

## **HEBR 4393-03: SENIOR SEMINAR - Haggai/Zechariah**

*Fall 2013*

Department of Theology

### **COURSE DESCRIPTION**

“Directed studies in the Hebrew Bible and other Second Temple literature.” Our study will focus mainly on the book of Haggai, with some readings from Zechariah.

Hebrew Senior Seminar (HEBR 4393) may be taken after completion of HEBR 3311 and 4351 or with instructor’s permission. HEBR 4393 fulfills three hours of the BA in BL required Reading and Syntax core.

It is recommended for students who complete HEBR 4393 to enroll in elective Hebrew Syntax and Reading courses in future terms to continue learning

### **INSTRUCTOR INFORMATION**

Name: Phillip Marshall

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Office Phone: 281-649-3135

Office Location: Atwood 1, #234

Office Hours: WF 1:00pm-2:00pm; otherwise, we can meet by appointment

Web Page Addresses:

HBU <http://www.hbu.edu/Choosing-HBU/Academics/Colleges-Schools/School-of-Christian-Thought/Departments/School-of-Theology/Faculty/Phillip-Marshall.aspx>

Personal <http://BiblicalLanguages.net/>

### **LEARNING RESOURCES**

Course Text(s): [Note: single asterisks precede books that students will probably need to acquire if this is their first reading class; double asterisks precede books that are new for this semester, if students have been taking Hebrew reading courses already.]

\*Alt, A., O. Eißfeldt, P. Kahle, and R. Kittel. *Biblia Hebraica Stuttgartensia*. 5<sup>th</sup> ed. Stuttgart: Deutsche Bibelgesellschaft, 1997. [BHS] ISBN: 9783438052223

Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University Press, 2003. ISBN: 9780521533485

\*Beckman, John C., ed. *Williams’ Hebrew Syntax*, 3rd ed. Toronto: University of Toronto Press, 2007. ISBN: 9780802094292

\*Grassmick, John D. *Principles and Practices of Greek Exegesis: A Classroom Manual*. Dallas: Dallas Theological Seminary, 1974. [Grass] ISBN: 0-01-018879-8. [USE FOR LINE DIAGRAMMING, pp. 81-103. You may secure a copy on your own, or use my copy to photocopy the relevant pages for your assignments.]

\*Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1971. ISBN: 9780802834133

\*\*Kline, Meredith G. *Glory in Our Midst: A Biblical-Theological Reading of Zechariah's Night Visions*. Eugene, OR: Wipf and Stock, 2001. ISBN: 9781579105990

Joüon, P. and T. Muraoka. *A Grammar of Biblical Hebrew*. 2nd Ed. Subsidia Biblica, 27. Rome: Pontifical Biblical Institute, 2006. [JM] ISBN: 9788876536298

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.] ISBN: 9789004124455

\* Scott, William R. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*. 4th ed. N. Richland Hills, TX: D & F Scott Publishing, 2007. ISBN: 978-1930566682

\*\*Verhoef, Pieter A. *The Books of Haggai and Malachi*. New International Commentary on the Old Testament. Grand Rapids, MI: W.B. Eerdmans, 1987. ISBN: 978-0802825339

\*van der Merwe, Christo H. J., Jackie A. Naude, and Jan H. Kroeze. *A Biblical Hebrew Reference Grammar*. Sheffield: Sheffield Academic, 1999. [BHRG] ISBN: 9781850758563

\*Waltke, Bruce K. and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, Ind.: Eisenbrauns, 1990. [W-OC] ISBN: 9780931464317

#### Supplementary Text(s):

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

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.]

## 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 growing lexical skills in using *HALOT*, *BDB*, and *DCH*.
2. Demonstrate a growing 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), *A Biblical Hebrew Reference Grammar* (van der Merwe, Naude, Kroeze), *Gesenius' Hebrew Grammar* (GKC), and *A Grammar of Biblical Hebrew* (Joüon).

3. Demonstrate an understanding of the unique literary features of Hebrew poetry and their contributions to the translation of prophetic texts.
4. Demonstrate ability to use the critical apparatus of *BHS*.
5. Demonstrate an ability to identify and research an issue dealing with Hebrew syntax, semantics, or literary features of Hebrew prophecy.
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 prophecy.

