

Erskine Theological Seminary
HB502: Hebrew 2
Spring 2009
Due West: Tuesdays 1:00-4:00 PM

3 Credit Hours

Professor: Terry L. Eves, Ph.D.

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Office Hours for Spring 2009

TBA; Other times by appointment. Additionally, I am willing to meet before class from 12:00-12:55 (we could eat lunch together and talk) and immediately after class from 4:00-5:00 on Tuesdays for anyone who wishes to meet. Your participation is recommended but not required. ☺ Breakfast or lunch discussions are also encouraged. Scheduling appointments is recommended but not required. Scheduling an appointment may be advantageous for those traveling a distance.

Course Description

HB502 Biblical Hebrew

This course continues the study of Hebrew grammar, syntax and vocabulary and introduces the student to the Hebrew Bible and standard Hebrew lexicons.

Prerequisites: HB 501 (Biblical Hebrew 1).

Students taking the biblical languages must complete this course and HB502 prior to taking their Hebrew exegesis course.

Elective. Offered annually. Three hours.

Course Purpose

The mission of Erskine Theological Seminary is to educate persons for service in the Christian church. As one component of preparing for that mission, training in Biblical Hebrew, which leads to a deeper understanding of the biblical message of redemption, is a powerful resource for Gospel teaching, preaching and ministry. As William Style once said, "It takes a whole Bible to make a whole Christian." The ability to begin to

read Biblical Hebrew (with the help of a lexicon), which makes up 76% of the Bible, opens a door to a fuller and deeper understanding of Scripture. Commitment to the centrality of the Bible and increased ability to read and comprehend the Old Testament for ministry will be strengthened by this course.

Course Objectives

Improve your ability to read Hebrew orally.

Mastery of required Hebrew vocabulary, morphology and syntax.

Mastery of the second half of the Futato Hebrew grammar (the rest of the irregular verbs and the rest of the verb stems).

Begin to effectively use Hebrew lexicons to increase your comprehension of Hebrew, Hebrew syntax and the theology of the Old Testament (AKA the first 76% of the Bible ☺).

Gain the ability to read, understand and translate narrative Hebrew by reading Ruth.

Continue to better understand Hebrew as an actual language and not a code. ☺ This involves continuing to become comfortable with how Hebrew works (which is different than English), including beginning to understand Hebrew syntax.

Begin reading and understanding the Old Testament directly, i.e., in Hebrew, rather than being mediated through an English translation where the translators have made tens of thousands of interpretive decisions for you.

Begin the lifelong practice of daily reading, understanding and exegeting the Hebrew Bible for your own theological and spiritual growth and nourishing the theological and spiritual growth of those you minister to.

Required Textbooks (Note: Required textbooks may be ordered from the Erskine Theological Seminary Online Bookstore at www.ecampus.com/erskine.)

Mark D. Futato, *Beginning Biblical Hebrew: Second Printing with corrections and index*, Eisenbrauns, 2005.

Karl Elliger and Wilhelm Rudolph, *Biblia Hebraica Stuttgartensia*. American Bible Society. This comes in four choices: Hardcover Large Format 1987, Hardcover Small Format, Hardcover Wide Margin Edition 2007, and in paperback Small Format.

William L Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament*, 1971, Eerdmans Publishing Company.

Strongly Recommended

Gary D. Pratico and Miles V. VanPelt, *Basics of Biblical Hebrew Vocabulary*, Audio CD, 2006, Zondervan Publishing Company, ISBN: 0-310-27074-X.

Increasing Motivation “Mission Possible”

“Good morning, Mister Hunt.” Probably the greatest hurdle to overcome in learning Hebrew is the relatively small number of Hebrew words that have made it into the English language. To compensate for this we will use a mnemonic system which I created and named “Mission Possible” to successfully jump this hurdle. I created this in 1978 and it was later improved by my friend Al Groves. It has been in use for almost thirty years successfully at another seminary. This will be handed out on the first day of class. It has helped many students to successfully learn Hebrew vocabulary. ☺

Preparing for and Succeeding in Hebrew Two

Language courses demand sustained, habitual work in order to master the language. Work spread out consistently during the week in preparation for class is much more effective (and much more remembered) than work done the day or two before the next class session. Work done at some of your best learning hours in the day is also much more effective. You should plan on spending 90-120 minutes a day, six days a week to review previous material, memorize new vocabulary and paradigms, review the older vocabulary and paradigms, do your translation work in Ruth, and prepare for the new material. This involves studying the grammar, memorizing vocabulary and paradigms, preparing your homework assignments to be turned in, and practicing reading biblical Hebrew texts to improve pronunciation and aural skills. Moreover, you should pick your hours spent on Hebrew at your best hours for studying and not your poorest times. You may find it to be more effective to break up the 90-120 minutes into two or three blocks of time (depending on your learning style and your ability to maintain the necessary degree of concentration).

