HEB610 — Intermediate Hebrew Grammar Block (Hybrid)
Spring 2013

**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](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*

**Catalog Description**

HEB610 — Intermediate Hebrew Grammar, is a study of intermediate Hebrew grammar and syntax in preparation for entering an advanced Hebrew exegesis course. Short narratives and poetry will be used initially to gain translation skill.

**Course Narrative & Rationale**

Having completed an introductory course in biblical Hebrew, we already have become familiar with the basic structure of the Hebrew language. However, understanding a language’s structure and knowing some vocabulary words are quite different than being at ease with a language. The distance between knowing enough Hebrew to use research tools and knowing enough Hebrew to prepare sermons, lessons, and engage in personal study from the original language is a gap that Intermediate Hebrew hopes to bridge.

As we expand our vocabulary, probe deeper into the diagnostic and translation values of the Hebrew verbs, encounter more of the fullness of Hebrew grammar, and practice the task of translation, we will endeavor to become more comfortable with the original language of the Hebrew Bible. However, our goal is not to attain merely technical precision which we might add
to our academic acumen. Rather, our aspiration is to listen more intently to the Word of God, that we might be transformed by the Spirit of God who inspired and continues to inspire it.

Learning an ancient language is difficult and tedious work, and it is true that many who accept the call to preach and teach the Word of God either have not taken the time or do not possess the desire to tackle such a sizeable obstacle. And, perhaps it is true that translations permit us enough access to the text for the Holy Spirit to bring out the meaning that God desires. It would seem that even the disciples of Jesus gained access to the Old Testament through the Greek translation of the Hebrew—i.e., the Septuagint.

Nevertheless, translation is always an act of interpretation, and for those of us who have accepted a call to preach and/or teach God’s Word to His people, the closer we can get to the Word which was written, the more likely it is that we will “hear” the text with clarity. Even if in the end we defer to the interpretive instincts of the scholars who have provided us with our English translations, a working fluency with Hebrew will, at the very least, allow us to see the interpretive decisions that the scholars have made. A working fluency in biblical Hebrew opens our eyes and our ministries to a series of interpretive and theological decisions that lay beneath the translations which we use routinely. Uncovering these presuppositions and assumptions will prove to be an essential component to the art of discerning and embodying the Word of God.

As you proceed on this journey to increase your access to the original text of the Scriptures (and perhaps to increase the text’s access to you), it is my hope that Dr. D. A. Carson’s words will prove to be as challenging for you as they have been for me:

Careful handling of the Bible will enable us to “hear” it a little better. It is all too easy to read the traditional interpretations we have received from others into the text of Scripture. Then we may unwittingly transfer the authority of Scripture to our traditional interpretations and invest them with a false, even an idolatrous, degree of certainty. Because traditions are reshaped as they are passed on, after a while we may drift far from God’s Word while still insisting all our theological opinions are “biblical” and therefore true. If when we are in such a state we study the Bible uncritically, more than likely it will simply reinforce our errors. If the Bible is to accomplish its work of continual reformation—reformation of our lives and our doctrine—we must do all we can to listen to it afresh and to utilize the best resources at our disposal.

**Degree Objectives**

Master of Divinity

1. 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 Outcomes 5-7) and understanding the formative power of Scripture in shaping the corporate and personal Christian life (Course Outcome 8).
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 Outcomes 5 and 8).

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 Outcomes 1-7)

2. Students will develop skill in academic research and writing as a basis for further graduate studies. (Course Outcome 5).

