HEB510 — Introduction to Biblical Hebrew Block (Hybrid)
Fall 2012

Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information

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Office: 816-268-5424
Office Hours: 8:00 am – 4:30 pm or by appointment

Catalog Description

HEB510—Introduction to Biblical Hebrew—is a beginning study of the vocabulary and grammar of biblical Hebrew.

Course Narrative & Rationale

The English-speaking world has been blessed with an enormity of tools and resources for the study of the Scriptures, and these resources are the fruit of the toil, diligence, and scholarship of generations of biblical scholars. This tradition has provided English speakers with numerous translations of the Bible as well as a plethora of research tools which allow even the least educated of us minimal access to the original languages—e.g., Bible dictionaries, Bible encyclopedias, commentaries, concordances, computer programs, etc..
What then is the purpose of learning to read, translate, and exegete biblical Hebrew? In the words of D. A. Carson:

We are dealing with God’s thoughts: we are obligated to take the greatest pains to understand them truly and to explain them clearly. It is all the more shocking, therefore, to find in the evangelical pulpit, where the Scriptures are officially revered, frequent and inexcusable sloppiness in handling them. . . . But tragic is the situation when the preacher or teacher is perpetually unaware of the blatant nonsense he [or she] utters, and of the consequent damage he [or she] inflicts on the church of God. (Carson 1996, 15-16)

Perhaps Dr. Carson’s words are more aggressive than many of us would like. Nonetheless, by any definition, carefulness with the Scriptures presupposes a diligence with observing what is there, and this task always has been accomplished most successfully by those who have access to the original language texts of the Bible. Close attention, close reading, and appropriate analogous embodiment of our Christian narrative requires, at a minimum, a working knowledge of Hebrew, Aramaic, and Greek.

In an essay entitled, “Teaching the Bible Confessionally in the Church,” Ellen Davis has said:

But perhaps the best reason [for studying Hebrew and Greek] is the most obvious: reading in the original languages slows us down, and reading the text more slowly is essential for learning to love the Bible. . . . We love best those for whom we are obligated to give regular, often demanding, care: a child, an animal, a sick or elderly person, a plot of land or an old house. Inchng patiently through the Greek or Hebrew text is best seen as “an act of charity”—ultimately, charity toward God (Davis 2003, 15).

Our goal as a class is to engage together in the performance of such חֶמֶד (h)esed) toward our Lord.

**Degree Objectives**

Master of Divinity

1. Mature knowledge of God and self, attained through practices of Christian formation and personal discipline. (Course Goals 1 and 2).

2. Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scripture of the Old and New Testaments by using scholarly methods for understanding Scripture (Course Goals 3-5) and understanding the formative power of Scripture in shaping the corporate and personal Christian life (Course Goals 1-2).
Master of Arts in Christian Formation and Discipleship

1. Appropriate and enhance the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry (Course Goals 1-3).

Master of Arts in Theological Studies – Research Track

1. Students will gain a specialized knowledge in designated theological disciplines as a basis for further graduate studies (Course Goals 3-5)

2. Students will develop skill in academic research and writing as a basis for further graduate studies. (Course Outcome 6).

Course Outcomes

Upon completion of this course, you will be able to:

1. Recite and write from memory the Hebrew alphabet and vowel chart, as well as the transliteration of the Hebrew consonants and vowels.
   [Accomplished through Reading, Lectures, & Homework; Evaluated by Quizzes & Exams]

2. Read aloud any verse in the Old Testament. This presumes a knowledge of Hebrew pronunciation and syllabification which will be introduced in the course reading, discussed in class lectures, and practiced in written homework assignments.
   [Accomplished through Class Participation, Homework, & Lectures; Evaluated by Quizzes & Exams]

3. Recite and write from memory three verses from the Hebrew Torah.
   [Accomplished through Verse Memorization Quizzes and Class Participation]

4. Recognize and understand the functions of the Hebrew noun, adjective, pronouns, the Qal stem of the verb, and the diagnostic points for the Niphal, Piel, and Hiphil verbal stems.
   [Accomplished through Reading, Lectures, Class Participation & Homework; Evaluated by Quizzes & Exams]

