

Course Syllabus
HEBR 6301-16: Hebrew Studies I
HEBR 6303-16: Hebrew Studies II
HEBR 6351-16: Hebrew Studies III
HEBR 6352-16: Advanced Directed Studies in Hebrew
Spring 2012
School of Theology

COURSE DESCRIPTION

- HEBR 6301 *“Introductory studies in Hebrew grammar and syntax of select literature of the Hebrew Bible and/or Second Temple period.”*
- HEBR 6303 *“Intermediate studies in Hebrew grammar, syntax, and linguistic approaches with application to select readings from the Hebrew Bible and/or Second Temple literature.”*
- HEBR 6351 *“Advanced studies in Hebrew grammar, syntax, and linguistic approaches with application to select readings from the Hebrew Bible and/or Second Temple literature.”*
- HEBR 6352 *“Advanced studies in Hebrew grammar, syntax, linguistic approaches, and/or text critical theories with application to literature of the Hebrew Bible and/or Second Temple literature. Course may be repeated as course content differs.”*

Our study will focus mainly on the book of Jonah.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

- Hebrew Studies I (HEBR 6301) may be taken after completion of HEBR 5301 and 5302 or with instructor’s permission.
- Hebrew Studies II (HEBR 6303) may be taken after completion of HEBR 5301 and 5302 and HEBR 6301, or with instructor’s permission.
- Hebrew Studies III (HEBR 6351) may be taken after completion of HEBR 5301/5302/6301/6303, or with instructor’s permission.
- Advanced Directed Studies in Hebrew (HEBR 6352) may be taken after completion of HEBR 5301/5302/6301/6303/6351, or with instructor’s permission.

It is recommended for students who complete HEBR 63xx to enroll in additional Hebrew Studies courses in future terms to continue learning.

INSTRUCTOR INFORMATION

Name: Phillip Marshall
E-mail: pmarshall@hbu.edu
Office Phone: 281-649-3135
Office Location: Atwood 1, #234
Office Hours: MWF 10-11:00am; TuTh 10:45-11:45am; otherwise, we can meet by appointment
Web Page Addresses:
HBU http://www.hbu.edu/hbu/Phillip_Marshall.asp?SnID=497864236
Personal <http://biblicallanguages.wordpress.com/>

LEARNING RESOURCES

Course Text(s): [asterisks precede books that are new for this semester]

Alt, A., O. Eißfeldt, P. Kahle, and R. Kittel. *Biblia Hebraica Stuttgartensia*. 5th ed. Stuttgart: Deutsche Bibelgesellschaft, 1997. [BHS] ISBN: 9783438052223

Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University Press, 2003.

Beckman, John C., ed. *Williams' Hebrew Syntax*, 3rd ed. Toronto: University of Toronto Press, 2007. ISBN: 9780802094292

*Chisholm, Robert B., Jr. *A Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth*. Grand Rapids: Kregel, 2006. ISBN: 0825423902

*Dooley, Robert A., and Stephen H. Levinsohn. *Analyzing Discourse: A Manual of Basic Concepts*. Dallas: SIL International, 2001. ISBN: 1-55671-115-8

Gesenius, W., and E. Kautzsch. *Gesenius' Hebrew Grammar*. 28th German ed.; 2nd English ed. Translated by A. E. Cowley. Oxford: Clarendon Press, 1910. [GKC; Available online at Internet Archive.]

