

Erskine Theological Seminary

HB501: Hebrew 1

Fall 2008

Due West: Tuesdays 1:00-4:00 PM

3 Credit Hours

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Office Hours for Fall 2008: Tuesday 10:00-11:00; Wednesday 3:00-5:00; Thursday 10:00-11:00; Friday 3:00-5:00. My normal office hours are printed in this syllabus. However, due to meetings and unforeseen circumstances that may arise, my schedule may change. Other times by appointment. Additionally, for students taking Hebrew 1, 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

HB501 Biblical Hebrew

A study of the fundamentals of classical Hebrew grammar, syntax and vocabulary, this course prepares the student for Old Testament interpretation.

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 dictionary), which makes up 76% of the Bible, opens a door to a fuller, more accurate and deeper understanding of Scripture. Commitment to the centrality of the Bible and increased ability to read and understand the Old Testament for ministry will be strengthened by this course.

Course Objectives

Mastery of the Hebrew alphabet and vowel system.

Gain the ability to read Hebrew orally.

Mastery of required Hebrew vocabulary, morphology and syntax.

Mastery of the first half of the Futato Hebrew grammar (e.g., nouns, pronouns, definite article, adjective, Qal Perfect, Qal Imperfect and Qal Infinitives, some irregular verbs).

Gain the ability to read, understand and translate simple Hebrew sentences.

Begin to understand Hebrew as an actual language and not a code. This involves beginning to become comfortable with how Hebrew is different than English.

Required Textbooks

Mark D. Futato, *Beginning Biblical Hebrew: Second Printing with corrections and index*, Eisenbrauns, 2005, ISBN 1-57506-022-1. \$ 42.50 list, \$38.25 at Eisenbrauns <https://www.eisenbrauns.com>; \$40.38 at Westminster Bookstore <http://www.wtsbooks.com>.

Karl Elliger and Wilhelm Rudolph, *Biblia Hebraica Stuttgartensia*. American Bible Society. This comes in three recommended choices: Hardcover Large Format 1987 ISBN: 3-438-05218-0, \$79.95 list, \$49.47 at Mark D. Futato; Hardcover Small Format 1987 ISBN: 3-438-05219-9 64.95 list, 40.27 at Westminster Bookstore <http://www.wtsbooks.com>; Hardcover Wide Margin Edition 2007 ISBN: 1-59856-1995, \$ 69.95 list, \$44.07 at Westminster Bookstore <http://www.wtsbooks.com>.

William L Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament*, 1971, Eerdmans Publishing Company 0802834132, \$35.00 list, \$23.94 at Westminster Bookstore <http://www.wtsbooks.com>.

Raymond B. Dillard, *Biblical Hebrew Vocabulary Cards*, by Visual Education, ISBN 1556370091 \$14.95 list, \$14.95 at www.amazon.com; 14.95 at Westminster Bookstore <http://www.wtsbooks.com>.

Strongly Recommended¹

Gary D. Pratico and Miles V. VanPelt, *Basics of Biblical Hebrew Vocabulary, Audio CD, 2006*, Zondervan Publishing Company, ISBN: 0-310-27074-X, \$12.99 list, \$10.39 at Eisenbrauns <https://www.eisenbrauns.com>.

Or

David M. Hoffeditz; J. Michael Thigpen, *iVocab Biblical Hebrew See and Hear Flashcards on Your MP3 Player, Cell Phone, and Computer*, list \$32.99, \$19.99 at www.christianbook.com.

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 One

Language courses demand sustained 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. For a student with average language skills you should plan on spending 60-90 minutes a day, six days a week to review previous material, memorize new vocabulary and paradigms, review the older vocabulary and paradigms, and prepare for the new material. This involves studying the grammar, memorizing vocabulary and paradigms, preparing your homework assignments to be

¹ 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. ☺

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 60-90 minutes into two or three blocks of time (depending on your learning style and 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.

