



HARDING SCHOOL OF THEOLOGY

5090 Beginning Hebrew I Syllabus

Fall 2017, Thursdays 8:15-10:55 AM

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“When my soul was on fire with bad thoughts, as a last resource I became a scholar to a monk who had been a Jew, to learn of him the Hebrew alphabet; and, from the judicious rules of Qumtilian, the copious flowing eloquence of Cicero, the grave style of Pronto, and the smoothness of Pliny, I turned to this language of hissing and broken-winded words. What labor it cost me, what difficulties I went through, how often I despaired and left off, and how I began again to learn, both I myself who felt the burden can witness, and they also who lived with me. And I thank our Lord that I now gather such sweet fruit from the bitter sowing of those studies.”

- Jerome, Letter 125.12

Welcome to Biblical Hebrew! The purpose of this course is to acquire a basic knowledge of Biblical Hebrew in order to read prose texts. Biblical Hebrew is the ancient Semitic language in which (most of) the Old Testament/Hebrew Bible was written. Other texts written in ancient Hebrew are found in several hundred inscriptions, letters, and administrative documents discovered by archaeologists, as well as in the Dead Sea scrolls. Biblical Hebrew was used in ancient Israel from about 1000 B.C.E. until roughly the destruction of the second Jewish temple in 70 C.E. Since then it has been preserved in these ancient texts and in the Jewish religious practices.

COURSE GOALS

Our goals pertain to the italicized intended degree outcomes for the M.Div., M.A.C.M., and the M.A. degrees.

Demonstrate exegetical skills in the interpretation of scripture

1. To translate sections of biblical Hebrew narrative without notes. Our focus is Hebrew prose because it is simpler and more predictable.
2. To learn the particulars of Hebrew grammar and memorize all of the vocabulary words in Ross's *Introducing Biblical Hebrew*.
3. To produce stock Hebrew phrases. People learn languages better when they are immersed in the language culture and forced to produce the language. While speaking biblical Hebrew is not fully possible (because we do not have a full vocabulary), we will practice speaking and writing Hebrew for the sake of acquisition.

4. To vocalize Hebrew words and sentences. Reading Hebrew aloud with correct pronunciation of consonants, vowels, and accentuation is an essential part of the Hebrew tradition and language learning. Vocalization will be stressed.

Evidence a love for God and others and a personal commitment to spiritual formation

5. To develop the spiritual discipline of studying biblical languages. Do not lose sight of what you are learning to read – an ancient and authoritative book, a witness to God’s work among His people. Learning a language requires self-discipline, endurance, memorization, and repetition. There is no quick and easy way to learning biblical Hebrew. When you seek to learn a language for the sake of knowing God better, you devote yourself to a discipline of the Spirit.

TEXT BOOKS

Clemens, David M. *Supplementary Exercises for Introducing Biblical Hebrew by Allen P. Ross*. Vancouver, BC: Regent College, 2008.

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

Textbooks can be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN’s and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

Students also need to purchase an **8 ½ x 11 dry erase board**, dry erase marker, and eraser. We will do board exercises in class and you will put it to your camera for me to check your work.

COURSE REQUIREMENTS

1. **Quizzes (15%)** - With the exception of the first and final weeks, we will begin our class with a quiz (so 13 quizzes). *Every quiz is cumulative*. All material that we have covered prior the class is fair game, although the focus will be on the most recent chapters from the textbook. All vocabulary, including the words in the chapters prepared for the day of the quiz, will potentially be on the quiz (vocabulary for chapters 1-6 on the first quiz, the second week). I will clarify as we go along. I will count your 10 best quiz grades. The quizzes are closed book and will be taken in Canvas. I expect that students will act with integrity in taking the quizzes.
2. **Midterm (40%) and Final (40%)** – The midterm and final are cumulative and comprehensive. Students need to arrange proctors for these exams. They will be taken on paper, because students will have to produce Hebrew paradigms and specified forms (unlike the quizzes).

3. **Oral Recitation (5%)** – The ability to read Hebrew out loud is both an important skill and a continuation of a venerable tradition. You will therefore be required to prepare a text for oral recitation, either Numbers 6:22-27 or Deuteronomy 6:4-9 (you may propose others). You will perform/read your text on Nov 30 during our class. You may choose to memorize the text, but this is not a requirement. A good oral reading of the Bible is available at http://www.aol.org/hebrew_audiobible.htm. I am also glad to go over your reading with you before the oral performance.

ADDITIONAL POLICIES AND INFORMATION

Accessibility/Communication

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: lhawley2@harding.edu

Cell Phone Number: (901) 275-0468

The best way to communicate with me is by email. I check it often and expect you to check it as well for class announcements and additional documents. Feel free to contact me with your questions any time. I will use Canvas and your Harding University email address, so please make sure to check it regularly.

Students with Disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Academic Integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Class participation

Participation and collaboration are essential components of scholarship and Christian community. I encourage you to volunteer answers and risk being wrong. Correction is a necessary component of learning. Participation includes:

- a. Attendance. The amount of contact you have with Hebrew will be directly proportional to your success in learning the language. It is crucial for you to be in class. Please avoid coming late and leaving early. Treat the LIVE classroom the same as you would an on-campus classroom as far as attire.