Course Outcomes

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

1. Translate any verse and parse any word of the 48 verses of Jonah without helps (Assignments 2 and 3);
2. Understand and utilize several of the most significant accents and the textual apparatus of the BHS (Assignments 1 and 3);
3. Identify the root of most Hebrew words in order to utilize the BDB Lexicon more fully (Assignments 1-5 and 7);
4. Parse any Hebrew noun or adjective, as well as any verb in any major stem (Qal, Niphal, Piel, Pual, Hithpael, Hiphil, Hophal) in any conjugation (Perfect, Imperfect, Imperative, Jussive, Cohortative, Infinitive Construct, Infinitive Absolute, Participle) (Assignments 1, 3-5, and 7);
5. Utilize primary study of Hebrew in sermon and lesson preparation, as well as personal study of the Hebrew Bible (Assignment 7);
6. Memorize the 670 most frequently occurring words in the Hebrew Bible (Assignments 1 and 3-5);
7. Translate, with helps, any text of the Hebrew Bible (Assignment 2);
8. Develop an appreciation for the Hebrew Scriptures through daily, intimate interaction with the text (Assignments 2 and 8); and
9. Develop an appreciation for the Jewish culture’s part in the Christian life (Assignment 6).

Required Texts & Course Materials


Course Outline

I. Introduction to Intermediate Hebrew Grammar
II. Introduction to the BHS
III. The Syntax of Hebrew Nouns
IV. The Syntax of Hebrew Verbs
V. The Syntax of Hebrew Particles
VI. The Syntax of Hebrew Clauses and Sentences
VII. Translation of Jonah
Course Assignments & Requirements

Mastering any foreign language requires discipline, diligence, and consistency. Consequently, this class has been designed to move the student from a basic understanding of biblical Hebrew to a working knowledge of the language, by utilizing a structure of regular homework and accountability.

1. **Reading**

   Students are expected to do all the assigned reading by the date indicated on the syllabus. At the beginning of each Thursday class period, each student will indicate whether or not s/he has completed that week’s assigned reading. Only reading assignments completed by class time on the date due will receive 100%. (Course Outcomes 2-4, and 6)

2. **Daily Translation**

   In addition to the weekly reading assignments, students will be assigned daily Scripture translations to be completed before each class session. Students will indicate the number of verses they have translated in full at the beginning of each class session. Credit will be given both for completion of the translation assignment and the adequacy of each student’s translation as evidenced in class discussion. Thus, students are expected both to attend and to come prepared for—i.e., with the assigned homework completed—all class sessions. Unexcused absences and/or chronic tardiness will adversely affect a student’s attendance and/or homework scores. (Course Outcomes 1, 3, 7, and 8)

3. **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 schedule). The quiz will cover all material discussed in class and/or in the reading assignments given during the prior week, including any assigned vocabulary memorization (unless otherwise indicated). At the end of the semester, the professor will drop the lowest quiz grade. (Course Outcomes 1-4, and 6)

4. **Midterm Exam**

   On Thursday, March 18, 2013, there will be an in-class mid-term exam, which will cover all class lectures and all assigned reading from the Arnold/Choi and Scott texts completed up to and including Tuesday, March 16. (Course Outcomes 3, 4, and 6)

5. **Final Exam**
There will be a final exam covering the Tucker text and the translation of the book of Jonah, and it will be given during the scheduled class period, Monday, May 6, 2013. (Course Outcomes 3, 4, and 6)

6. **Book Review**

Each student will write a 1,000 – 1,500 word review of *Our Father Abraham: Jewish Roots of the Christian Faith*, by Marvin Wilson. This assignment will be due on Thursday, **April 11, 2013** by 11:55 PM. Approximately 75% of the essay should discuss the content of the book. The purpose of this section is to demonstrate your ability to isolate the central core of the author’s argument. The final 25% (approximately) of the essay should provide a critical engagement. The goal here, primarily, is to assess the worth of the book. (Course Outcome 9)

7. **Word Study Essay**

The following Hebrew words comprise possible options for the Word Study Essay due on **Thursday, May 9, 2013 at 11:55 PM**. They have been organized according to the frequency of their occurrence in the Hebrew Bible. However, some of the words that occur less frequently in the specific form listed below have roots which appear repeatedly. Please bear in mind that each student must choose a different word for this assignment. With that said, if there is a Hebrew word that you would like to research which does not appear on the list below, please bring your suggestion to my attention. **You will need the instructor’s approval before researching any word not on the list below.** (Course Outcomes 3-5, and 8)