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1971. ISBN: 9780802834133

Joüon, P. and T. Muraoka. *A Grammar of Biblical Hebrew*. 2nd Ed. Subsidia Biblica, 27. Rome: Pontifical Biblical Institute, 2006. [JM] ISBN: 9788876536298

Koehler, Ludwig and Walter Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament*. Translated by M. E. J. Richardson. Leiden: E. J. Brill, 1994. [HALOT: only this lexicon to be used for research papers.] ISBN: 9789004124455

*Kroeger, Paul R. *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press, 2005. ISBN: 9780521016537 or 0521016533

*Tucker, W. Dennis, Jr. *Jonah: A Handbook on the Hebrew Text*. Waco, Tex.: Baylor Press, 2006. ISBN: 9781932792669

van der Merwe, Christo H. J., Jackie A. Naude, and Jan H. Kroeze. *A Biblical Hebrew Reference Grammar*. Sheffield: Sheffield Academic, 1999. [BHRG] ISBN: 9781850758563

Waltke, Bruce K. and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, Ind.: Eisenbrauns, 1990. [W-OC] ISBN: 9780931464317

Supplementary Texts and Materials:

Brown, Francis, S. R. Driver and Charles A. Briggs. *A Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1952. (BDB)

Grassmick, John D. *Principles and Practices of Greek Exegesis: A Classroom Manual*. Dallas: Dallas Theological Seminary, 1974. [Grass] ISBN: 0-01-018879-8. [USE FOR LINE DIAGRAMMING]

Hebrew Tutor CD (PC only) by Parsons Technology.

Kantenwein, Lee L. *Diagrammatical Analysis*, rev. ed. Reprint, Winona Lake, Ind.: BMH Books, 2005.

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew*. Peabody, MA: Hendrickson, 2002.

Scott, William R. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*. 3rd ed. N. Richland Hills, TX: BIBAL Press, 1995. ISBN: 9780941037358

Other Reference Materials:

Limburg, James. *Jonah*. Old Testament Library. Louisville, Ky.: Westminster/John Knox, 1993.

Putnam, Frederic Clarke, ed. *A Cumulative Index to the Grammar and Syntax of Biblical Hebrew*. Winona Lake, Ind.: Eisenbrauns, 1996.

Sasson, Jack M. *Jonah*. Anchor Bible. New York: Doubleday, 1990.

Stuart, Douglas. *Hosea-Jonah*. Word Biblical Commentary. Waco, Tex.: Word Books, 1987.

Wolff, Hans Walter. *Obadiah and Jonah: A Commentary*. Trans. Margaret Kohl. Minneapolis, Minn.: Augsburg, 1986.

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

This course seeks to provide an educational atmosphere which fosters academic excellence, freedom of thought, moral and spiritual development of students, and the enrichment of life through the Christian faith and message.

RELATION TO COLLEGE GOALS AND PURPOSES

This course is designed to support the mission of the College of Arts and Humanities:

"To develop intellectual, moral and aesthetic growth in its students."

This is accomplished by teaching students how to read Hebrew texts using the best grammatical and linguistic tools.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

Consistent with the purpose and goals of the School of Theology, this course is a reading course in the original text of an important book of the Hebrew Bible. It will develop the student's skills in reading primary source documents from grammatical, linguistic, and literary perspectives. The course gives students opportunity to grow in the Christian faith and to develop in service to community and church.

COURSE OBJECTIVES

Overview/Purpose of the course

The instructor will guide students toward achieving an increasingly more advanced grasp of the Hebrew language. Students will be encouraged to continue their study of Hebrew through course work at HBU and on their own in the future.

Upon completion of this course, students should be able (through class work, quizzes, and written examinations) to:

HEBR 6301

1. Demonstrate an ability to read and/or construct Reed-Kellogg sentence diagrams for Biblical Hebrew.
2. Demonstrate knowledge of nominal and verbal inflectional and derivational morphology of Biblical Hebrew through proper parsing.
3. Demonstrate an ability to analyze the grammatical structure of Hebrew phrases and sentences [using critically the following grammars: *Williams' Hebrew Syntax* (Beckman) and *An Introduction to Biblical Hebrew Syntax* (Waltke-O'Connor)].
4. Demonstrate an ability to provide the proper semantic classifications of the grammatical structures encountered in the syntax of Hebrew phrases and sentences.
5. Demonstrate acquisition of vocabulary in the Biblical Hebrew narrative corpus.
6. Demonstrate an ability to research, write, and present a paper dealing with an issue of Hebrew grammar, syntax, or semantics in a Hebrew text.

