



HARDING SCHOOL OF THEOLOGY

5091 Beginning Hebrew II Syllabus Spring 2020, Tuesdays 8:15-10:55 AM

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“Let us be sure of this: we will not long preserve the gospel without the languages. The languages are the sheath in which this sword of the Spirit [Eph. 6:17] is contained; they are the casket in which this jewel is enshrined; they are the vessel in which this wine is held; they are the larder in which this food is stored. . . . If through our neglect we let the languages go (which God forbid!), we shall . . . lose the gospel.”¹

Welcome to Biblical Hebrew part two! The purpose of this course is to further 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.

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 vocalize Hebrew words and sentences. Reading and reciting 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.
4. To gain facility in utilizing Hebrew lexicons.

¹ Martin Luther, "To the Councilmen of All Cities in Germany That They Establish and Maintain Christian Schools," in *The Christian in Society II* (ed. Walther I. Brandt; trans. Albert T. W. Steinhäuser and rev. Walther I. Brandt; Luther's Works 45; Philadelphia: Muhlenberg, 1962 [orig. 1525]), 360.

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

Brown, F., S. Driver, and C. Briggs. *The Brown-Driver-Briggs Hebrew and English Lexicon*. Peabody, MA: Hendrickson, 1906. (Reprinted 1994)

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

Elliger, K. and Rudolph W., eds. *Biblia Hebraica Stuttgartensia*.

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.

COURSE REQUIREMENTS

1. **Quizzes** (15%) – With the exception of May 3, we will begin each class with a quiz including our first class meeting (13 quizzes). *Every quiz is cumulative*. All material that we have covered prior to 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. I will count your 10 best quiz grades.
2. **Midterm** (35%) **and Final** (40%) – The midterm and final are cumulative and comprehensive. Distance 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. **Homework Assignments** (5%) – In addition to Ross and Clemens exercises, some weeks you will have lexicon or other exercises that you will hand in. These will be directed at learning to use BDB, other Hebrew lexicons/grammar tools, and commentaries. *I will not accept these assignments if they are handed in late*.

4. **Oral Recitation (5%)** – The ability to read Hebrew out loud is both an important skill and a continuation of a venerable tradition. Students will therefore be required to prepare a text (about 8-10 verses of a Psalm or other poetic text) for oral recitation. Each student will select a class period to perform/read in weeks 7-14. We will have up to two readings per week. First come, first serve. A good oral reading of the Bible is available at http://www.aol.org/hebrew_audiobible.htm. I am glad to go over your reading with you before the oral performance.

GRADING SCALE

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

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

Office Phone Number: (901) 432-7729

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 quizzes/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 a campus classroom as far as attire.

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

- 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.

Canvas Online Learning System

In addition to the live video platform Zoom.us (see below), this course uses Harding's *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (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, you may use the email system contained in the Canvas learning management system, although it is best to email directly to lhawley2@harding.edu.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding gmail 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.

HST LIVE via ZOOM

In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. 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 HST Live/Zoom Meeting ID for this course is **9012750468**.

Equipment Requirements for LIVE Sections:

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone - Apple MD827LL/A EarPods with Remote and Mic work well. Order on Amazon.com, <https://goo.gl/jLYfBG>.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

Students new to HST LIVE should attend the HST LIVE orientation session scheduled for January 13 at 6:00-8:00 p.m. The Zoom ID for the orientation session is 3188055566.

Course Etiquette for HST Live:

- HST Live is a convenience for distance broadcast and attendance. In terms of responsibilities, it is no different than on-campus participation. Attendance is required just as if in residence on the Memphis campus. Full participation in the class is expected.
- Students are allowed a maximum of two *excused* absences in this class. These absences should be reserved for cases of sickness, emergency ministry situations, or pressing personal matters. After a student's two excused absences are used, the student's overall grade will go down three percentage points for each absence.
- Please make arrangements in your ministry context or employment to be in attendance for all calendared sessions (e.g., a staff meeting is not an excused absence). The same applies to arriving late or leaving early.
- Be seated in an environment that approximates a classroom setting (e.g. a chair at a desk in your office). It is not acceptable to sit or lie down on your bed or in a recliner, lounge on your deck or on the beach, or sit in a coffee shop, etc. Remain stationary at your computer during the class session except during breaks.
- Arrange for your HST Live environment to be distraction free (e.g. no background family noise, TV, etc.). Please do not answer phone calls during class.
- Failure to observe these and related etiquette matters will result in grade reductions at the professor's sole discretion.

PROPOSED SCHEDULE

(“Proposed” because we may move faster or slower, depending on the actual workload. If we have extra time, I reserve the right to press on ahead of the originally planned schedule. Note that there is a quiz on the first day.)

Week 1 (Jan 21)

Quiz on Vocab Lessons 1-25 (Including masc. and fem. forms of cardinal numbers)

Before class: Review Lessons 1-24

During class: Review 24 and Introduce lesson 25 (Numbers)

Week 2 (Jan 28)

Quiz on lessons 1-25, vocab 1-26

During class: Introduce 26 (Niphal)

Week 3 (Feb 4)

Quiz on 1-26, vocab 1-27

During class: Introduce 27 (Piel)

Week 4 (Feb 11)

Quiz on 1-27, vocab 1-29

During class: Introduce 28-29 (Pual and Hitpael)

Week 5 (Feb 18)

Quiz on 1-29, vocab 1-30

During class: Introduce 30 (Hiphil)

Week 6 (Feb 25)

Quiz on 1-30, vocab 1-31

During class: Introduce 31 (Hophal) and Review A

Assignment: Homework 1, accents in Jonah 1:1-6, due March 3 by class time

Midterm – take between Feb 27 and March 2

Week 7 (March 3)

During class: Introduce 32-33 (Guttural Verbs in *Qal*)

Assignment for next week: Homework 2, BDB assignment

March 9-13 – Spring Break

Week 8 (March 17)

Quiz on 1-33, vocab 1-34

During class: Introduce 34 (I-1 verbs)

Assignment for next week: Homework 3, Exod 19:5-6 assignment

Week 9 (March 24)

Quiz on 1-34, vocab 1-35

During class: Introduce 35 (I-2 verbs) and 42 (Accents)

Week 10 (March 31)

Quiz on 1-35, vocab 1-37

During class: Introduce 36-37 (III- π verbs and double weak verbs)

Week 11 (April 7)

Quiz on 1-37, vocab 1-38

During class: Introduce 38 (Hollow Roots)

Assignment for next week: Translate Jonah 1:1-6 (Parse all verbs)

April 13-17 – Study Week

Week 12 (April 21)

Quiz on 1-38, vocab 1-39

During class: Introduce 39 (Geminate Verbs)

Assignment for next week: Translate Jonah 1:7-16 (Parse all verbs)

Week 13 (April 28)

Quiz on 1-39, vocab 1-40

During class: Introduce 40 (Minor stems)

Assignment for next week: Jonah 3-4

Week 14 (May 5)

Quiz on 1-40, vocab 1-40

During class: Review and Read Jonah 3-4

Week 15 (May 12) – **Final** (Take final with proctor any time on the 12th. Communicate with me about necessary arrangements to take it on a different day.)