Course Syllabus
HEBR 6353-15: Hebrew Reading & Syntax II
Fall 2010
School of Theology

COURSE DESCRIPTION

"Advanced studies in Hebrew grammar, syntax, and literature of the Hebrew Bible and other Second Temple literature." Our study will focus mainly on selected narrative portions (and a few poetic ones) from the book of Isaiah.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Advanced Hebrew Reading & Syntax II (HEBR 6353) may be taken after completion of HEBR 3311/3312/3313/6301/6302/6303, or with instructor's permission.

It is recommended for students who complete HEBR 6353 to enroll in additional Hebrew studies courses/electives 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 10:00 am – 11:00 am and 1:00 pm – 2:00 pm; T,TH 9:30 am – 12:00 pm
    (otherwise, 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):

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

Brotzman, Ellis R. *Old Testament Textual Criticism, A Practical Introduction.* Grand Rapids: Baker Books, 1994.

Dempster, Stephen G. "Linguistic Features of Hebrew Narrative: A Discourse Analysis of Narrative from the Classical Period." Ph.D. Dissertation: University of Toronto, 1985. [Note: Dr. Dempster has graciously given permission for us to copy and distribute this work free of charge. Contact Dr. Marshall to secure your copy.]

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.]

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

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.]

Scott, William R., 1942. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*. 3rd ed. N. Richland Hills, TX: BIBAL Press, 1995.

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

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

Supplementary Texts and Materials:

Heimerdinger, Jean-Marc. *Topic, Focus and Foreground in Ancient Hebrew Narratives*. Journal for the Study of the Old Testament Series, 295. Sheffield: Sheffield Academic, 1999.

NOTE: Dempster and Heimerdinger provide linguistic perspectives on narrative discourse features and will be placed on reserve. Dempster's work is to be read by all students; Heimerdinger is to be read by students who are in their 2nd or 3rd advanced Hebrew class and/or who have taken a course in general linguistics.

RELATION TO THE PURPOSE STATEMENT 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 linguistical 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 to demonstrate (through class work, quizzes, a written research paper, and written examinations) the ability to:

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
August 23	Orientation & Introduction; Isaiah 1:1–3
August 25	Isaiah 1:10–14
August 27	Isaiah 1:15–20
August 30	Dempster Orientation to BHS Worksheet
September 1	Isaiah 2:1–5
September 3	Isaiah 3:18–23; Vocab Quiz
September 6	No Class (Labor Day!)
September 8	Isaiah 3:24–4:1
September 10	Dempster; BHS Worksheet DUE

September 13	Isaiah 4:2–6;	Vocab Quiz
		Sept 8: Last day to drop without a 'W'
September 15	Isaiah 5:1–4	
September 17	Isaiah 5:5–7	
September 20	Dempster;	Vocab Quiz
September 22	OT Textual Criticism Orientation to Textual Criticism Worksheet	
September 24	Isaiah 6:1–5	
September 27	Isaiah 6:6–10	
September 29	Dempster;	Textual Criticism Worksheet DUE
October 1	Isaiah 6:11–13;	Vocab Quiz
October 4	Isaiah 7:1–6	
October 6	Dempster	
October 8	Isaiah 7:7–14	
October 11	Isaiah 7:15–20	
October 13	Isaiah 7:21–25;	Vocab Quiz
October 15	Dempster Orientation to Lexical Worksheet	
October 18	Isaiah 8:1–6	
October 20	Isaiah 8:7–11	
October 22	Dempster;	Lexical Worksheet DUE
October 25	Isaiah 8:11–18	
October 27	Isaiah 8:19–23	
October 29	Dempster;	Vocab Quiz;
		Oct 29: Last day to drop with a 'W'
November 1	Isaiah 19:16–20;	RESEARCH PAPER TOPICS DUE
November 3	Isaiah 19:21–25	
November 5	Dempster;	Vocab Quiz
November 8	Isaiah 36:1–6	
November 10	Isaiah 36:7–12	
November 12	Isaiah 36:13–19;	Vocab Quiz
November 15	Isaiah 36:20–37:4; Heimerdinger	
November 17	Gen 22:1–7; Heimerdinger	
November 19	Gen 22:8–14; Heimerdinger	Vocab Quiz
November 22	Research Days	
November 24	Research Days	
November 26	No Class (Thanksgiving Break!)	
November 29	*Student Presentations*;	ALL RESEARCH PAPERS DUE

December 1	*Student Presentations*
December 3	*Student Presentations*
December 13	**FINAL EXAM ASSESSMENT: MONDAY, 11:30 AM – 1:30 PM**

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 will 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. Occasional quizzes will facilitate the acquisition of new vocabulary words. Finally, in order to attain competence in reading Hebrew texts syntactically, students will engage in an inductive "lab journey" through (mainly) narrative passages in Isaiah to practice making decisions about syntactic analysis and semantic classification.

