COURSE DESCRIPTION

Per HBU Catalog: "An intensive study of Hebrew syntax with application to the translation of selected portions of the Hebrew Bible and other Second Temple literature." Our study will focus on selected portions of poetry in the Hebrew Bible.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Hebrew Reading and Syntax II (HEBR 4352) may be taken after completion of HEBR 2312, 2322, 3311 or instructor's permission. It is the fourth part of the basic program of study in Hebrew Grammar and Syntax. HEBR 4352 fulfills three hours of the Smith College Foreign Language requirement. It is recommended for students who complete HEBR 4352 to enroll in Hebrew Syntax and Reading 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: MWF 10:00 am – 12:00 pm; T,TH 12:00 pm – 2:00 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"**

Beckman, John C., ed. *Williams' Hebrew Syntax*, 3rd ed. Toronto: University of Toronto Press, 2007. **"S"**

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. We are done using Holladay's Lexicon.)

Sáenz-Badillos, Angel. *A History of the Hebrew Language*. Cambridge: Cambridge University Press, 1993. **"H"**

Schökel, Luis Alonso. *A Manual of Hebrew Poetics*. Rome: Editrice Pontificio Istituto Biblico, 2000. **"M"**

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

Supplementary Texts/Materials (optional):

Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University Press, 2003.

Brown, Francis, S. R. Driver and Charles A. Briggs. *A Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1952. (BDB)

Hebrew Tutor CD (PC only) by Parsons Technology.

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

Kantenwein, Lee L. *Diagrammatical Analysis*, rev. ed. Reprint, Winona Lake, Ind.: BMH Books, 2005.

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew*. Peabody, MA: Hendrickson, 2002.

Other Reference Materials:

Allen, Leslie C. *Psalms 101-150*. Word Biblical Commentary. Dallas: Word, 1983.

Alter, Robert. *The Art of Biblical Poetry*. New York : Basic Books, 1985. BS1405.2.A48 1985

Berlin, Adele. *The Dynamics of Biblical Parallelism*. Grand Rapids, MI: William B. Eerdmans Pub. Co.; Dearborn, MI: Dove Booksellers, 2008. PJ4740.B47 2008

Bullock, C. Hassell. *An Introduction to the Old Testament Poetic Books*. Chicago: Moody Press, 1988. BS1405.2.B84 1988

Craigie, Peter C. *Psalms 1-50*. Word Biblical Commentary. Dallas: Word, 1983.

Geller, Stephen A. *Parallelism in Early Biblical Poetry*. Missoula, MT: Scholars Press, 1979. BS1405.G44 1979

Gillingham, S. E. *The Poems and Psalms of the Hebrew Bible*. Oxford [England] ; New York : Oxford University Press, 1994. (netLibrary B1405.2.G54 1994)

Gray, George Buchanan. *The Forms of Hebrew Poetry; Considered with Special Reference to the Criticism and Interpretation of the Old Testament*. Prolegomenon by David Noel Freedman. [New York] Ktav Pub. House, 1972. BS1405.G7 1972

Kraus, Hans-Joachim. *Psalms*. 2 vols. A Continental Commentary. Minneapolis: Fortress, 1993.

Kugel, James L. *The Idea of Biblical Poetry: Parallelism and Its History*. New Haven: Yale University Press, 1981. BS1405.2.K83

O'Connor, M. *Hebrew Verse Structure*. Winona Lake, IN: Eisenbrauns, 1980. BS1405.2.O28

Petersen, David L. and Kent Harold Richards. *Interpreting Hebrew Poetry*. Minneapolis: Fortress Press, 1992. BS1405.2.P48 1992

Robertson, David A. *Linguistic Evidence in Dating Early Hebrew Poetry*. Missoula, Mont.: Society of Biblical Literature, 1972.

Tate, Marvin E. *Psalms 51-100*. Word Biblical Commentary. Dallas: Word, 1990.

Terrien, Samuel L. *The Psalms: Strophic Structure and Theological Commentary*. Grand Rapids, MI: William B. Eerdmans Pub., 2003. BS1430.53 T47 2003

Van der Lugt, Pieter. *Cantos and Strophes in Biblical Hebrew Poetry: With Special Reference to the First Book of the Psalter*. Leiden ; Boston : Brill, 2006. BS1405.52.V36 2006

Watson, Wilfred G. E. *Traditional Techniques in Classical Hebrew Verse*. Sheffield, England : Sheffield Academic Press, 1994. BS1405.2.W38 1994

Wendland, Ernst R., ed. *Discourse Perspectives on Hebrew Poetry in the Scriptures*. Reading, UK; New York: United Bible Societies, 1994. BS1405.2.D57 1994

Young, Ian. *Biblical Hebrew: Studies in Typology and Chronology*. London: T&T Clark, 2003.

