

Course Syllabus
HEBR 6301-15: Advanced Hebrew Studies
Fall 2010
School of Theology

COURSE DESCRIPTION

“Advanced studies in the Hebrew grammar, syntax, and literature of the Second Temple period.”
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 Studies (HEBR 6301) may be taken after completion of HEBR 5301 and 5302 or with instructor's permission.

It is recommended for students who complete HEBR 6301 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: 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. Eißfeldt, 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.

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.]

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1971.

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.

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

Supplementary Texts and Materials:

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.]

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.

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

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

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 linguistic 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 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* (Walke-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.
5. Demonstrate acquisition of vocabulary in the Biblical Hebrew narrative corpus.
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.

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 |

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| 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 | <i>Student Presentations;</i> | ALL RESEARCH PAPERS DUE |

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|-------------|--|
| December 1 | <i>Student Presentations</i> |
| December 3 | <i>Student Presentations</i> |
| 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 6301 students must reference and demonstrate competence in the use of grammars by Beckman/Williams and Waltke-O’Connor. 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 problem or a linguistic issue 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 8 pages and no more than 12 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 (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:

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|---------------------------|-----|
| a. Presentations | 20% |
| b. Final Exam | 20% |
| c. Worksheets | 10% |
| d. Quiz Average | 10% |
| e. Paper and Presentation | 40% |

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.

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, 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