Students are required to attend at least one of the extra one-hour homework/review meetings each week that are led by the class tutor. Times are to be determined, but are likely on Mondays and Tuesdays.

- b. Preparation. Please come to class with all homework and reading assignments completed. Unless otherwise instructed, you should prepare all of the exercises in the assigned chapters of Ross, I will also assign portions of Clemens supplementation. I do not expect you to get all the homework exercises correct, but I do expect a thorough, good faith effort. You will be required to do many of the exercises in class without the answers in front of you, so you should do the translation exercises in a separate notebook.

- c. Vocabulary Cards
Stay on top of your vocabulary! Your ability to read Hebrew, and thus your enjoyment of it, is only as good as your vocabulary. You are required to *make vocabulary flash cards*. Be creative with your vocabulary studies. Educators are repeatedly showing that associating pictures, sounds, and motions with vocabulary items foster memorization.

GRADING SCALE

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = < 60

PROPOSED SCHEDULE

(“Proposed” because we may move faster or slower, depending on the actual workload. You should attempt to stay a lesson ahead of the proposed schedule. If we have extra time, I reserve the right to press on ahead of the originally planned schedule. You should prepare the chapters *before* class. You are expected to have worked through the first two lessons on your own before the first class.)

Week 1 (Aug 24) – Introduction; Lessons 1-2

Before class: Read Ross 1-2 and do exercises; memorize the alphabet (names of each letter in correct order); watch Animated Hebrew chapters 1-2

During class: Review lessons 1-2, Introduce lesson 3

Week 2 (Aug 31)

Quiz on lessons 1-3, vocab 1-5

Before class: Ross exercises 3.a-c, watch Animated Hebrew chapter 3

During class: Introduce lessons 4-5

Week 3 (Sept 7)

Quiz on lessons 1-5, vocab 1-7

Before class: Ross exercises 4-5

During class: Introduce 6-7

Week 4 (Sept 14)

Quiz on lessons 1-7, vocab 1-9

Before class: Ross exercises 6-7

During class: Introduce 8-9

Week 5 (Sept 21)

Quiz on lessons 1-9, vocab 1-11

Before class: Ross exercises 8-9

During class: Introduce 10-11

Week 6 (Sept 28)

Quiz on 1-10, vocab 1-13

Before class: Ross exercises 10-11

During class: Review for midterm

Week 7 (Oct 5) – (**Midterm Week – Take Oct 2-3 with proctor**)

During class: Introduce lessons 12-13

Week 8 (Oct 12)

Quiz on 1-13, vocab 1-15

Before class: Ross exercises 12-13

During class: Introduce 14-15

Week 9 (Oct 19) – Lessons 17
Quiz 1-15, vocab 1-17
Before class: Ross exercises 14-15
During class: Introduce 16-17

Week 10 (Oct 26) – Lessons 18-19
Quiz 1-17, vocab 1-19
Before class: Ross exercises 16-17
During class: Introduce 18-19

Week 11 (Nov 2) – Lessons 20
Quiz 1-19, vocab 1-21
Before class: Ross exercises 18-19
During class: Introduce 20-21

Week 12 (Nov 9) – Lessons 21-22
Quiz 1-21, vocab 1-23
Before class: Ross exercises 20-21
During class: Introduce 22-23

Week 13 (Nov 16) – Lessons 22-23
Quiz 1-23, vocab 1-24
Before class: Ross exercises 22-23
During class: Introduce 24

Nov 23– Thanksgiving Break

Week 14 (Nov 30)
Quiz 1-24, vocab 1-24
During class: Review and Oral Readings

Week 15 (Dec 7) – Final (Must take on Dec 7 unless I okay special arrangements)

USE OF TECHNOLOGY FOR STREAMING

This course is supported with the video platform [www.Zoom.us](http://www.zoom.us) and **Canvas** (available at <http://elearning.harding.edu/>) to facilitate class participation. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform. The Meeting ID for our class is **9012750468**

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions and class participation

Equipment Requirements:

1. **Ear buds with microphone required. Apple Earbuds with mic have worked flawlessly.** (Apple MD827LL/A EarPods with Remote and Mic - Standard Packaging – White) Amazon:

https://www.amazon.com/Apple-MD827LL-EarPods-Remote-Mic/dp/B0097BEG1C/ref=sr_1_1?s=books&ie=UTF8&qid=1480536372&sr=8-1&keywords=Apple+MD827LL%2FA+EarPods+with+Remote+and+Mic+-+Standard+Packaging+-+White

2. **Additional monitor for remote students required. Used monitor is okay.**

3. Laptop or tablet with camera or desktop computer with camera. On-ground students are encouraged to bring their laptops with camera to class and connect to the Zoom meeting with their computer.

4. Internet access using a latest version of a web browser such as Firefox (preferred), Google Chrome, or Microsoft Internet Explorer.

5. Latest version of Zoom software. This does change periodically without notification.

Canvas can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Canvas system, contact technical support for students by calling (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor. Of course, there are many email providers, and many students and professors hold more than one email address. To promote timely and secure communication about class related issues, students and professors will only use Canvas email.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email address is lhawley2@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**