ASSESSMENT OF LEARNING

Course requirements

1. Students will take a final exam in which they will demonstrate their knowledge of grammar and syntax and their ability to translate Hebrew phrases and sentences. The date for the final examination is in the course topical outline.

2. In addition to the final exam, 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 2-3 "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, Massoretic notations and/or accentuation, linguistic data, and syntax.

4. For each section of Isaiah that we prepare for our classroom "lab," one student will be assigned to lead the discussion. This student must submit a typed one-to-two-page (12 pt font, single spaced) summary sheet containing an English gloss of the assigned passage and guiding questions about the *significant* syntactical categories encountered and their semantic classifications in his/her assigned passage. The summary should be prepared as an outline for discussion of that meeting's assigned passage. The summary discussion sheet will be collected at the conclusion of each class period and will be assessed for the strength of the English gloss, the grammatical significance of the questions raised, and the student's demonstration of his/her ability to resolve grammatical questions. HEBR 6353 students must reference and demonstrate competence in the use of grammars by Waltke-O'Connor, van der Merwe, Gesenius, and Joüon. NOTE: To help guide the other students' study of the passage and preparation for the discussion, the leader will post in Blackboard a list of the discussion questions at least 24 hours prior to the meeting that he/she will lead.

5. The students who are not leading a discussion in Isaiah are responsible to prepare for the passage to be discussed by doing the following: [1] Read the text in Hebrew. [2] Parse all forms using the Parsing Sheets provided in course handouts. Bring these to class completed as the basis for our discussion of the passage. [3] Analyze the syntactic structure of each verse and determine the semantic classifications of the syntactical structures you see in the passage. [4] Participate in the discussions!

6. Students will research, write, and present to the class a paper addressing a grammatical or linguistic issue (for ex., an analysis of discourse features or information structure) from a passage of their choice from Isaiah. The paper will consist of the following: (1) a title page, (2) the body, containing a statement of the grammatical problem and an attempt to understand or resolve it, and (3) a bibliography of sources consulted. The body of the paper will be at least 15 pages and no more than 20 pages in length. The paper will be double-spaced with one-inch margins. Students will consult at least 15 sources (no more than three from the internet, at least four resources from scholarly journals). Acceptable sources will deal primarily with Hebrew syntax/grammar and linguistics. Historical and theological matters will not be emphasized unless directly related to the Hebrew text. You will include a line diagram of your passage (or a representative portion thereof). Pre-approved sources will be placed on reserve in Moody Library. Format is to follow Turabian.

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

a. Presentations	10%
b. Final Exam	10%
c. Worksheets	10%
d. Quiz Average	10%
e. Paper and Presentation	60%

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 2 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

Attendance in class is important and it is university policy that students must attend class and that faculty will require attendance with penalties for non-compliance. 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.

Apart from the absences caused when students represent the university, students might need to miss class and/or lab sessions from time to time due to illness or other reasons. Instructors will permit students to be absent from a maximum of three class meetings that are scheduled in this syllabus for MWF and for TTH courses during the Fall and Spring semesters. Upon the fourth absence, faculty will begin to penalize a student's grade in the course as the professor deems appropriate. For summer session courses that meet throughout the week, instructors will permit students to be absent a maximum of 2 class meetings. For courses that meet once a week, whether regular semesters or in the summer, instructors will permit students to be absent a maximum of one or two class meetings (upon the discretion of the instructor) before penalties are applied. Students are advised to use the allowed absences for illnesses and significant events beyond their control. Regular attendance in class is important for student success.

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.

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.

<u>Learning Disabilities/Academic Accommodations</u>

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 (Alison Childers) at 281-649-3274, Lake House, Suite #103, 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).

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Phillip Marshall

_____   _____
Instructor's Signature   Date