<table>
<thead>
<tr>
<th>Word</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Israel</strong></td>
<td>(2,231 verses)</td>
</tr>
<tr>
<td><strong>divorce?</strong></td>
<td>(790 verses)</td>
</tr>
<tr>
<td><strong>life?</strong></td>
<td>(683 verses)</td>
</tr>
<tr>
<td><strong>holy?</strong></td>
<td>(382 verses)</td>
</tr>
<tr>
<td><strong>spirit?</strong></td>
<td>(359 verses)</td>
</tr>
<tr>
<td><strong>lovingkindness?</strong></td>
<td>(242 verses)</td>
</tr>
<tr>
<td><strong>glory?</strong></td>
<td>(106 verses as a verb / 208 verses as a noun)</td>
</tr>
<tr>
<td><strong>show favor?</strong></td>
<td>(72 verses)</td>
</tr>
<tr>
<td><strong>cleave?</strong></td>
<td>(53 verses)</td>
</tr>
<tr>
<td><strong>almighty?</strong></td>
<td>(47 verses)</td>
</tr>
<tr>
<td><strong>helper?</strong></td>
<td>(26 verses)</td>
</tr>
<tr>
<td><strong>work?</strong></td>
<td>(19 verses)</td>
</tr>
<tr>
<td><strong>young woman?</strong></td>
<td>(7 verses)</td>
</tr>
</tbody>
</table>
Bibliographical Requirements

1. Each essay should incorporate information gathered from at least eight academic sources. Of the eight sources, the following four must be included—i.e., if your word occurs in them (all of which are available in the reference section of the NTS Library):


2. Of the additional four required sources, at least one should be an article from an academic journal (if possible), one should be an Old Testament commentary from the Word Biblical Commentary series (if possible), and one should come from a Jewish perspective.

3. For those of you who enjoy hunting for articles online:
   a. Online articles are acceptable, provided that:
      i. They come from a well-credentialed and published scholar
      ii. Or they come from an academically reputable website that employs scholarly editing of the articles it posts (e.g., the website for the Wesleyan Theological Society, the Evangelical Theological Society, SBL, etc.).

   b. Community edited articles (like those on Wikipedia) or articles written by uncredentialed or unnamed authors will not qualify as sources.

Organizational/Format Requirements

Each student will prepare a 1,000 – 1,500 word (approximately) essay (plus footnotes) that summarizes the basic findings of his or her research into the
meaning of a significant Hebrew word. The essay should correspond to the following:

1. It must be printed in Times New Roman 12-point font, double-spaced, with 1” margins all around.
2. It must follow Turabian and must comply with the Seminary’s policy on inclusive language.
3. The essay should include a title page, a 2nd degree structural outline, be properly footnoted (see Turabian), and include a “Sources Consulted” page which lists all the resources that you consulted in your research. (For the difference between “Sources Consulted,” “Works Cited,” “Bibliography,” etc., see Turabian.)
4. The essay should be organized as an academic positive thesis paper. I am guessing that most of you know what such a thing is, but in case you are unclear, here are the basic components I will be looking for:
   a. Though this is a word study, you should choose a ‘home text’ in which your word has some significance. I recognize that your word study will take you outside of this text. However, the goal of this essay (exegetically) is to establish a position regarding the meaning of this word within the context of the selected passage as well as the importance such an understanding might have on the overall passage (and the over-arching biblical narrative, if appropriate).
   b. The essay should include a well-formed positive thesis statement (i.e., a statement that expresses both familiarity with the scholarly conversation surrounding your topic as well as the position that you have chosen to defend).
   c. You should also include a methodological statement that indicates how you intend both to present the various scholarly options you have discovered and to support your intended thesis.
   d. You should conclude your essay with a restatement of your thesis in light of the evidence you have given to support your position.

