



OTHB 5300 Introductory Hebrew Grammar

New Orleans Baptist Theological Seminary
Biblical Studies Division
Internet - Spring 2020

Professor's Name: Dr. Jonathan Patterson
Title: Adjunct Instructor; Director of the Accelerated MDiv Program
Office: 217C Hardin Student Center
Phone: 504-816-8171 (office); 251-259-8145 (cell)
Email: jpatterson@nobts.edu

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is Spiritual Vitality.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competency addressed in this course is biblical exposition.

Course Description

Students explore the foundations of Hebrew grammar and basic vocabulary so that they will be able to do basic translation and exegesis of the Hebrew text of the Old Testament. The course emphasizes basic grammatical constructions and rules of grammar as well as tools necessary for the student to work with the original language. The course includes basic readings from the Hebrew text.

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

Cook, John A. and Robert D. Holmstedt. *Beginning Biblical Hebrew: A Grammar and Illustrated Reader*. Grand Rapids: Baker, 2013. (BBH)

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

Seow, C. L. *A Grammar for Biblical Hebrew*. Revised edition. Nashville: Abingdon, 1995.

SPTiberian Font (which may be downloaded from the Week 1 material in Blackboard)

Optional Resources

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.

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

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

Course Requirements

- A. Weekly Exercises (10%): Students will be required to submit weekly exercises from the *Beginning Biblical Hebrew* textbook. The required exercises for each week will be given in class and on Blackboard. Students will submit their exercises on Blackboard prior to the end of the day on Sunday each week.
- B. Discussion Boards (10%): Students will submit at least one (1) response to the Discussion Board question on Blackboard each week, but are encouraged to use this as an opportunity to interact with classmates as well.
- C. Hebrew Readings (15%): The *Beginning Biblical Hebrew* textbook contains thirteen (13) "Readings," starting from the back of the book and moving right to left and back to front—in true Hebrew fashion. Students will be required to complete selected portions of eleven (11) these readings, designed to be immersive, throughout the semester. Students will submit these assignments on Blackboard prior to the end of the day on Sunday each week.
- D. Parsing Exercises (10%): The second half of the semester contains four (4) parsing exercises. Students will be required to parse a number of words and provide explanation for the parsing. These assignments will be submitted on Blackboard prior to the end of the day on Sunday each week.
- E. Vocabulary Quizzes (15%): Students will take a total of eight (8) vocabulary quizzes on Blackboard throughout the semester. The quizzes are to be taken without the aid of outside resources and must be completed by the end of the day on Sunday each week. While other assignments may be submitted late, quizzes are made unavailable after 11:59 pm each Sunday and may not be reopened for individual students without prior approval.
- F. Sectional Exams (25%): Students will take two (2) sectional exams during the semester: one Week 6 and one Week 11. The exams will be taken on Blackboard prior to the end of the day on Sunday. While other assignments may be submitted late, the sectional exams are made unavailable after 11:59 pm on Sunday and may not be reopened for individual students without prior approval.
- G. Final Exam (15%): Students will take a final exam for this course on Blackboard. The final exam for this course must be taken by the end of the day **Sunday, May 10**. The final exam may not be reopened as students will lose access to the Blackboard shell for the course on Friday.
- H. Extra Credit: Students will be given the opportunity to earn up to three (3) points toward their final average by submitting the remaining two Hebrew Readings from *Beginning Biblical Hebrew*. The extra credit must be submitted before the date of the course closure on Blackboard (**Thursday, May 14**).

Late Work: Assignments submitted after the due date will incur a **three (3) point penalty each day** the assignment is not submitted, including weekends. Quizzes and exams may not be made up after they have closed unless prior approval has been granted by the professor.

Course Evaluation

A. Weekly Exercises	10%
B. Discussion Boards	10%
C. Hebrew Readings	15%
D. Parsing Exercises	10%
E. Vocabulary Quizzes	15%
F. Sectional Exams (2 @ 12.5% each)	25%
G. Final Exam	15%