You also need to find preparation strategies that work well with your own learning style. One book that discusses choosing effective learning strategies that work well for you is chapter eight in Peter James Silzer and Thomas John Finley, *How Biblical Languages Work: A Student's Guide to Learning Hebrew and Greek*, 2004, Kregel Academic and Professional, ISBN 0-8254-263-8 which can be of great help in. I wish to see each of you succeed and will do whatever I can to help you. Please never hesitate to ask 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 Discussion²

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.

² 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.

- 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 30%, one midterm exam 25%; comprehensive final exam 25%, homework 10%, class participation 10%. There will be eleven quizzes and I will drop the lowest quiz of the semester. ☺

Grading Scale

100-95	A	85-84	C+	71-70	D-
94-93	A-	83-80	C	69-0	F
92-91	B+	79-78	C-		
90-88	B	77-76	D+		

87-86	B-	75-72	D	
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Official Seminary Class Attendance Policy

Class participation is considered an important part of the total educational experience at Erskine Seminary. Students are expected to attend classes on a regular basis and are responsible for the mastery of all materials required in the course. Each professor will indicate in writing the specific class attendance policy at the beginning of each course. In general, students are allowed up to three hours of unexcused absence without penalty.

Policy Regarding Absences

Students are required to attend all class sessions. If students have to be absent for any reason, they are still responsible for all work missed and all work due. A student who misses more than three class sessions for any reason will automatically fail the course.

Chapel Attendance Policy (FOR TUESDAY-THURSDAY ON-CAMPUS CLASSES)

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 for college students taking Hebrew at the Seminary.**

Language about God and Humanity

Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

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."

Class Schedule

Week One Sept 2 The Alphabet and Vowels

Read Futato pages ix-12.

Week Two Sept 9 Syllables, Shewa, and Strong Dagesh

Read Futato pages 13-17.

Learn the 10 vocabulary words.³ Turn in homework for lesson 2.

Week Three Sept 16 The Noun, Pronouns and the Definite Article

Read Futato pages 18-28.

Learn the 20 vocabulary words. Turn in homework for lesson 3.

Week Four Sept 23 The Qal Perfect Verb and Sentences with Verbs

³ When given vocabulary words learn **all** the given meanings for the word.

Read Futato pages 29-41

Learn the 20 vocabulary words. Turn in homework for lessons 4 and 5.

Week Five Sept 30 Vowel Changes in the Noun, Prepositions and Vav Conjunction

Read Futato pages 42-55.

Learn the 20 vocabulary words. Turn in homework for lessons 6 and 7.

Week Six Oct 7 The Adjective

Read Futato pages 56-62 and review for midterm exam.

Learn the 10 vocabulary words. Turn in homework for lessons 8 and 9.

Week Seven Oct 14

Midterm Exam

Week Eight Oct 21 The Qal Imperfect Verb and Singular Construct Relationship

Read Futato pages 63-74.

Learn the 20 vocabulary words. Turn in homework for lesson 10.

Week Nine Oct 28 Plural Construct Relationships and Qal Perfect and Imperfect Weak Roots

Read Futato pages 75-87.

Learn the 20 vocabulary words. Turn in homework for lessons 11 and 12.

Week Ten Nov 4 Qal Perfect and Imperfect I Nun and III Hey Verbs and Possessive Suffixes on Singular Nouns

Read Futato pages 88-101.

Learn the 20 vocabulary words. Turn in homework for lessons 13 and 14.

Week Eleven Nov 11 Demonstrative Pronouns, Relative Pronouns and Qal Imperfect I Yod and I Alef Verbs

Read Futato pages 102-113.

Learn the 20 vocabulary words. Turn in homework for lessons 15 and 16.

Week Twelve Nov 18 Possessive Suffixes on Plural Nouns and Qal Infinitive Verbs

Read Futato pages 114-127.

Learn the 20 vocabulary words. Turn in homework for lessons 17 and 18.

Week Thirteen Nov 25

No Class Thanksgiving Vacation ☺

Week Fourteen Dec 2

No new assignment. We will review for the Final Exam. Turn in homework for lessons 19 and 20.

Final Exam **TBA**