5. Comprehend the meaning and usages of the various Hebrew verbal stems.
   [Accomplished through Reading, Lectures, Class Participation & Homework; Evaluated by Quizzes & Exams]

6. Translate about 300 of the most common words in biblical Hebrew.
   [Accomplished through Vocabulary Memorization; Evaluated by Quizzes & Exams]

7. Translate, with helps, most Hebrew prose texts and some poetic texts.
   [Accomplished through Class Participation, Homework, & Reading; Evaluated by Quizzes and Exams]


**Required Texts & Course Materials**


**Recommended Texts & Course Materials**

(The following texts are not required for HEB510, but students may find some or all of them to be helpful aids in the learning process.)


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* This text is a required text for HEB610: Intermediate Hebrew.
**Course Outline**

Unit 1: The Basics (Week 1)
1. Alphabet and Vowels
2. Syllabification and Pronunciation
3. Introduction to Verbs

Unit 2: Nouns, Adjectives, and Pronouns (Weeks 2-4)
1. Hebrew Nouns
2. Definite Article and Conjunction Vav
3. Hebrew Prepositions
4. Hebrew Adjectives
5. Pronouns
6. Pronominal Suffixes
7. Hebrew Construct Chain
8. Hebrew Numbers

Unit 3: Qal Verbs (Weeks 5-9)
1. Qal Perfect-Strong
2. Qal Perfect-Weak Verbs
3. Qal Imperfect Strong Verbs
4. Qal Imperfect-Weak Verbs
5. Vav Consecutive
6. Qal Imperative, Cohortative, & Jussive
7. Pronominal Suffixes on Verbs
8. Qal Infinitive Construct
9. Qal Infinitive Absolute
10. Qal Participle
11. Sentence Syntax

Unit 4: Alternate Stems (Weeks 10-12)
1. Niphal Stem
2. The Piel Stem
3. Hiphil Stem

Unit 5: Final Preparation (Week 13-14)
1. Translation of Psalm 121
2. Preparation for Final Exam

**Course Assignments & Requirements**

Learning any foreign language requires discipline, diligence, and consistency. Consequently, this class has been designed with a structure of accountability.

1. **Reading:** Students are expected to do all the assigned reading by the date indicated in the course calendar. Students will sign off on a daily reading accountability sheet to show that they are keeping up with the assigned reading. [Outcomes 1, 4, & 5]

2. **Class Participation and Attendance:** Participation is essential to any language class. Students may earn up to 100 points for being prepared and attending each class session. Being prepared includes coming to class on time with the assigned homework completed. Unexcused absences will result in a 0 for that class’ daily participation. Chronic tardiness and/or unpreparedness will also adversely affect students’ grades. Failure to meet participation standards for four or more weeks (not necessarily consecutive weeks) may result in failure from the class per the NTS 2012-2013 Student Handbook. [Outcomes 2, 3, 4, 5, & 7]

3. **Workbook Exercises:** In addition to the reading assignments, students will be assigned several workbook exercises to be completed each week. Once a topic is covered in class, any workbook exercises associated with that topic will be due on the first class period of the following week. Thus, workbook exercises for material covered on Monday and Thursday will be due the following Monday. If students are unable to complete all of the workbook assignments by the due date, they
should turn in what they have. A late penalty will be assessed for assignments submitted after the beginning of class on the due date. [Outcomes 1, 2, 4, & 5]

4. **Vocabulary Memorization:** In order to gain competence in any language knowledge of basic vocabulary is mandatory. Ideally, this vocabulary is learned through use and through immersion within a culture. Since the availability of immersion is absent, vocabulary must be memorized in a more artificial manner if one wants to become competent in biblical Hebrew. Each week students will memorize 30 vocabulary words from Practico and Van Pelt’s *The Vocabulary Guide for Biblical Hebrew*. Memorization of these words will be assessed in the weekly quizzes. [Outcome 6]