Review the paradigms and vocabulary in the chapter before you write out the homework assignments. Make sure in your review that you *understand* the concepts, explanations and exercises. Never confuse mere memorization or homework completion with *comprehension*. Record any questions or uncertainties you have so that they can be clarified in the next class session. When other students ask questions in class, try to answer the question in your own mind. Review the chapters assigned for that week again *after* the class session to help move the material from short term memory into long term memory.

When translating in Ruth work hard to translate, parse, and understand *on your own* before you check your work against an English translation. If you still struggle then try to find an answer in Futato before looking further afield. I know that there are several software programs out there that you could use in doing your translating and parsing. My concern, and it comes from decades of teaching Hebrew, is if you use such a tool too soon and too often, you will never really understand the text, nor learn to parse on your

own. Such programs (like commentaries and some other tools) make good servants, but harsh masters!

You also need to find preparation strategies that work well with your own learning style. Pay close attention to chapter eight in Peter James Silzer and Thomas John Finley's *How Biblical Languages Work*, which should be in the library, which can be of great help in choosing effective learning strategies that work well for you. I wish to see each of you succeed and will do whatever I can to help you (as does Shawn your tutor again this semester). Please never hesitate to ask either of us for assistance. ☺

Conduct in Theological Discussions

Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Rules of Engagement in Class Discussion

You are invited and encouraged to intellectually engage one another and your professor in this class! Thoughtful and vigorous discussion is crucial to this class. Learning Biblical Hebrew involves thoughtful and disciplined inquiry about the language in which 76% of Scripture was written. Such learning and inquiry is best done in community, and there is no greater potential for productive interaction – interaction that is mutually beneficial and productive of real, valid, and worthwhile answers – than in a community of Christian scholarship. Recognizing that together we form a small community of truth-seekers devoted to Christ, his Kingdom and Scripture, let us commit ourselves to work together in a spirit of mutual respect, encouragement and love. The following guidelines are proposed as some ground rules, or “rules of engagement,” for our class discussions and interaction:

Learning a new language requires being willing to make mistakes in learning the language. Try to remember this and relax. ☺

Be humble, courteous, and respectful.

Work hard to correctly understand the day's assignments and one another.

Try to articulate your thoughts as clearly as possible.

Avoid personal attacks.

Keep clearly in mind that our mutual goal is Truth, not personal gain or ego.

Avoid monopolizing the conversation.

Try to stay on topic.

Welcome criticism and questions.

Expect disagreement at times, and deal with it constructively when it arises.

Be quick to apologize if you offend someone.

Be equally quick to forgive if you are offended by someone.

Official Seminary Plagiarism Policy:

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and integrity of the Christian community:

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community's discernment and cultivation of gifts, both within the Christian community and in God's larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.

On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

- 1. Quotations. Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.*
- 2. Paraphrasing. Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.*
- 3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.*
- 4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.*

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:

- 1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.*
- 2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.*
- 3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.*

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

Occurrences of plagiarism shall be considered 'documented' when the instructor is able to produce documentary evidence that plagiarism has occurred, and when the instructor has reason to believe that the plagiarism was motivated by a

deliberate attempt to receive credit for ideas or work not the student's own. Where such plagiarism involves the theft of the academic work of another student, whether at Erskine or any other institution, it shall be designated 'documented theft of another student's work.'

The instructor involved, in consultation with the Dean, may recommend measures deemed appropriate. In cases of documented plagiarism or documented theft of another student's work, the offending student will automatically receive the following penalties:

**Failure of the course(s) in which plagiarized or stolen work is submitted
Dismissal from the Seminary for a minimum of one semester
Forfeiture of the right to tuition refunds during the semester(s) affected**

Before such penalties are imposed, a committee of at least three faculty members must agree that they are appropriate to the case. Appeals in such cases may only be addressed, in writing, to the President of Erskine College and Theological Seminary.

Grading Policy:

Percentage of Work: weekly quizzes at the beginning of each week's class 25%, one midterm exam 25%; comprehensive final exam 25%, homework 10%, class participation 15%. There will be twelve quizzes and I will drop the two lowest quizzes of the semester.



Chapel Attendance Policy

All morning and afternoon on-campus classes (except for Friday and Saturday courses) carry a chapel attendance requirement. Consult the Catalog or registration booklet for the specifics of the chapel attendance policy. There is a per chapel fee if you attend fewer chapels than required. This requirement does not apply to Erskine College students taking this course.

Class Attendance Policy

Students must attend each class meeting. If a student must be absent they are responsible for all work due and accomplished during that class session. One class period can be missed without penalty. Any additional class period missed, unless it constitutes a genuine emergency (to be determined by the professor) threatens the student's ability to successfully pass this course. Students who miss more than one class period should consult with the professor to see whether they can pass the course.

Drop/Add/Withdrawal

Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a *binding contract* and billing will be based on this registration. If the student decides not to take this class, he/she must complete a

“drop/add” form and secure the appropriate signatures *prior to the drop/add deadline during the second week of the semester or term*. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student’s receiving a grade of “F” for the course and full tuition charges will apply. *No exceptions will be made to this policy.*

Incompletes

The grade of “I” or incomplete is given at the discretion of the professor. A grade of “I” is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student’s request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student’s behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An “I” in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become “F.”