HEBR 6303

1. Demonstrate growing lexical skills in using *HALOT*, *BDB*, and the *DCH*.
2. Demonstrate an ability to use critically the textual apparatus of *BHS* and/or *BHQ*.
3. Demonstrate an ability to provide the proper semantic classifications of the grammatical structure encountered in the more advanced syntax of Hebrew phrases and sentences [using critically the following grammars: *An Introduction to Biblical Hebrew Syntax* (Waltke-O'Connor) and *A Biblical Hebrew Reference Grammar* (van der Merwe, Naude, Kroeze)].
4. Demonstrate an understanding of the unique literary features of Hebrew poetry and the historical development of Biblical Hebrew by identifying the archaic features of the language encountered in poetic texts.
5. Demonstrate an ability to identify and research an issue dealing with Hebrew syntax, semantics, or literary features of Hebrew poetry.
6. Demonstrate an ability to write an argument and present research findings related to an issue of Hebrew syntax, semantics, or literary features of Hebrew poetry.

HEBR 6351

1. Demonstrate growing lexical skills in using *HALOT*, *BDB*, and the *DCH*.
2. Demonstrate an ability to analyze whole text units from a discourse linguistic perspective.
3. Demonstrate an ability to provide the proper semantic classifications of the grammatical

structure encountered in the advanced syntax of Hebrew phrases and sentences [using critically the following grammars: *An Introduction to Biblical Hebrew Syntax* (Waltke-O'Connor), *A Biblical Hebrew Reference Grammar* (van der Merwe, Naude, Kroeze), *Gesenius' Hebrew Grammar* (GKC) and *A Grammar of Biblical Hebrew* (Joüon)].

4. Demonstrate an ability to identify and research an issue dealing with advanced Hebrew grammar, syntax, or semantics.
5. Demonstrate an ability to interact with current scholarship on an issue of advanced Hebrew grammar, syntax, or semantics.
6. Demonstrate an ability to write an argument and present research findings related to an issue of advanced Hebrew grammar, syntax, or semantics.

HEBR 6352

1. Demonstrate growing lexical skills in using *HALOT*, *BDB*, and the *DCH*.
2. Demonstrate an ability to analyze whole text units from a discourse linguistic perspective.
3. Demonstrate an ability to provide the proper semantic classifications of the grammatical structure encountered in the advanced syntax of Hebrew phrases and sentences [using critically the following grammars: *An Introduction to Biblical Hebrew Syntax* (Waltke-O'Connor), *A Biblical Hebrew Reference Grammar* (van der Merwe, Naude, Kroeze), *Gesenius' Hebrew Grammar* (GKC) and *A Grammar of Biblical Hebrew* (Joüon)].
4. Demonstrate an ability to identify and research an issue dealing with advanced Hebrew grammar, syntax, or semantics.
5. Demonstrate an ability to interact with current scholarship on an issue of advanced Hebrew grammar, syntax, or semantics.
6. Demonstrate an ability to write an argument and present research findings related to an issue of advanced Hebrew grammar, syntax, or semantics.

TOPICAL OUTLINE

Class Date or Meeting		Topic: Class Assignment	Due Dates/Important Info
M	1/9	Jonah 1	
W	1/11	Jonah 1	
F	1/13	Jonah 1	
M	1/16	No Class: MLK Holiday	
W	1/18	Jonah 2	Jonah 1 Take-home exam due
F	1/20	Jonah 2	
M	1/23	Jonah 2-3	
W	1/25	Jonah 3	Jonah 2 Take-home exam due Jan 25: Last date to drop without a "W"
F	1/27	Jonah 3	
M	1/30	Jonah 4	Jonah 3 Take-home exam due
W	2/1	Jonah 4	
F	2/3	Jonah 4	
M	2/6	Syntax and BH (Kroeger)	Jonah 4 Take-home exam due