### 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>24</td>
</tr>
<tr>
<td>Writing</td>
<td>9</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>60</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>17</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>149</strong></td>
</tr>
</tbody>
</table>
**Method for Submitting Assignments**

All translation assignments are evaluated by the professor during each class session, and will not be collected.

Both the book review and the word study essay should be submitted electronically through Moodle no later than 11:55pm on the due date.

**Form and Style Expectations**

Both the book review and the word study essay should be printed in Times New Roman 12-point font, double-spaced, with 1" margins all around, must follow Turabian (which is a summary of The Chicago Manual of Style), and must comply with 2TS’s policy on inclusive language.

**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.

**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.

Because translation assignments are not collected and are evaluated by the professor during class discussion, translations cannot be accepted early or late. To get translation credit on a given day, the student must be present and participating. However, at the end of the semester, the professor will drop the two lowest translation scores, allowing students to miss up to two class sessions.

Both the book review and the word study essays must be completed by the due dates as specified in the syllabus. Any essay turned in late will receive a full letter grade reduction for each late day.

Quizzes and exams must be taken during the scheduled quiz and exam times as indicated on the syllabus. With sufficient cause, students may reschedule up to two quizzes per semester. The timing of the rescheduling will be at the discretion of the professor.
Exams cannot, as a rule, be rescheduled. In the case that a student has more than two final 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

10%  Reading
10%  Daily Translation
30%  Weekly Quizzes
10%  Midterm Examination
15%  Final Examination
10%  Wilson Book Review
15%  Word Study Essay