5. **Weekly Quizzes:** A weekly quiz will be given during the first 15 minutes of class on almost every Monday (exceptions are indicated in the course calendar). The quiz will assess students’ comprehension of the material discussed in class and/or in the reading assignments during the prior week, including all assigned vocabulary memorization. At the end of the semester, the professor will drop the lowest weekly quiz grade. [Outcomes 1, 2, 4, 5, 6, 7]

6. **Cumulative Vocabulary Quizzes:** Students will complete two cumulative vocabulary quizzes. The first will be given on the Monday after Reading & Research Week and will cover vocabulary words 1-120 in *The Vocabulary Guide to Biblical Hebrew*. The second quiz will be given on the last Monday of the semester and will cover vocabulary words 121-300 in *The Vocabulary Guide to Biblical Hebrew*. Cumulative vocabulary quizzes cannot be dropped. [Outcome 6]

7. **Verse Memorization Quizzes:** Students will memorize three verses in Hebrew over the course of the semester (Deut. 6:4; Exod. 3:14a; Genesis 45:7a). Each student’s memorization will be tested with three quizzes which will be given on three separate Thursdays (see course schedule for specific dates). Verse memorization quizzes cannot be dropped or supplemented by extra credit work. [Outcome 3]

8. **Mid-term Exam:** On the Thursday before Reading and Research Week there will be an in-class mid-term exam, which will cover chapters 1-12 of the Pratico and Van Pelt’s *Basics of Biblical Hebrew* grammar. Details of the exact content of the exam will be provided a week prior to the mid-term. [Outcomes 1, 2, 3, 4, 6, & 7]

9. **Final Exam:** There will be a final exam given during the normal class time in final exam week. This exam will cover chapters 12-27 and 30-31 of the Pratico and Van Pelt’s *Basics of Biblical Hebrew* grammar. The Final exam will also involve the translation of Psalm 121. Further details will be provided during the week prior to the final. [Outcomes 1, 2, 3, 4, 6, & 7]

10. **Course Evaluation:** At the end of the semester students will be required to fill out a course evaluation. Your comments will be anonymous, but Moodle will record
whether or not you complete the evaluation. The purpose of the evaluation is to determine whether or not this course accomplishes what it intends to accomplish. There are no points attached to this assignment, but failure to complete the evaluation will result in a one letter reduction of your final grade.

\textbf{Distribution of Student Learning Hours}

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>39</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>14</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>70</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>143</strong></td>
</tr>
</tbody>
</table>

\textbf{Method for Submitting Assignments}

All written assignments, including both workbook assignments and translation assignments, will be handed in at the beginning of class on day they appear in the \textit{Course Calendar}.

At the beginning of each applicable class session (see \textit{Course Calendar}), students will initial a sheet indicating when they completed each reading assignment.

\textbf{Inclusive Language}

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

\textbf{Policy Regarding Late Work & Missed Exams}

Any reading assignment not completed by the due date but completed before class time on the Monday after it was assigned will receive 85 out of the 100 possible points. Any reading assignment completed after the beginning of class on said Monday but by the last Thursday of the regular semester, will receive 65 out of the 100 possible points. Any reading assignment completed after the last Thursday of the regular semester, will receive a 0.
Homework assignments due on Tuesday and Thursday may be turned in on the Monday following their due date with no late penalty. A 10 point late penalty will be assessed for each day an assignment is submitted after said Monday. No assignments will be accepted more than 10 days after the aforementioned Monday.

Quizzes and exams must be taken during the scheduled quiz and exam times as indicated on the Course Calendar. With sufficient cause, students may reschedule up to two quizzes per semester. Sufficient Cause includes situations such as illness, family emergencies, and other such unscheduled, unforeseen, and serious circumstances. The timing of the rescheduling will be at the discretion of the professor and may require students to take makeup quizzes earlier than the scheduled class time.

Exams cannot, as a rule, be rescheduled. In the case that a student has more than two exams scheduled on the same day, an alternate exam time may be discussed with the professor.

Students who have diagnosed learning disabilities or for whom English is a second language may talk with the professor about scheduling an alternate quiz time which will allow for more time to take the quiz and/or opportunity for oral feedback regarding quiz expectations.