Young, Ian. *Diversity in Pre-Exilic Hebrew*. Tübingen: J. C.B. Mohr (Paul Siebeck), 1993.

Zogbo, Lynell and Ernst R. Wendland. *Hebrew Poetry in the Bible: A Guide for Understanding and for Translating*. New York: United Bible Societies, 2000. BS1404.2.Z64 2000

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

Consistent with the University's goals and purpose, this course will:
- provide an educational atmosphere which promotes academic excellence and freedom of thought.
- enrich the moral and spiritual development of students.
- promote the development of critical thinking, compassion, and responsibility, (thereby preparing students for meaningful lives and work and for service to the Lord and the people of the world).
- encourage students to continue learning.
- foster intellectual and social interaction in the various teaching and learning processes.

RELATION TO COLLEGE GOALS AND PURPOSES

Consistent with the College of Arts and Humanities' goals, this course will produce students who:

- demonstrate integrity, good professional character, and moral and ethical discernment.
- exhibit intellectual development, creativity, and scholarship in university studies.
- demonstrate aesthetic growth.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

Consistent with the goals of the School of Theology, this course will:
- enable students to gain an intelligent and meaningful acquaintance with the history, institutions, literature, and theology of the Old Testament peoples through their language.
- familiarize students with the basic methodology and tools used for the interpretation of the Old Testament.
- build a foundation in the classical theological disciplines, facilitate intellectual and spiritual growth, and equip individuals in skills essential to Christian ministry.

COURSE OBJECTIVES

Overview/ purpose of the course

The instructor will guide students toward achieving a basic grasp of the Classical 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. Understand basic Biblical Hebrew grammar and syntax.
2. Translate basic Hebrew phrases and sentences.
3. Parse Hebrew words and analyze the grammar and syntax of basic Hebrew sentences.
4. Demonstrate acquisition of basic Hebrew vocabulary.

Technology, writing, or oral objectives

To support competency in technology, students will be encouraged to review their Hebrew using personal computers and related technology. Furthermore, students will be required to utilize the Internet for important sites which teach Biblical Hebrew. To support writing and oral competency, students will write a paper analyzing a grammatical problem in a Hebrew poetic text and will present their findings to their colleagues in class.

TOPICAL OUTLINE

Class Date or Meeting	Topic: Class Assignment	
Jan 11 (M)	Orientation & Introduction	
Jan 13 (W)	Syntax Overview: Student-Led	(Items 1-4)
Jan 15 (F)	Syntax Overview: Student-Led	(Items 5-9)

Jan 18 (M)	*No Class: Martin Luther King, Jr. Holiday*	
Jan 20 (W)	Exod 15:1–4;	(**M**) chapters 1 and 2
Jan 22 (F)	Exod 15:5–8	
Jan 25 (M)	Exod 15:9–12;	(**M**) chapters 3 and 4
Jan 27 (W)	Poetry/Syntax/Linguistics Issue	
Jan 29 (F)	Judg 5:19–23;	(**M**) chapters 5
Feb 1 (M)	Judg 5:24–27;	(**M**) chapters 6
Feb 3 (W)	Poetry/Syntax/Linguistics Issue;	(**M**) chapters 7
Feb 5 (F)	Catch-up / Review	
Feb 8 (M)	Psalm 1;	(**M**) chapters 8
Feb 10 (W)	Poetry/Syntax/Linguistics Issue;	(**M**) chapters 9
Feb 12 (F)	Psalm 2:1–6;	(**M**) chapters 10
Feb 15 (M)	Psalm 2:7–12;	(**M**) chapters 11
Feb 17 (W)	Poetry/Syntax/Linguistics Issue	
Feb 19 (F)	Psalm 16:1–6	
Feb 22 (M)	Psalm 16:7–11;	(**H**) chapter 1
Feb 24 (W)	Review	
Feb 26 (F)	*Midterm Exam*	
Mar 1 (M)	Psalm 19:1–5;	(**H**) chapter 2
Mar 3 (W)	Poetry/Syntax/Linguistics Issue	
Mar 5 (F)	Psalm 19:6–10	
Mar 8 (M)	Psalm 19:11–15;	(**H**) chapter 3
Mar 10 (W)	Poetry/Syntax/Linguistics Issue	**Paper Purpose Statements Due**
Mar 12 (F)	Psalm 110	
Mar 15, 17, 19 (M–F)	*No Class: Spring Break*	
Mar 22 (M)	Psalm 72:1–6	
Mar 24 (W)	Poetry/Syntax/Linguistics Issue	
Mar 26 (F)	Psalm 72:7–12	
Mar 29 (M)	Psalm 72:13–20	
Mar 31 (W)	Poetry/Syntax/Linguistics Issue	
Apr 2 (F)	*No Class: Good Friday / Easter Holiday*	
Apr 5 (M)	Psalm 118:1–9	
Apr 7 (W)	Poetry/Syntax/Linguistics Issue	
Apr 9 (F)	Psalm 118:10–20	
Apr 12 (M)	Psalm 118:21–29	
Apr 14 (W)	Poetry/Syntax/Linguistics Issue	
Apr 16 (F)	Psalm 133	
Apr 19 (M)	*Student Presentations*	
Apr 21 (W)	*Student Presentations*	
Apr 23 (F)	*Student Presentations*	
Apr 26 (M)	*Student Presentations*	
Apr 28 (W)	*Student Presentations*	
Apr 30 (F)	*Student Presentations*	
May 4–7	**Final Exam Assessment** (date TBD)	

