HEBR 6301-15: HEBREW STUDIES I
HEBR 6303-15: HEBREW STUDIES II
HEBR 6351-15: HEBREW STUDIES III
HEBR 6352-15: ADVANCED DIRECTED STUDIES IN HEBREW

Spring 2013
Department 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 second half of the book of Ecclesiastes/Qoheleth.

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: Tu/Th 11:00am-12:00pm; otherwise, we can meet by appointment
Web Page Addresses:
    Personal http://biblicallanguages.wordpress.com/

LEARNING RESOURCES

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


Supplementary Text(s):


*Hebrew Tutor* CD (PC only) by Parsons Technology.


Other Reference Materials:


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.
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, Kroese)].
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.

RELATION TO THE MISSION OF THE UNIVERSITY

Mission statement: 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 THE SCHOOL OF CHRISTIAN THOUGHT GOALS

The mission of the School of Christian Thought is to serve and equip the Church; to provide students with foundational knowledge in philosophy, theology, and apologetics through reading and engagement with the ideas and languages of classic and biblical texts; to challenge students to display sound reasoning, to communicate clearly, and to demonstrate effective research skills; and to foster both intellectual and spiritual growth as students and faculty alike seek to glorify God in all things.

This course is designed to support the mission of the School of Christian Thought by teaching students how to read ancient Hebrew texts using the best grammatical and linguistic tools.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES
The mission of the Department of Theology is to provide students with a foundation in the classical theological disciplines, facilitate intellectual and spiritual growth, and equip individuals in skills essential to Christian ministry.

Consistent with the purpose and goals of the Department 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, literary, and theological perspectives. The course gives students opportunity to grow in the Christian faith and to develop in service to community and church.

ATTENDANCE

Please see the official Attendance Policy in the HBU Classroom Policy on Blackboard. Students missing more than 25% of the class will be given a failing grade.

ACADEMIC ACCOMMODATIONS

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

COURSE REQUIREMENTS & GRADE SCALE

Teaching Strategies

Language acquisition requires the accumulation of various vocabulary, grammar, and syntax skills. To assist the student in these tasks, the professor and 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 passages in Qoheleth (called Ecclesiastes in English Bibles) to practice making decisions about syntactic analysis and semantic classification, and to apply modern linguistic insights to the study of BH syntax, semantics, and pragmatics.

Course Requirements

1. Students will take two exams in which they will demonstrate their knowledge of grammar and syntax and their ability to translate Hebrew phrases and sentences. The dates for these examinations are 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 possible 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 4-5 “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 Qoheleth that we prepare for our classroom “lab,” one student will be assigned to lead the discussion. This student must submit a typed two-to-three-page (12 pt font, single spaced) summary sheet containing [1] an English gloss of the assigned passage, [2] guiding questions about the significant syntactical categories encountered and their semantic classifications in his/her assigned passage, with discussion of how the student would answer those questions, and [3] some reflection on semantic and pragmatic features in the passage, using Alan Cruse’s textbook as a guide. The summary sheet 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. NOTE: To help guide the other students’ study of the passage and preparation for the discussion, the leader will post in Blackboard the English gloss of the passage, and a list of the discussion questions at least 24 hours prior to the meeting that he/she will lead.

All students must reference and demonstrate competence in the use of grammars by Williams, Waltke-O’Connor, and van der Merwe. Students above level HEBR 6301 should also reference and demonstrate competence in the use of grammars by Gesenius, and Joüon-Muraoka.

5. The students who are not leading a discussion in Qoheleth 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] Analyze the leader’s English gloss and be prepared to submit one question about it. [5] Participate in the discussions!

6. The final grade will be determined according to the following percentages:
   a. Presentations  25%
   b. 2 Exams       35%
   c. Worksheets/Quizzes  40%

7. 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).

8. 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 Department of Theology’s graduate courses is: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), F (69 and below)
LATE WORK & TEST POLICY

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

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.

TOPICAL OUTLINE

<table>
<thead>
<tr>
<th>Class Date/Meeting</th>
<th>Topic: Class Assignment</th>
<th>Major Assessments</th>
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<tbody>
<tr>
<td>M 1/7</td>
<td>Orientation &amp; Introduction</td>
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<td>W 1/9</td>
<td>BH Lexica Assignment</td>
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<td>F 1/11</td>
<td>BH Lexica Assignment</td>
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<td>M 1/14</td>
<td>BH Lexica Assignment Discussion</td>
<td>Assignment #1 Due</td>
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<td>W 1/16</td>
<td>Qohelet 6</td>
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<td>F 1/18</td>
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<td>Qohelet 6</td>
<td>Jan 23: Last date to drop without a &quot;W&quot;</td>
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<td>M 1/28</td>
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<td>Semantics &amp; Pragmatics (Cruse)</td>
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<td>Qoheleth 12</td>
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</table>
| F  | 4/26 | Qoheleth 12 | **Assignment #4 Due**  
**Apr 26: Last day of class** |
| TBA| TBA | **FINAL EXAM** |

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

Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. **I promise to uphold the Code of Academic Integrity at Houston Baptist University and will not tolerate its violation by others.**