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>Date</th>
<th>Topic and Assignments</th>
<th>Quiz/Exam Contents/Assignments Due Dates</th>
</tr>
</thead>
</table>
| Monday, February 4, 2013 | **Introduction**  
Translation: None  
Reading: Scott, Chapters 1 and 2 | **No Quiz**                              |
| Thursday, February 7, 2013 | **Introduction to the BHS**  
Translation: Genesis 12:1-4  
Reading: Scott, Chapters 4 and 5  
Vocabulary Review: Van Pelt, 1-120 |                                         |
| Monday, February 11, 2013 | **The Syntax of Hebrew Nouns: Nominatives, Accusatives, and Adjectives**  
Translation: Exodus 3:13-14  
Vocabulary Review: Van Pelt, 121-220 | Quiz:  
Scott: 1, 2, 4, 5  
Vocab: 1-120  
Trans: Gen. 12:1-4 |
| Thursday, February 14, 2013 | **The Syntax of Hebrew Nouns: Genitives, Apposition, Determination, and Numerals**  
Translation: Exodus 3:15-17  
Reading: Arnold, Chapter 2 (pp 4-35) |                                         |
| Monday, February 18, 2013 | **The Syntax of Hebrew Verbs: Qal and Niphal**  
Translation: Genesis 15:1-3  
Vocabulary Review: Van Pelt, 221-320 | Quiz:  
Arnold: 2  
Vocab: 121-220  
Trans: Exo 3:13-17 |
| Thursday, February 21, 2013 | **The Syntax of Hebrew Verbs: Piel, Pual, and Hithpael**  
Translation: Genesis 15:4-6  
Reading: Arnold, 3.1.1-5 (pp 36-48) |                                         |
| Monday, February 25, 2013 | **The Syntax of Hebrew Verbs: Hiphil and Hophal**  
Translation: Isaiah 17:12-13  
Vocabulary: Van Pelt, 321-370 | Quiz:  
Arnold: 3.1.1-5  
Vocab: 221-320  
Trans: 15:1-6 |
| Thursday, February 28, 2013 | **The Syntax of Hebrew Verbs: Minor Stems and Verbal Sequences**  
Translation: Deut. 6:4-7; Proverbs 1:1-2  
Reading: Arnold, 3.1.6-7; 3.5 (pp 47-53; 83-94) | Quiz:  
Arnold: 3.1.6-7; 3.5  
Vocab: 321-370  
Trans: Is. 17:12-13 |
| Monday, March 4, 2013 | **The Syntax of Hebrew Particles: Prepositions**  
Translation: Proverbs 1:3-7  
Vocabulary: Van Pelt, 371-420 |                                         |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, March 7, 2013</td>
<td><strong>The Syntax of Hebrew Particles: Prepositions</strong>&lt;sup&gt;אֱלֹהִים / נְבֵאָה / שְּנָּה&lt;/sup&gt;</td>
<td>Translation: Psalm 23:1-2&lt;br&gt;Reading: Arnold, 4.1; 4.3-5 (pp 95-126; 143-161)</td>
</tr>
<tr>
<td>Monday, March 11, 2013</td>
<td><strong>The Syntax of Hebrew Clauses and Sentences: Nominal and Verbal Clauses</strong>&lt;sup&gt;וֹז&lt;/sup&gt;</td>
<td>Translation: Psalm 23:3-6&lt;br&gt;Vocabulary: Van Pelt, 421-470</td>
</tr>
<tr>
<td>Thursday, March 14, 2013</td>
<td><strong>The Syntax of Hebrew Clauses and Sentences: Subordinate Clauses</strong>&lt;sup&gt;וֹז&lt;/sup&gt;</td>
<td>Translation: 1 Samuel 10:5-6&lt;br&gt;Reading: Arnold, 5.1-3 (pp 162-192)</td>
</tr>
<tr>
<td>Monday, March 18, 2013</td>
<td>Reading and Research Week: No Classes</td>
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<tr>
<td>Thursday, March 21, 2013</td>
<td><strong>The Syntax of Hebrew Clauses and Sentences: Additional Sentence Types and Mid-term Review</strong>&lt;sup&gt;וֹז&lt;/sup&gt;</td>
<td>Quiz: Arnold: 5.1-3&lt;br&gt;Vocab: 421-470&lt;br&gt;Trans: Ps. 23:1-6</td>
</tr>
<tr>
<td>Monday, March 25, 2013</td>
<td><strong>Midterm Examination</strong></td>
<td>Exam: All lectures, translations, and reading from Arnold and Scott</td>
</tr>
<tr>
<td>Thursday March 28, 2013</td>
<td><strong>Jonah 1:1-4</strong></td>
<td>Quiz: Vocab: 1-470</td>
</tr>
<tr>
<td>Monday, April 1, 2013</td>
<td><strong>Jonah 1:5-9</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, April 8, 2013</td>
<td><strong>Jonah 1:16-2:3</strong></td>
<td>Wilson Book Review&lt;br&gt;Due by 11:55 PM</td>
</tr>
<tr>
<td>Thursday, April 11, 2013</td>
<td><strong>Jonah 2:4-9</strong></td>
<td>Quiz: Tucker: 33-51&lt;br&gt;Vocab: 521-570&lt;br&gt;Trans: Jonah 1:10-2:3</td>
</tr>
<tr>
<td>Date</td>
<td>Reading</td>
<td>Translation</td>
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<td>--------------------</td>
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<tr>
<td>Thursday, April 18, 2013</td>
<td><strong>Jonah 2:10-3:4</strong></td>
<td>Translation: Jonah 2:10-3:4</td>
</tr>
<tr>
<td>Thursday, April 25, 2013</td>
<td><strong>Jonah 3:10-4:4</strong></td>
<td>Translation: Jonah 3:10-4:4</td>
</tr>
<tr>
<td>Thursday, May 2, 2013</td>
<td><strong>Jonah 4:9-11</strong></td>
<td>Translation: Jonah 4:9-11</td>
</tr>
<tr>
<td>Monday, May 6, 2013</td>
<td><strong>Final Exam</strong></td>
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<tr>
<td>Thursday, May 9, 2013</td>
<td><strong>Word Study Due – No Class</strong></td>
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