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 practice exercises on a regular basis to be done outside of class, and to be presented, corrected, and discussed by class members. In addition, the professor will assign vocabulary regularly to be utilized in translation. Occasional quizzes will facilitate the acquisition of new vocabulary words and grammatical concepts. Finally, in order to attain competence in reading Hebrew texts syntactically, students will engage in an inductive "lab journey" through selected poetic passages in the Hebrew Bible to practice making decisions about syntactic analysis and semantic classification.

ASSESSMENT OF LEARNING

Course requirements

1. In preparation for the first day of class, over the winter students are to prepare a personal translation of Exod 14:21-31 and Judges 4:12-22 along with personal notes on vocabulary, parsing, syntactic constructions, and/or clause structure. In order to help prepare these notes, students may see my handout entitled "Preparing Notes for Hebrew Text," which can be accessed at my website under Hebrew Grammar I & II-->Course Handouts (scroll to the bottom). Here is the direct link:

http://biblicallanguages.files.wordpress.com/2009/05/preparing-notes-for-hebrew-text.pdf

Note: these two chapters are *historical prose* accounts of the Exodus event and Deborah's defeat of Jabin/Sisera. During the course will read the poetic versions of these accounts in Exodus 15 and Judges 5 in class, comparing and contrasting poetic style with that of prose narratives.

2. Students will take two major exams this term (1 midterm and 1 final) 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 given on the Topical Outline. The dates for the final examination will be noted when the University Final Exam schedule is released.

3. In addition to these major exams, students will demonstrate their knowledge of Biblical Hebrew vocabulary, grammar, and syntax during regular <u>class participation</u> and occasional <u>quizzes</u>. To determine the final grade, the instructor will drop the lowest class participation grade and quiz grade. 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!)

4. For the Syntax Overview days, students will be assigned to lead a short 10-minute discussion on basic Syntax (to preview significant syntax categories/usage to be explored in depth during the course of reading Hebrew Poetry). Students must provide the class with a useful handout to keep as they follow the presentation. The handout + presentation will be assessed and will count as one quiz grade and one participation grade.

5. Students will research, write, and present to the class a paper addressing a grammatical problem from a passage of their choice from the Poetic texts assigned for class preparation. 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 10 pages and no more than 14 pages in length. The paper will be double-spaced with one-inch margins. Students will consult at least ten sources (no more than three from the internet). Acceptable sources will deal primarily with Hebrew syntax and grammar. Historical and theological matters will not be emphasized unless directly related to the Hebrew text. You will include a line diagram of your passage. Pre-approved sources will be placed on reserve in Moody Library. Format is to follow Turabian.

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

a. Completion of Winter Work	10%
b. Midterm Exam	15%
c. Final Exam	25%
c. Daily Participation	10%
d. Quiz Average	10%
e. Paper and Presentation	30%

6. Students are encouraged to spend at least one hour per week practicing their Hebrew skills on a computer utilizing any of the following resources: the Van Pelt/Pratico textbook CD, the website http://www.animatedhebrew.com (keyed to the Ross textbook and containing vocab and parsing drills), *Hebrew Tutor* CD (and/or other software programs), and/or Internet resources such as teknia.com for Flashworks (see also hamoreh.org –> Resources –> Helpful Links –> Biblical Languages).

Grading standards

The grade scale for the Department of Christianity and Philosophy is: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below).

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.

Late Work

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

Learning Disabilities/Academic Accommodations

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, Hinton Bldg #101, 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).

Missed Tests

Make-up tests for *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 posted by the Christianity department. The make-up exams will be given in Atwood 2,** and the student must present an I.D. card to take the test.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Phillip Marshall

ADDITIONAL COMMENTS REGARDING THE SIGNIFICANCE OF THE COURSE IN TERMS OF HISTORY, MOMENT, MOVEMENT, TRENDS, TIMELINESS, BODY OF BASIC KNOWLEDGE, ETC.

None

_____   _____

Instructor's Signature   Date