W	2/8	Syntax and BH (Kroeger)	
F	2/10	Syntax and BH (Kroeger)	Worksheet #1
M	2/13	Syntax and BH (Kroeger)	
W	2/15	Syntax and BH (Kroeger)	
F	2/17	Syntax and BH (Kroeger)	Worksheet #2
M	2/20	Syntax and BH (Kroeger)	
W	2/22	Syntax and BH (Kroeger)	
F	2/24	Syntax and BH (Kroeger)	Worksheet #3
M	2/27	Syntax and BH (Kroeger)	
W	2/29	Syntax and BH (Kroeger)	
F	3/2	Syntax and BH (Kroeger)	Worksheet #4
M	3/5	Syntax and BH (Kroeger)	
W	3/7	Syntax and BH (Kroeger)	
F	3/9	Discourse and BH (Dooley-Levinsohn)	Worksheet #5
M	3/12	No Class: Spring Break	Mar 12-16: Spring Break
W	3/14	No Class: Spring Break	
F	3/16	No Class: Spring Break	
M	3/19	Discourse and BH (Dooley-Levinsohn)	Worksheet #6
W	3/21	Discourse and BH (Dooley-Levinsohn)	
F	3/23	Discourse and BH (Dooley-Levinsohn)	Worksheet #7 Mar 23: Last date to drop with a "W"
M	3/26	Discourse and BH (Dooley-Levinsohn)	
W	3/28	Discourse and BH (Dooley-Levinsohn)	
F	3/30	Discourse and BH (Dooley-Levinsohn)	Worksheet #8
M	4/2	Discourse and BH (Dooley-Levinsohn)	
W	4/4	Discourse and BH (Dooley-Levinsohn)	
F	4/6	No Class: Easter Holiday	Worksheet #9
M	4/9	Discourse and BH (Dooley-Levinsohn)	
W	4/11	Discourse and BH (Dooley-Levinsohn)	
F	4/13	Discourse and BH (Dooley-Levinsohn)	Worksheet #10
M	4/16	Discourse and BH (Dooley-Levinsohn)	
W	4/18	Discourse and BH (Dooley-Levinsohn)	

F	4/20	Discourse and BH (Dooley-Levinsohn)	Worksheet #11
M	4/23	Discourse and BH (Dooley-Levinsohn)	
W	4/15	Discourse and BH (Dooley-Levinsohn)	
F	4/27	Discourse and BH (Dooley-Levinsohn)	Worksheet #12 Apr 27: Last day of class
M	5/7	FINAL EXAM: 11:30a - 1:30p	FINAL EXAM

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

Language acquisition requires the accumulation of various vocabulary, grammar, and syntax skills. To assist the student in these tasks, the professor (and sometimes students!) will present aspects of Biblical Hebrew grammar and syntax during class, and students will practice these skills in class. The professor may also assign worksheets to be completed and turned in for assessment; these are designed to assist in learning how to use some of the tools of OT Hebrew study. Quizzes/tests will facilitate the acquisition of new vocabulary words and the application of syntactic analysis. Finally, in order to attain competence in reading Hebrew texts syntactically, students will engage in an inductive “lab journey” through the book of Jonah to practice making decisions about syntactic analysis and semantic classification, to apply modern linguistic insights to the study of BH syntax, and to apply insights of discourse analysis to BH narrative.

