



On-Campus Course Syllabus

HEB 501 FL.A2

Hebrew 1

Fall 2019

Class Information

Day and Time: Tuesday 1:30 – 4:00 p.m.

Room Number: E209

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: Monday 2 – 3; Tuesday 10:30 – 11:00; 12:00 – 1:00; Thursday; 2:00 – 5:00

Course Description and Prerequisites

Introduction to the elements of Biblical Hebrew, with an emphasis on phonology, grammar, and vocabulary.

(Prerequisites: BIB 110, ENG 101)

Course Objectives

Upon completion of the course you should be able to:

- A. Pronounce and read all Hebrew words that you encounter (Biblical Studies);
- B. Identify and translate all the vocabulary words and pronouns in the textbook through chapter 17 (approximately 300 words) (Biblical Studies);
- C. Parse nouns, pronouns, pronominal suffixes, adjectives, and finite qal verbs (Biblical Studies);
- D. Relate and distinguish English and Hebrew grammatical functions (General Education);
- E. Translate noun sentences and verbal sentences with qal verbs with the aid of a glossary (Biblical Studies).

Required Textbooks

Required:

- A. Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew Grammar*, 3d ed. Grand Rapids, MI: Zondervan, 2007. (ISBN: 9780310533498)

Note: You must read the chapter from the textbook on the subject of the day before you come to class. Check the section “Course Outline/Calendar” below for the schedule of subjects.

- B. Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew Workbook*, 2d ed. Grand Rapids, MI: Zondervan, 2007. (ISBN: 9780310533559)

- C. Van Pelt, Miles V. *English Grammar to Ace Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2010. (ISBN: 9780310318316)

Recommended Reading

Pratico, Gary D., and Miles V. Van Pelt. "Biblical Hebrew Survival Kit." Grand Rapids, MI: Zondervan, 2006. (9780310274100)

Course Requirements and Assignments

A. Tests

1. Test #1 (Chapters 1-5) **September 24**
2. Test #2 (Chapters 1-10) **November 5**
3. Test #3 (Chapters 1-17) **December 10**

B. Quizzes. See the "Course Outline/Calendar" below for dates of the quizzes on vocabulary and grammar.

1. Vocabulary quizzes are comprehensive. See the section "Course Outline/Calendar" for which chapters of vocabulary are included in each quiz.
2. One (1) quiz score may be missed/dropped without penalty. That is, your lowest quiz score will not be used to calculate your final grade. You may request that your highest grade be dropped.
3. A quiz that is not taken receives a grade of zero; but, see #4 below.
4. A quiz missed due to an excusable absence must be made up within one week of your return to class. You must request a make-up quiz, it will not automatically be available.
5. See "Course Outline/Calendar" below for the dates of the quizzes.

C. Daily **homework** from the *Basics of Biblical Hebrew Workbook*.

1. Homework assignments are due at the beginning of class, though we will usually review your work early in the class session, so you would turn it in during the period.
2. You will be evaluated on the basis of how much of each assignment you have completed and turned in on time. Corrections will be noted on your work—usually directing you to the relevant part of the chapter in the book that explains the relevant principle rather than giving the answer.
3. You may do extra work on an assignment for up to 10% extra credit on the homework grade. Massive amounts of extra work will still only receive up to 10% extra credit, though it will increase your competency.
4. **No late assignments will be accepted.** If you are absent on the due date, find another way to get the assignment to me, such as email, fax, or carrier pigeon (front desk, please, my office windows do not open). Email attachments must be in Adobe pdf files, not jpg or other photographic format—as the latter do not usually appear clearly on the receiving end.
5. Your two (2) lowest homework scores may be missed/dropped without penalty.
6. See "Course Outline/Calendar" below for the due dates of the homework assignments.

D. **Journaling** *English Grammar to Ace Biblical Hebrew*. While reading the book, journal your answers to questions such as these—but not necessarily all of these (Therefore this assignment is open to your own discoveries and interest about grammar, not restricted otherwise by the professor. However, the journal must have content about grammar, not statements such as, “This was a great book, I learned a lot. I think it would help people really well. And the author has some funny stuff to say. I recommend it.”):

1. What was interesting, and why?
2. What did I learn?
3. What did I previously think about this, but now have changed my mind?
4. Is this a common error that I have seen in print? Do I know an example of this error?
5. Is this a common error I or my classmates make?
6. What was new or surprising to me?
7. What was especially interesting?
8. What is the major point in this section?
9. What questions does this raise?
10. What am I still unsure about?¹

Then type a 2-3-page double-spaced journal of your reading based on your notes. The **due date** for this assignment is **October 1**.

E. Research Project: Hebrew inscriptions, due November 19

Identify ten Hebrew (Moabite is acceptable, as well) inscriptions (engravings, not manuscripts) prior to A.D. 135. For each one, give: (1) the accepted name of the inscription, (2) when it was discovered, (3) who discovered it, (4) where it was discovered, (5) its original location if not discovered there, (6) its date of origin, (7) where it is currently physically located, (8) in what form it existed (i.e., free-standing stele, building inscription, stone, clay, metal [what kind], amulet, etc.), (9) where it is accessible (in print, CD, and/or online), (10) a copy of the inscription in Hebrew, (11) a copy of an English translation with the name of the translator, and (12) its original function as determined by scholarship. This is to be typed, double-spaced, and in 12-point Times New Roman font. The font requirement is waived for captions of pictures of the inscriptions. Cite in Turabian format the sources for your information.