Course Grading

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
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<tbody>
<tr>
<td>1%</td>
<td>Daily Attendance</td>
</tr>
<tr>
<td>9%</td>
<td>Daily Reading</td>
</tr>
<tr>
<td>10%</td>
<td>Weekly Workbook Exercises</td>
</tr>
<tr>
<td>50%</td>
<td>Quizzes</td>
</tr>
<tr>
<td>15%</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>15%</td>
<td>Final Exam</td>
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</tbody>
</table>

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.
If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Course Calendar**

<table>
<thead>
<tr>
<th>Week/Day</th>
<th>Date</th>
<th>Topic &amp; Assignments</th>
<th>Quiz/Exam Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td><strong>Introduction &amp; the Hebrew Alphabet</strong> Wrkbk: none Reading: none</td>
<td></td>
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<tr>
<td>Day 1</td>
<td>Thurs., Sept. 6, 2012</td>
<td><strong>Vowels, Syllabification, and Pronunciation</strong> Reading: Pratico, chapters 1, 2, &amp; 3 Wrkbk: pp1-3; p7 #2-17; p8 (section 1) #1-7</td>
<td>no quiz</td>
</tr>
<tr>
<td>Day 2</td>
<td>Mon., Sept. 10, 2012</td>
<td><strong>Introduction to Hebrew Verbs</strong> Reading: Pratico, chapter 12 Wrkbk: p11 #6-10; p13 #6-10</td>
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<td></td>
<td></td>
<td><strong>Definite Article, Conjunction Vav, and Prepositions</strong> Reading: Pratico, chapters 5-6 Wrkbk: p15 #2-15; p21 #2-6; p22 #2-6; p23# 1-5</td>
<td>Quiz #2: Pratico: 4-6 Van Pelt: #1-30</td>
</tr>
<tr>
<td>Day 1</td>
<td>Mon., Sept. 17, 2012</td>
<td><strong>Adjectives</strong> Reading: Pratico, chapter 7 Wrkbk: p26 #16-20; p27 #1-5 Vocab: Van Pelt #31-60</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Thurs., Sept. 20, 2012</td>
<td><strong>Pronouns &amp; Pronominal Suffixes</strong> Reading: Pratico, chapters 8-9 Wrkbk: p30 #6-10; p32 #1-5; p35 # 1-3; p36 #1-3; P37 (top) #3-5</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td>Thurs., Sept 27, 2012</td>
<td><strong>Pronouns &amp; Pronominal Suffixes</strong> Reading: Pratico, chapters 8-9 Wrkbk: p30 #6-10; p32 #1-5; p35 # 1-3; p36 #1-3; P37 (top) #3-5</td>
<td></td>
</tr>
</tbody>
</table>
| Week 4 Day 1 | Mon., Oct. 1, 2012 | **Hebrew Construct Chain**  
Reading: Pratico, chapter 10  
Wrkbk: p43 #6-10; p45 #6-10; p47 #1-5  
Vocab: Van Pelt #61-90 | Quiz #3:  
Pratico: 7-9  
Van Pelt #31-60 |
| Week 4 Day 2 | Thurs., Oct. 4, 2012 | **Numbers and Verb Review**  
Reading: Pratico, chapter 11 (Review 12)  
Wrkbk: p50 #21-25; p52 #11-15; p57 #1-5 | Memory Quiz 1:  
Deuteronomy 6:4 |
| Week 5 Day 1 | Mon., Oct. 8, 2012 | **Qal Perfect – Strong Verbs**  
Reading: Pratico, chapter 13  
Wrkbk: p59 #2-6; p60 #2  
Vocab: Van Pelt #91-120 | Quiz #4:  
Pratico: 10-12  
Van Pelt #61-90 |