ASSESSMENT OF LEARNING

Course requirements

1. Students will complete four take-home exams (one per chapter of Jonah) in which they will demonstrate their knowledge of grammar and syntax and their ability to translate Hebrew phrases and sentences. The dates for these tests are in the course topical outline.
2. In addition to the exams, students will demonstrate their knowledge of Biblical Hebrew vocabulary, grammar, and syntax during regular class participation and occasional vocabulary quizzes. These opportunities are designed to keep students involved in a regular program of study. (You cannot acquire a second language by “cramming” at the last minute; regular, systematic study is required!)
3. Throughout the semester the professor will assign “Worksheets” to be completed by students which will demonstrate an ability to understand material or apply skills which will enhance their research and analysis of the Hebrew text. Such topics may include lexical study, textual criticism, Masoretic notations and/or accentuation, linguistic data, syntax, and discourse grammar (the last three will be the special focus of the Jonah course).
4. For each chapter of Jonah that we prepare for our classroom “lab,” the professor will lead the discussion. He will randomly call upon students to provide an English gloss of the passage, parse words, and discuss syntactical categories encountered and their semantic classifications. Students will be assessed for their responses as follows: 100

(mastery of the data), 75 (good grasp of the data), 50 (mediocre grasp of the data), 25 (demonstrates no grasp of the data). These assessments will be averaged to create a participation grade for the student.

5. All students are responsible to prepare for the Jonah passages to be discussed by doing the following PRIOR TO THE FIRST DAY OF CLASS: [1] Read the text in Hebrew and provide an appropriate English gloss. [2] Complete all the questions in the Chisholm Workbook. [3] Parse all forms using the Parsing Sheets provided in course handouts (unless you've parsed them for Chisholm or are parsing them in your own notes). Bring these to class completed as the basis for our discussion of the passage. [4] Analyze the syntactic structure of each verse and determine the semantic classifications of the syntactical structures you see in the passage (Chisholm can guide you, but go beyond Chisholm and ask yourself even better questions!).

6. After completing the discussions of Jonah in Week 4, we will transition to a study of syntax and discourse grammar, utilizing the insights of modern linguistics and applying them to the data of Jonah. The professor will assign passages from Kroeger and Dooley-Levinsohn for students to read to gain understanding in a linguistic topic. The students will then go back to the book of Jonah and analyze the Hebrew text in light of the linguistic principles learned from the textbooks. Worksheets will facilitate the application of these insights to the data of Jonah.

7. The final grade will be determined according to the following percentages:

a. Participation/Quizzes	20%
b. Four Exams	40%
c. Worksheets	40%

8. Students are encouraged to spend at least one hour per week practicing and refining their Hebrew skills on a computer utilizing *Hebrew Tutor* CD (and/or other software programs) and/or Internet resources such as www.animatedhebrew.com and www.learnbiblicalgreek.com/flashworks (see also hamoreh.org -> Resources -> Helpful Links -> Biblical Languages).

9. The student is expected to attend all class meetings, participate in class discussions, and meet the requirements of the course as indicated by the professor, this syllabus, and the assignments given. You are permitted to be absent 3 times without penalty. After that, each absence will result in reducing the final grade average by 3 points.

Grading standards

The grade scale for the School of Theology's graduate courses is: A (93-100), A- (90-92), B+ (88-89), B (83-87), B- (80-82), C+ (78-79), C (73-77), C- (70-72)

Student appraisal

The course and course content will be evaluated and reviewed at the preparation of each new syllabus. Comments from students completing the university evaluation will be taken into consideration.

CLASS POLICIES

Absence and Tardy Policies

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Academic Honesty

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special

treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

Late Work

Late work will only be allowed with the permission of the instructor.

Learning Disabilities/Academic Accommodations

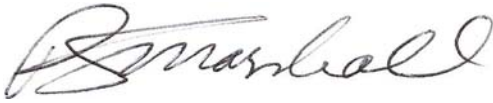
Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504 for all accommodation policies and procedures.

Missed Tests

Make-up exams will be given in the event of illness, death in the immediate family, official participation in events representing the university or with prior permission from the professor. The make-up exam period will be announced and the make-up exams will be given in Atwood 2. The student must present an I.D. card to take the test.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Phillip Marshall



Instructor's Signature

11-28-11

Date