Note: You must read the chapter from the textbook on the subject of the day before you come to class. Check the “Course Outline/Calendar” below for the schedule of subjects.

Course/Classroom Policies and Information

Relative value of the assignments:

- | | |
|------------|-----|
| 1. Exams | 50% |
| 2. Quizzes | 25% |

¹ Adapted from “How to Write a Reflective Journal,” and “Suggested Format for a Reflective Journal,” in “Learning Journals,” www.audiencedialogue.net/journal.html, accessed 08-05-11.

- 3. Homework 10%
- 4. Journaling 5%
- 5. Research 10%

As of this semester, the grading scale has changed from that below. Now 60 is passing, 70 is C-, 80 is B-, and 90 is A-.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at .

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Session	Date	Subject	Quiz/Test Due	Homework due
1	Aug 20	Syllabus, alphabet (chap 1)		[Key—Ex = Exercise; BT = Bible Translation section; a = top of page; b = section beginning at the bottom of page]
2	Aug 27	Vowels (chap 2)	Alphabet	Ex 1: pp.1-8
3	Sept 3	Syllabification (chap 3),	Vowels	Ex 2: pp. 9-11
4	Sept 10	Nouns (chap 4)	Voc 3	Ex 3: pp. 12-14
5	Sept 17	Article, waw-conjunctive (chap 5)	Syllabification	Ex 4: pp. 15-18
6	Sept 24	Review; prepositions (chap 6)	Voc 4-5; Test #1 (chapters 1-5)	Ex 5: pp. 19-20; p. 21 BT 2-5
7	Oct 1	Adjectives (chap 7)	Voc 3-6	Ex 6: pp. 22-24; <i>English Grammar to Ace Biblical Hebrew</i>
8	Oct 8	Pronouns (chap 8)		Ex 7: pp. 25-27a; p. 28: BT 2-5
9	Oct 15	Pronoun suffixes (chap 9)	Voc 3-8; Pronouns	Ex 8: pp. 29-31a; p. 32 BT 4-10
10	Oct 22	Construct chains (chap 10)	Pronoun suffixes	Ex 9: pp. 33-36; p. 37 BT 4-10

Session	Date	Subject	Quiz/Test Due	Homework due
11	Oct 29	Verb patterns (chapter 12), Qal perfect strong active, stative verbs (chapter 13)	Voc 3-10	Ex 10: pp. 38-40; p. 41: BT 1-4
12	Nov 5	Qal perfect weak verbs (chapter 14)	Test #2 (chapters 1-10)	Ex 13: pp. 48-50a; p. 51: BT 3-6
13	Nov 12	Qal imperfect strong active, stative verbs (chapter 15)	Qal perfect strong; Voc 6-14	Ex 14a: pp. 52-53; p. 55: BT 3-9
14	Nov 19	Qal imperfect weak verbs (chapter 16)	Qal imperfect	Ex 15: pp. 56-57; p. 59 BT 1-6; Research project
Nov 26—Week of Thanksgiving—Fall Break—No classes meet				
15	Dec 3	Qal preterite and perfect with waw-consecutive (chapter 17)	Qal weak verbs	Ex 16a: pp. 60-61; p. 62: BT 1-6; Ex 16b: pp. 64-65; p. 66 BT 1-8
15	Dec 10		Final exam (chapters 1-17)	

Selected Bibliography

Brown, Francis, S. R. Driver, and Charles A. Briggs. *The Brown-Driver-Briggs Hebrew-English Lexicon*. Peabody, MA: Hendrickson, 1996.

Elliger, K., and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1997.

Fuller, Russell T., and Kyoungwon Choi. *Invitation to Biblical Hebrew: A Beginning Grammar*. Invitation to Theological Studies. Grand Rapids, MI: Kregel, 2006.

Garrett, Duane A., and Jason S. DeRouchie. *A Modern Grammar for Biblical Hebrew*. Nashville, TN: B&H Academic, 2009.

Greenberg, Moshe. *Introduction to Hebrew*. Englewood Cliffs, NJ: Prentice-Hall, 1965.

Joüon, Paul, and T. Muraoka. *A Grammar of Biblical Hebrew*. 2d ed. Rome: Pontifical Bible Institute, 2006.

Kautsch, E., ed. *Gesenius' Hebrew Grammar*. 2d ed. Trans. A. E. Cowley. Oxford: Clarendon, 1910. (GKC) (Currently claimed by Nabu Press, 2010.)

Kelley, Page H. *Biblical Hebrew: An Introductory Grammar*. Grand Rapids: Eerdmans, 1992.

Koehler, Ludwig, Walter Baumgartner, and Johann Jakob Stamm, eds. *Hebrew and Aramaic Lexicon of the Old Testament*. 2 vols. Translated by M. E. J. Richardson. Leiden: Brill, 2002.

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Ross, Allen P. *Introducing Biblical Hebrew*. Grand Rapids, MI: Baker, 2001.

Seow, C. L. *A Grammar for Biblical Hebrew*. Rev. ed. Nashville: Abingdon, 1995.

Waltke, Bruce K., and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990.