| Week 5 Day 2 | Thurs., Oct. 11, 2012 | **Qal Perfect – Weak Verbs**  
Reading: Pratico, chapter 14  
Wrkbk: p67 #2-10; p69 #1-5 | |
| Week 6 Day 1 | Mon., Oct. 15, 2012 | **Qal Imperfect – Strong Verbs and Review Chapters 13-15**  
Reading: Pratico, chapter 15  
5p74 #15-20; p81 #10-15; p84 #1-3 | Quiz #5:  
Van Pelt: #1-120 |
| Week 6 Day 2 | Thurs., Oct. 18, 2012 | **Mid-Term Examination** | |
| Week 7 | Mon., Oct. 22-26, 2012 | **Reading and Research Week**  
Vocab: Van Pelt #121-150 | Quiz #6:  
Pratico: 13-15  
Van Pelt #121-150 |
| Week 8 Day 1 | Mon., Oct. 29, 2012 | **Qal Imperfect – Weak Verbs**  
Reading: Pratico, chapter 16  
Vocab: Van Pelt #151-180 | |
| Week 8 Day 2 | Thurs., Nov. 1, 2012 | **Vav Consecutive**  
Reading: Pratico, chapter 17  
Wrkbk: p95 #1-5; p101 #1-5; p107 #6-10; p111 #1-5; p115 #6-10; p119 #5-9 | Memory Quiz 2:  
Exodus 3:14a |
| Week 9 Day 1 | Mon., Nov. 5, 2012 | **Qal Imperative, Cohortative, & Jussive**  
Reading: Pratico, chapter 18  
Vocab: Van Pelt #181-210 | Quiz #7:  
Pratico: 16-17  
Van Pelt #151-180 |
| Week 9 Day 2 | Thurs., Nov. 8, 2012 | **Pronominal Suffixes on Verbs**  
Reading: Pratico, chapters 19-20  
Wrkbk: p135 #3-8; p141 #6-10; p149 #9-14; p154 #14-15; p157 #2-15; p158 #2-15 |  |
| Week 10 Day 1 | Mon., Nov. 12, 2012 | **Qal Infinitive Absolute**  
Reading: Pratico, chapter 21  
Wrkbk: p163 #5-10; p164 #20-25; p165 #5-10; p171 #225  
Vocab: Van Pelt #211-240 | Quiz #8:  
Pratico: 18-20  
Van Pelt #181-210 |
| Week 10 Day 2 | Thurs., Nov. 15, 2012 | **Qal Participle**  
Reading: Pratico, chapters 22-23  
Wrkbk: p173 #7-11; p174 #19-23; p177 #12-14; p179 #2-6; p180 #20-25; p182 #8-10 |  |
| Week 11 Day 1 | Mon., Nov. 19, 2012 | **Niphal Stem**  
Reading: Pratico chapters 24-25  
Wrkbk:  
Vocab: Van Pelt #241-270 | Quiz #9:  
Pratico: 21-23  
Van Pelt #211-240 |
| Week 11 Day 2 | Thurs., Nov. 22, 2012 | **Thanksgiving** |  |
| Week 12 Day 1 | Mon., Nov. 26, 2012 | **Piel Stem**  
Reading: Pratico, Chapters 26-27  
Wrkbk: p191 (All); p197 #1-5; p206 #10-15; p209 #6-8  
Vocab: Van Pelt #271-300 | Quiz #10:  
Pratico: 24-25  
Van Pelt #241-270 |
| Week 12 Day 2 | Thurs., Nov. 29, 2012 | **The Hiphil Stem**  
Reading: Pratico, chapters 30-31  
Wrkbk: p211 (all); p217 diagnostics & parsing #1-5; p221 diagnostics & parsing #5-9; p223 #1-3; | Memory Quiz 3:  
Genesis 45:7a |
| Week 13 Day 1 | Mon., Dec. 3, 2012 | **Translation of Psalm 121**  
Reading: none  
Translation: Psalm 121:1-4 | Quiz #11:  
Pratico: 26-31  
Van Pelt #271-300 |
| Week 13 Day 2 | Thurs., Dec. 6, 2012 | **Translation of Psalm 121**  
Reading: none  
Translation: Psalm 121:5-8 |  |
<p>| Week 14 Day 1 | Mon., Dec. 10, 2012 | <strong>Review</strong> |  |</p>
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Thurs., Dec. 13, 2012</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
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</table>