### **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 Haggai and Zechariah 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, presentations, 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 “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 line diagramming, lexical study, textual criticism, Massoretic notations and/or accentuation, linguistic data, and syntax.
4. For each section of Haggai/Zechariah 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 occasional reflection on text-critical or masoretic features in the text. 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 and Waltke-O'Connor. Students who have completed at least two other Hebrew reading courses should also reference and demonstrate competence in the use of grammars by van der Merwe, Gesenius, and Joüon-Muraoka.

5. The students who are not leading a discussion in Haggai/Zechariah 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. Students will research, write, and present to the class a paper addressing a grammatical problem from a passage of their choice from Haggai or Zechariah. 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 20 pages in length. The paper will be double-spaced with one-inch margins. Students will consult at least twelve resources, three of which should be articles or essays. Acceptable sources will deal primarily with Hebrew syntax and grammar (not homiletical commentaries!). Historical and theological matters will not be emphasized unless directly related to the Hebrew text.

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

a. Presentations	15%
b. 2 Exams	35%
c. Worksheets/Quizzes	15%
d. Paper	35%

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](http://www.animatedhebrew.com).

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 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

Class Date/ Meeting		Topic: Class Assignment	Assessments
M	8/26	Orientation; Begin reading <i>Williams' Syntax</i> ; Assign Worsheet on BHS	
W	8/28	Sentence Diagramming: Grassmick	
F	8/30	Sentence Diagramming: Grassmick	
M	9/2		No Class (Labor Day!)
W	9/4	Sentence Diagramming: Grassmick	
F	9/6	Lecture on OT Textual Criticism	
M	9/9	Lecture on OT Textual Criticism	
W	9/11	Hagg 1:1-3	<b>Sept 11: Last day to drop without a 'W'</b>
F	9/13	Hagg 1:4-6	
M	9/16	Hagg 1:7-9	
W	9/18	Review/catch-up; <b>DUE: Worsheet on BHS</b>	
F	9/20	Hagg 1:10-12	
M	9/23	Hagg 1:13-15	
W	9/25	Hagg 2:1-3; <b>DUE: Finish reading <i>Williams' Syntax</i></b>	Submit percentage of Williams completed
F	9/27	Hagg 2:4-6	
M	9/30	Hagg 2:7-10	
W	10/2	Review/catch-up	
F	10/4	Hagg 2:11-14	
M	10/7	Hagg 2:15-17	
W	10/9	Review/catch-up	
F	10/11	Hagg 2:18-20	
M	10/14	Hagg 2:21-23	
W	10/16	Review/catch-up	
F	10/18		<b>Midterm Exam (Haggai)</b>

M	10/21	Selected passages from Zech	
W	10/23	Selected passages from Zech	
F	10/25	Selected passages from Zech	
M	10/28	Research meetings	
W	10/30	Selected passages from Zech	
F	11/1	Selected passages from Zech	<b>Nov 1: Last day to drop with a 'W'</b>
M	11/4	Selected passages from Zech	
W	11/6	Research meetings	
F	11/8	Research meetings <b>Due: Paper Purpose Statements</b>	
M	11/11	Selected passages from Zech	
W	11/13	Selected passages from Zech	
F	11/15	Selected passages from Zech	
M	11/18	Selected passages from Zech	
W	11/20	Selected passages from Zech	
F	11/22	Review/catch-up <b>Due: Paper Bibliography and Sketch of Argument</b>	
M	11/25	Research meetings	
W	11/27	Research meetings	
F	11/29	No Class (Thanksgiving Break!)	
M	12/2	Student Paper Presentations <b>Due: Papers in Blackboard by 12am Monday (late Sun night)</b>	
W	12/4	Student Paper Presentations	
F	12/6	Student Paper Presentations	<b>Last day of class</b>
<b>TBA</b>	<b>TBA</b>	<b>Time TBA</b>	<b>FINAL EXAM (Zech)</b>

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

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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.**