

Erskine Theological Seminary

HB501: Hebrew 1

Fall 2009

Due West: Tuesdays 8:00-11:00 AM

3 Credit Hours

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Office Hours for Fall 2009

Tuesday 4:00-5:00; Wednesday 3:00-5:00; Thursday 4:00-5:00; 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. If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment. Other times by appointment only. 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 accurately read Hebrew orally.

Mastery of required Hebrew vocabulary, morphology and syntax.

Mastery of the first half of the Garrett-DeRouchie 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 simpler Biblical Hebrew verses.

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

Required Textbooks

Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html> There you will find links to familiar vendors and can check availability of texts, compare prices, and place orders. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

Duane A. Garrett and Jason S. DeRouchie, *A Modern Grammar for Biblical Hebrew* (Hardcover), Broadman and Holman Academic, July 1, 2009 ISBN 0805449620.

Duane A. Garrett and Jason S. DeRouchie, *A Modern Grammar for Biblical Hebrew Workbook*, (paperback), Broadman and Holman Academic, July 1, 2009 ISBN 0805449639.

Karl Elliger and Wilhelm Rudolph, *Biblia Hebraica Stuttgartensia*. American Bible Society. This comes in three recommended choices: Hardcover Large Format 1987 ISBN 3438052180; Hardcover Small Format 1987 ISBN 3438052199; Hardcover Wide Margin Edition 2007 ISBN 1598561995. My recommendation is if you have relatively young/strong eyes get the Hardcover

Wide Margin Edition 2007, if you have older/less strong eyes get the Hardcover Large Format 1987. ☺

William L Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament*, 1972, Eerdmans Publishing Company ISBN 0802834132.

Strongly Recommended

J. Michael Thigpen and David M. Hoffeditz, iVocab Biblical Hebrew 2.0: Vocabulary for Eight Beginning Grammars (DVD-ROM) ISBN 0825427444. Be sure to get this *second edition* and not the first edition! When you install it follow the clear instructions and install the Garrett-DeRouchie grammar files.

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

I want to share with you a few thoughts coming from someone who wants to see you succeed in this class, coming from someone who has taught Hebrew for thirty-two years. Language courses demand sustained hard work in order to master the language. This class will require a significant portion of your time and energy this year. 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 at least 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 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 grammatical discussion, 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 strongly recommend each of you read that chapter this summer or in the first week of the semester. The Hebrew classes here can equip you in beginning a lifetime of reading the Hebrew Bible with more accuracy and insight every year. The Hebrew Bible makes up 76% of the Word of God and contains deep treasures of wisdom and knowledge that can mold you and remake you into an even more effective minister or teacher, more clearly discerning what the Scriptures say every year of your ministry. It will enable you to directly handle the Word of God, allowing you to use better and more insightful tools and giving you the discernment to evaluate commentaries and disagree with them when they are wrong or mutually contradictory! I wish to see each of you succeed and will do whatever I can to help you. The same is true for the class tutor. Please never hesitate to ask for assistance from either or both of us. 😊

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 Discussion¹

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.

¹ 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: ten weekly quizzes at the beginning of each week's class 30%, one midterm exam 25%; comprehensive final exam 25%, homework 10%, class participation 10%. All quizzes and exams will come with an honor pledge to be signed (if you can do it with integrity) as the last thing you do after taking the quiz or exam before you turn it in.

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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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.

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. Students wishing to take a course which meets four times over the semester **must** attend the first meeting of the course.

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.”

Important Semester Dates

Classes begin	Tuesday, September 1
Erskine Lecture Series	September 9, 10, chapel only
Erskine Lecture Series	Thursday, October 29, chapel and 1:00-2:00 p.m.
Thanksgiving Break	November 21-29
Classes end on campus	Friday, December 4
Exam week on campus	December 7-11

Class Schedule

Dear class,

We will be using a new Grammar and Workbook for Hebrew One and Two this year. This new grammar, among other things, will get us reading the actual Hebrew Bible much earlier than the Futato grammar I used to use. I am providing the schedule for the first four weeks of class here. I will put up on the website a second version of this syllabus mid-August with the entire semester's class schedule for the semester. I look forward to class together. 😊

Read the textbook assignments carefully before class and attempt to initially understand the material. Make notes regarding what you don't understand. Do the assigned homework in Workbook after class and turn in the beginning of the next class. Be sure to write your name on your homework and staple the pages together. ☺

Week One September 1

Hebrew Alphabet, Vowels, Vowel Letters and Silent Shewa

Grammar Chapters 1-2 pages v-vii, 1-17

Workbook pages 1-8

Week Two September 8

Dagesh Forte, Mappiq, Meteg, Rules for Gutturals, Accent Shift and Vowel Changes

Grammar Chapters 3-4 pages 18-27

Workbook pages 9-16

Week Three September 15

Gender and Number in nouns

Grammar chapter 5 pages 28-32

Workbook pages 17-21

Week Four September 22

Hebrew Verbs, Directive *He*, Negative *Lo*, Interrogative *He*

Grammar chapters 6-7 pages 33-4

Workbook pages 23-27, 29-31