

HEBR 3311-01 Hebrew Reading and Syntax I: Jonah

Fall 2015

Department of Classics and Biblical Languages

COURSE DESCRIPTION

HEBR 3311: *An intermediate study of Hebrew syntax with application to the translation and analysis of selected portions of the Hebrew Bible and/or Second Temple literature.*

Hebrew Reading and Syntax I (HEBR 3311) may be taken after completion of HEBR 2312 and 2322 (or with the instructor's permission). It is the third part of the basic program of study in Hebrew Grammar and Syntax. HEBR 3311 can fulfill three hours of the Liberal Arts Core Curriculum Foreign Language requirement. It is recommended for students who complete HEBR 3311 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: WF 10:00am-11:00am; otherwise, we can meet by appointment

Web Page Addresses:

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

Personal <http://BiblicalLanguages.net/>

LEARNING RESOURCES

Course Text(s):

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

Chisholm, Robert B., Jr. *A Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth*. Grand Rapids: Kregel, 2006. ISBN: 0825423902

Elliger, Karl, and Willhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. 5th ed. Stuttgart: Deutsche Bibelgesellschaft, 1997. [BHS]

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.

**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. *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

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

Other Supplementary Materials:

Hebrew Tutor CD (PC only) by Parsons Technology.

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

Youngblood, Kevin J. *Jonah: God's Scandalous Mercy*. Hearing the Message of Scripture: A Commentary on the Old Testament. Grand Rapids: Zondervan, 2014.

Other Reference Materials:

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]

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.]

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

Limburg, James. *Jonah*. Old Testament Library. Louisville, Ky.: Westminster/John Knox, 1993.

Putnam, Frederic Clarke, ed. *A Cumulative Index to the Grammar and Syntax of Biblical Hebrew*. Winona Lake, Ind.: Eisenbrauns, 1996.

Sasson, Jack M. *Jonah*. Anchor Bible. New York: Doubleday, 1990.

Stuart, Douglas. *Hosea-Jonah*. Word Biblical Commentary. Waco, Tex.: Word Books, 1987.

Tucker, W. Dennis, Jr. *Jonah: A Handbook on the Hebrew Text*. Waco, Tex.: Baylor Press, 2006.

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

Wolff, Hans Walter. *Obadiah and Jonah: A Commentary*. Trans. Margaret Kohl. Minneapolis, Minn.: Augsburg, 1986.

COURSE OBJECTIVES

Overview/ Purpose of the course

The instructor will guide students toward achieving an intermediate 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. Demonstrate knowledge of nominal and verbal inflectional and derivational morphology of Biblical Hebrew through proper parsing.
2. Demonstrate a basic 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* (Waltke-O'Connor)].
3. Demonstrate a basic ability to provide the proper semantic classifications of the grammatical structures encountered in the syntax of Hebrew phrases and sentences.
4. Demonstrate an ability to read and/or construct Reed-Kellogg sentence diagrams for Biblical Hebrew.
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.

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.

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 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.

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 sometimes 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 the book of Jonah to practice making decisions about syntactic analysis and semantic classification

In order to download all the necessary course handouts (assignments/course outline, syllabus, handouts), students should go to my website: <http://BiblicalLanguages.net>. There is a link to this website on the homepage of this course in Blackboard.

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 and 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 and grammar. Such topics may include line diagramming, lexical study, textual criticism, Massoretic notations and/or accentuation, linguistic data, and syntax.

4. For each section of Jonah that we prepare for our classroom “lab,” one student (or the professor) 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 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 reflection on semantic features in the passage, using the lexical material in Holladay as needed. 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 in their outlines. The professor will lead the first few discussions so that students may observe and learn how to do this.

5. The students who are not leading a discussion in Jonah 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 Jonah. 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 eight pages and no more than 12 pages in length. The paper will be double-spaced with one-inch margins. Students will consult at least eight sources. 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. Pre-approved sources will be placed on reserve in Moody Library.

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

a. Presentations	15%
b. 2 Exams	40%
c. Worksheets/Quizzes	15%
d. Paper	30%

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.

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 Christian Thought's undergraduate courses is: A (90-100), B (80-89), C (70-79), D (60-69), F (59 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.

TOPICAL OUTLINE

Class Date/ Meeting		Topic: Class Assignment	Assessments
M	8/24	Orientation; Begin reading <i>Williams' Syntax</i>	
W	8/26	Review of Strong Verb; Hithpael	
F	8/28	Hithpael	
M	8/31	Sentence Diagramming: Grassmick	
W	9/2	Sentence Diagramming: Grassmick	
F	9/4	Sentence Diagramming: Grassmick	
M	9/7		No Class (Labor Day!)
W	9/9	Jonah 1:1-3; Assign Worsheet on BHS	Sept 9: Last day to drop without a 'W'
F	9/11	Jonah 1:4-5	
M	9/14	Jonah 1:6-7	
W	9/16	Review/catch-up; DUE: Worsheet on BHS	
F	9/18	Jonah 1:8-10	
M	9/21	Jonah 1:11-13	
W	9/23	Review/catch-up; DUE: Finish reading Williams' Syntax	Submit percentage of Williams completed
F	9/25	Jonah 1:14-15	
M	9/28	Jonah 1:16-2:1	

W	9/30	Review/catch-up	
F	10/2	Jonah 2:2-4	
M	10/5	Jonah 2:5-6	
W	10/7	Review/catch-up	
F	10/9	Jonah 2:7-8	
M	10/12	Jonah 2:9-11	
W	10/14	Review/catch-up	
F	10/16		No Class (Fall Break)
M	10/19		Midterm Exam
W	10/21	Jonah 3:1-3	
F	10/23	Jonah 3:4-5	
M	10/26	Research meetings	
W	10/28	Jonah 3:6-8	
F	10/30	Jonah 3:9-10	Oct 30: Last day to drop with a 'W'
M	11/2	Review/catch-up	
W	11/4	Research meetings	
F	11/6	Due: Paper Purpose Statements	
M	11/9	Jonah 4:1-3	
W	11/11	Jonah 4:4-6	
F	11/13	Review/catch-up	
M	11/16	Jonah 4:7-8	
W	11/18	Jonah 4:9-11	
F	11/20	Review/catch-up Due: Paper Bibliography and Sketch of Argument	
M	11/23	Research meetings	
W	11/25	Research meetings	
F	11/27		No Class (Thanksgiving Break!)
M	11/30	Student Paper Presentations Due: Papers in Blackboard by 12am Monday (late Sun night)	
W	12/2	Student Paper Presentations	
F	12/4	Student Paper Presentations	Last day of class
TBA	TBA	Time TBA	FINAL EXAM

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

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.