



# On-Campus Course Syllabus

## HEB 501 L1

### Hebrew 1

### Fall 2024

#### Class Information

**Day and Time:** MW 3:15 – 4:30

**Room Number:** E209

#### Contact Information

**Instructor Name:** David Brooks

**Instructor Email:** [dbrooks@criswell.edu](mailto:dbrooks@criswell.edu)

**Instructor Phone:** 214-818-1324

**Instructor Office Hours:** [MW 12:30 – 2:30](#)

#### 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,
- B. Identify and translate all the vocabulary words and pronouns in the textbook through chapter 17 (approximately 300 words),
- C. Parse nouns, pronouns, pronominal suffixes, adjectives, and finite qal verbs,
- 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.

#### Required Textbooks

- A. Pratico, Gary D., and Miles V. Van Pelt. Basics of Biblical Hebrew Grammar, 3d ed. Grand Rapids, MI: Zondervan, 2019. (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, 3d ed. Grand Rapids, MI: Zondervan, 2019. (ISBN: 978-0310533559)
- 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)
2. Test #2 (Chapters 1-10)
3. Test #3 (Chapters 1-17)

### 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.
4. See "Course Outline/Calendar" below for the dates of the quizzes.
5. Late assignments lose 5 points per day until 7 days after the due date, at which time they receive a grade of zero.

### 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. Your two (2) lowest homework scores may be missed/dropped without penalty.
5. See "Course Outline/Calendar" below for the due dates of the homework assignments.
6. Late assignments lose 5 points per day until 7 days after the due date, at which time they receive a grade of zero.

### 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?<sup>1</sup>

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

A late assignment loses 5 points per day until 7 days after the due date, at which time it receives a grade of zero.

**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.**

#### **E. Research Project: Hebrew inscriptions**

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 or Arial font. The font requirement is waived for captions of pictures of the inscriptions. Cite in Turabian format the sources for your information. See “Course Outline/Calendar” below for the due dates of the homework assignments.

#### **Class Attendance**

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow

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<sup>1</sup> Adapted from “How to Write a Reflective Journal,” and “Suggested Format for a Reflective Journal,” in “Learning Journals,” [www.audiencedialogue.net/journal.html](http://www.audiencedialogue.net/journal.html), accessed 08-05-11.

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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour
Relative value of the assignments:		
1. Exams	55%	
2. Quizzes	20%	
3. Homework	10%	
4. Journaling	5%	
5. Inscriptions	10%	

## 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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment**

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **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 instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## **Course Outline/Calendar**

Session	Date	Subject	Quiz/Test Due	Homework due
1	Aug 19	Syllabus, alphabet (chap 1)		[Key: Ex = Exercise; BT = Bible Translation section; a = top of page; b = section beginning elsewhere on the page]
2	Aug 21	Alphabet		
3	Aug 26	Vowels (chap 2)	Alphabet	<b>Ex 1:</b> pp. 1-8
4	Aug 28	Vowels	Voc 2	
	<b>Sept 2</b>	<b>LABOR DAY—NO CLASSES MEET</b>		
5	Sept 4	Syllabification (chap 3)	Vowels	<b>Ex 2:</b> pp. 9-11
6	Sept 9	Syllabification		
7	Sept 11	Nouns (chap 4)	Voc 2-3	<b>Ex 3:</b> pp. 12-14
8	Sept 16	Nouns	Syllabification	
9	Sept 18	Article, waw-conjunctive (chap 5)		<b>Ex 4:</b> pp. 15-18
10	Sept 23	Article, waw-conjunctive	Article identification	
11	Sept 25	Prepositions (chap 6)	Voc 3-5	<b>Ex 5:</b> pp. 19-20; p. 21 BT 2-5
12	Sept 30	Prepositions	<b>Test #1 (chapters 1-5)</b>	
13	Oct 2	Adjectives (chap 7)	Voc 3-6	<b>Ex 6:</b> pp. 22-24
14	Oct 7	Adjectives		<i>English Grammar to Ace Biblical Hebrew</i>
15	Oct 9	Pronouns (chap 8)		<b>Ex 7:</b> pp. 25-27a; p. 28: BT 2-5
<b>16-17</b>	<b>Oct 14 – 18</b>	<b>STUDENT DEVELOPMENT WEEK—NO CLASSES MEET</b>		
18	Oct 21	Pronouns		
19	Oct 23	Pronoun suffixes (chap 9)	Voc 3-8	<b>Ex 8:</b> pp. 29-31a; p. 32 BT 4-10
20	Oct 28	Pronoun suffixes	Pronouns	
21	Oct 30	Construct chains (chap 10)	Pronoun suffixes	<b>Ex 9:</b> pp. 33-36; p. 37 BT 4-10
22	Nov 4	Construct chains		



Session	Date	Subject	Quiz/Test Due	Homework due
23	Nov 6	Verb patterns (chapter 12), Qal perfect strong active, stative verbs (chapter 13)	Voc 3-10	<b>Ex 10:</b> pp. 38-40; p. 41: BT 1-4
24	Nov 11	Qal perfect strong active, stative verbs	<b>Test #2 (chapters 1-10)</b>	
25	Nov 13	Qal perfect weak verbs (chapter 14)	Voc 7-12	<b>Ex 13:</b> pp. 48-50a; p. 51: BT 3-6
26	Nov 18	Qal perfect weak verbs	Qal perfect verbs	
27	Nov 20	Qal imperfect strong active, stative verbs (chapter 15)	Voc 9-14	Ex 14a: pp. 52-53; p. 55: BT 3-9
	<b>Nov 25 – 29</b>	<b>READING WEEK AND THANKSGIVING HOLIDAY—NO CLASSES MEET</b>		
28	Dec 2	Qal imperfect weak verbs (chapter 16)	Qal imperfect verbs	<b>Ex 15:</b> pp. 56-57; p. 59 BT 1-6
29	Dec 4	Qal imperfect weak	Voc 13-16	<b>Ex 16a:</b> pp. 60-61; p. 62: BT 1-6
30	Dec 9	Qal preterite and perfect with waw-consecutive (chapter 17)	Qal weak verbs	<b>Ex 16b:</b> pp. 64-65; p. 66 BT 1-8; Hebrew Inscriptions
	Dec 11	<b>Final exam</b>	<b>Final exam (chapters 1-17)</b>	

## Selected Bibliography

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

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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.

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