential for dishonesty has always existed in that setting. With an Internet course, such a potential is certainly more real. While most components of the course will have built-in safeguards, some will not, by the very nature of the work. The challenge, then, for each of you, is to keep before you the goal of learning well the subject matter of this course. In your case, it is the Hebrew language, mastery of which will allow you to read the word of God written in one of its original languages. Such a privilege can hardly be overvalued. So determine to do the work, as it is assigned, so that you will have the best opportunity to succeed in the best sense.

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