All work is to be turned in on time. Any work that is turned in after the due date will be subject to at least a one grade penalty. Work that is significantly late (determined by the professor) can result in failure of the course.

Incompletes

Students should review the Seminary policy on “Incompletes” in the Seminary catalog. A grade of “Incomplete” is not a privilege of the student. It is the prerogative of the professor. It can be given as a final grade only when the student (1) has completed most of his/her course work and (2) has been providentially hindered from doing the rest of the course work. Note that there is a processing fee associated with “Incompletes,” and that “Incompletes” must be completed by the stated deadline or they automatically become an “F.” Only the Dean may approve extensions of deadlines for “Incompletes.”

Class Schedule

Week One February 3 The Verb: Qal Active Participle

Go over HB502 syllabus. Read Futato pages 128-134. Translate Ruth TBA.
Learn the 10 vocab words.

Introduction to the William A. Holladay *A Concise Hebrew Aramaic Lexicon of the Old Testament* one volume lexicon.

Week Two February 10 Pronoun Suffixes on Prepositions and There Is (Not) and Have (Not)

Read Futato pages 135-147. Translate Ruth TBA
Learn the 20 vocabulary words. Turn in homework for lesson 21 A B E and F.

Week Three February 17 The Verb: Qal Volitives

Read Futato pages 148-155. Translate Ruth TBA. Learn the 10 vocabulary words. Introduction to the Koehler-Baumgartner *The Hebrew and Aramaic Lexicon of the Old Testament* five volume lexicon.
Turn in homework for lesson 22 A B and G and lesson 23 A B C and G.

Week Four February 24 Qal: Hollow Verbs and The Verb: Vav Relative

Read Futato pages 156-168. Translate Ruth TBA
Learn the 20 vocabulary words. Turn in homework for lesson 24 A B C and F.

Week Five March 3 Clauses: Temporal and Interrogative

Read Futato pages 169-174. Translate Ruth TBA Learn the 10 vocabulary words. Introduction to David A. Clines *The Dictionary of Classical Hebrew* eight volumes (only the first six currently published). Turn in homework for lesson 25 A D and E and lesson 26 A B C and G.

Week Six March 10 The Piel: Strong Roots and The Piel: Weak Roots

Read Futato pages 175- .Translate Ruth TBA. Review for midterm exam.
Learn the 20 vocabulary words. Turn in homework for lesson 27 A B C and G.

Week Seven March 17 Numbers and "Surprise" and The Hiphil: Strong Roots

Read Futato pages 188-200. Translate Ruth TBA.
Introduction to Willem A VanGemern *The New International Dictionary of Old Testament Theology and Exegesis* five volume lexicon.

Learn the 20 vocabulary words. Turn in homework for lessons 28 A B and E and 29 A B C and G.

Week Eight March 24

Midterm Exam

Week Nine March 31 The Hiphil: I Guttural and I Nun and The Hiphil: I Yod

Read Futato pages 201-213 . Translate Ruth TBA.

Learn the 20 vocabulary words. Turn in homework for lessons 30 A B C and G and 31 A B and F.

Week Ten April 7

No class Easter week He is Risen! ☺

Week Eleven April 14 The Hiphil: III Hey and Hollow and More on Pronoun Suffixes

Read Futato pages 214-224. Translate Ruth TBA. Introduction to the Botterwick and Ringren *Theological Dictionary of the Old Testament* fifteen volume lexicon.

Learn the 20 vocabulary words. Turn in homework for lessons 32 A and E and 33 A B and F.

Week Twelve April 21 The Niphal: Strong Roots and The Niphal: Weak Roots

Read Futato pages 225-236. Translate Ruth TBA. Learn the 20 vocabulary words. Turn in homework for lessons 34 A B and G and 35 A B C and G.

Week Thirteen April 28 More Passive Verbs: Qal, Pual, and Hophal and The Verb: The Hitpael

Read Futato pages 237-248. Translate Ruth TBA.

Learn the 20 vocabulary words. Turn in homework for lessons 36 A B and F and 37 .A B and E.

Week Fourteen May 5 The Verb: Geminate Roots

Read Futato pages 249-252. Translate Ruth TBA. Review for the Final Exam.

Learn the 10 vocabulary words.

Turn in homework for lessons 38 A B and F and 39 A B and F.

Final Exam

TBA

As we will now be translating the Hebrew Bible each week, your vocabulary will include the new words used in your Hebrew text for each week.

Learning experts tell us that the more senses we use to learn a language the more effective we are in learning and remembering. Use this CD when driving in the car, etc., to use one more sense in learning Hebrew. 😊

This is assuming normal language learning skills. If this is not true, then even more time must be invested (and it *is* an investment 😊).

These rules represent a slightly modified version of Dr. John Wingard's rules. I'd like to thank my generous friend and former colleague for sharing them with me.

When given vocabulary words learn **all** the given glosses for the word in Futato and Dillard.