Course Schedule

Blackboard Unit	Assignments due	Due Date
UNIT 1	BBH: Lessons 1-2 <i>Course Covenant, Hebrew Alphabet Exercise, Weekly Exercises, Unit 1 Discussion Board</i>	Sunday, Jan 26
UNIT 2	BBH: Lessons 3-6 <i>Vocabulary Quiz 1, Weekly Exercises, Unit 2 Discussion Board</i>	Sunday, Feb 2
UNIT 3	BBH: Lessons 7-9 <i>Hebrew Reading 8, Weekly Exercises, Unit 3 Discussion Board</i>	Sunday, Feb 9
UNIT 4	BBH: Lessons 10-12 <i>Vocabulary Quiz 2, Weekly Exercises, Unit 4 Discussion Board</i>	Sunday, Feb 16
UNIT 5	BBH: Lessons 13-15 <i>Vocabulary Quiz 3, Hebrew Reading 2, Weekly Exercises, Unit 5 Discussion Board</i>	Sunday, Feb 23
UNIT 6	BBH: Lessons 16-18 <i>Hebrew Reading 3, Weekly Exercises, Unit 6 Discussion Board, Sectional Exam 1</i>	Sunday, Mar 1
UNIT 7	BBH: Lessons 19-22 <i>Vocabulary Quiz 4, Hebrew Reading 7, Weekly Exercises, Unit 7 Discussion Board</i>	Sunday, Mar 8
UNIT 8	BBH: Lessons 23-26 <i>Vocabulary Quiz 5, Hebrew Reading 7, Weekly Exercises, Unit 8 Discussion Board</i>	Sunday, Mar 15
SPRING BREAK March 16-20		
UNIT 9	BBH: Lessons 27-30 <i>Vocabulary Quiz 6, Hebrew Reading 7, Weekly Exercises, Unit 9 Discussion Board</i>	Sunday, Mar 29
UNIT 10	BBH: Lessons 31-34 <i>Parsing Exercise 1, Hebrew Reading 7, Weekly Exercises, Unit 10 Discussion Board</i>	Sunday, Apr 5
UNIT 11	BBH: Lessons 35-38 <i>Vocabulary Quiz 7, Hebrew Reading 7, Unit 11 Discussion Board, Sectional Exam 2</i>	Sunday, Apr 12
UNIT 12	BBH: Lessons 39-41 <i>Parsing Exercise 2, Hebrew Reading 7, Weekly Exercises, Unit 12 Discussion Board</i>	Sunday, Apr 19
UNIT 13	BBH: Lessons 42-44 <i>Vocabulary Quiz 8, Parsing Exercise 3, Hebrew Reading 7, Unit 13 Discussion Board</i>	Sunday, Apr 26
UNIT 14	BBH: Lessons 45-46 <i>Parsing Exercise 4, Hebrew Reading 8, Weekly Exercises, Unit 14 Discussion Board</i>	Sunday, May 3
UNIT 15	BBH: Lessons 47-50 <i>Unit 15 Discussion Board Final Exam</i>	Sunday, May 10

*** All assignments must be submitted by Thursday, May 14. Any late assignments submitted after May 14 will not be accepted.**

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.

Need Technical Assistance?

Selfserve@nobts.edu - Email for technical questions/support requests with the selfserve.nobts.edu website.

Blackboardhelpdesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System nobts.blackboard.com.

ITCSupport@nobts.edu - Email for general technical questions/support requests.

[\(504\) 816-8180](tel:(504)816-8180) - Call for any technical questions/support requests.

www.nobts.edu/itc - General NOBTS technical help information is provided on this website.

BIBLIOGRAPHY

- Arnold, Bill and John Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge, 2003.
- Bartelt, Andrew. "On the Subtleties of Hebrew Verbs." *Concordia Journal* 34 (2008): 61-62.
- Cook, John. "The Semantics of Verbal Pragmatics: Clarifying the Roles of *Wayyiqtol* and *Weqatal* in Biblical Hebrew Prose." *Journal of Semitic Studies* 49 (2004): 247-73.
- Dawson, David. *Text-Linguistics and Biblical Hebrew*. Sheffield: Sheffield Academic Press, 1994.
- Harris, R. Laird, Gleason Archer Jr., and Bruce Waltke, eds. *Theological Wordbook of the Old Testament*. Chicago: Moody Press, 1980.
- Heller, Roy. *Narrative Structure and Discourse Constellations: An Analysis of Clause Function in Biblical Hebrew Prose*. Winona Lake, Ind.: Eisenbrauns, 2004.
- Hunter, Vanlier. *Biblical Hebrew Workbook: An Inductive Study for Beginners*. University Press of America, 1988.
- Jouon, Paul. *A Grammar of Biblical Hebrew*. Translated and revised by T. Muraoka. Subsidia biblica. Roma: Editrice Pontificio Instituto Biblico, 2005.
- Kautzsch, E., ed. *Gesenius Hebrew Grammar*. Oxford: Clarendon Press, 1910.
- Kelley, Page H. *Biblical Hebrew: An Introductory Grammar*. Grand Rapids: William B. Eerdmans, 1992.
- Lambdin, T. O. *Introduction to Biblical Hebrew*. New York: Charles Scribner's Sons, 1971.
- Long, Gary V. *Grammatical Concepts 101 for Biblical Hebrew*. 2d ed. Grand Rapids: Baker, 2013.
- Mitchel, Larry A. *A Student's Vocabulary for Biblical Hebrew and Aramaic*. Updated edition. Zondervan, 2017.
- Niccacci, Alviero. *The Syntax of the Verb in Classical Hebrew Prose*. Translated by W. G. E. Watson. Sheffield: JSOT Press, 1990.
- Pratico, Gary D. and Miles V. Van Pelt. *Basics of Biblical Hebrew Grammar*. Zondervan, 2019.
- Seow, C. L. *A Grammar for Biblical Hebrew*. Revised edition. Nashville: Abingdon, 1995.
- Waltke, Bruce, and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, Ind.: Eisenbrauns, 1990.