

## HEBR 6335.01 WISDOM LITERATURE: QOHELETH

Spring 2022

Department of Classics and Biblical Languages

### COURSE DESCRIPTION

*Advanced studies in ancient Hebrew grammar, syntax, and linguistic approaches through translation and analysis of the Hebrew text of the Wisdom Literature. This course may be taken up to three times for credit if course content differs.*

Wisdom Literature is a reading course based on the Hebrew text. It may be taken after completion of at least one year of Hebrew grammar (HEBR 5301 & 5302) or the equivalent.

Our study will focus on the Hebrew text of Ecclesiastes, known as Qoheleth.

### INSTRUCTOR INFORMATION

Name: Phillip Marshall

E-mail: [pmarshall@hbu.edu](mailto:pmarshall@hbu.edu)

Office Phone: 281-649-3135

Office Location: Atwood 1, #234

Office Hours: MWF 11:00am-12:00pm; 2:00-3:00pm; or by appointment

Day(s) and Time Course Meets: MWF, 1:00-1:50pm

Day & Time of Final Exam: Thur, 5-12-22, 2:45-4:45pm

### LEARNING RESOURCES

Required Course Text(s)/Materials: [Note: single asterisks precede books that HEBR 6335 students will probably need to acquire if this is their first reading class; double asterisks precede books that are new for this semester.]

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

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

\*\*Holmstedt, Robert D., John A. Cook, and Phillip S. Marshall. *Qoheleth: A Handbook on the Hebrew Text*. Baylor Handbook on the Hebrew Bible. Waco, TX: Baylor University Press, 2017. ISBN: 978-1-60258-732-8 [HCM]

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

\*\*Kidner, Derek. *The Wisdom of Proverbs, Job and Ecclesiastes*. Downers Grove, IL: Inter-Varsity Press, 1985. ISBN: 978-0-87784-405-1.

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. This resource can also

be purchased as an electronic resource in Logos or Accordance Bible Software.]  
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 [Note: this is out of print, so if you can only find it online at exorbitant prices, do not purchase it!]

\*van der Merwe, Christo H. J., Jacobus A. Naude, and Jan Kroeze. *A Biblical Hebrew Reference Grammar*. 2<sup>nd</sup> ed. London: Bloomsbury T&T Clark, 2017. [BHRG-2] ISBN: 9780567663337

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

Bible Software: Students in the MABL program should acquire and become proficient in the use of a good Bible software program in order to do high-level research in the biblical languages and the texts of the Old and New Testament. The two best resources available: [1] Accordance Bible Software (typically for Mac users, but now with a native Windows option). [2] Logos Bible Software (runs on both Windows and Mac; recommended packages are Platinum, Diamond, or Portfolio). Please see Dr. M for advice.

#### Supplementary Text(s):

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

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

Ogden, Graham S., and Lynell Zogbo. *A Handbook on Ecclesiastes*, UBS Handbook Series. New York: United Bible Societies, 1998. ISBN 0-8267-0121-3

## COURSE OUTCOMES

### 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 (through class work, quizzes, and written examinations) to:

Upon completion of this course, students should be able (through class work, quizzes, and written examinations) to:

1. Demonstrate an ability to read and/or construct syntax 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 standard Hebrew syntax grammars.
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 corpus.
6. Demonstrate an ability to research, write, and present a paper dealing with an issue of grammar, syntax, semantics, discourse analysis, or literary features in Biblical Hebrew texts.

#### **RELATION TO DEPARTMENTAL GOALS AND PURPOSES**

- The mission of the Department of Classics and Biblical Languages is to introduce students to the languages, history, and literature of the Bible as well as the ancient Near Eastern and the Graeco-Roman worlds, and to teach students how this knowledge relates to the Christian faith.
- Consistent with the purpose and goals of the Department of Classics and Biblical Languages, 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 COLLEGE GOALS AND PURPOSES**

- 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 MISSION 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.

#### **TOPICAL OUTLINE**

<b>Class Date/ Meeting</b>		<b>Topic: Class Assignment</b>	<b>Assessments/Written Work</b>
W	1/19	Orientation & Introduction	
F	1/21	Qoheleth 1	
M	1/24	Qoheleth 1 Review Ross 10 this week	
W	1/26	Qoheleth 1	

F	1/28	Qoheleth 2	Quiz: Qal Perfect
M	1/31	Qoheleth 2 Review Ross 17 this week	
W	2/2	Qoheleth 2	<b>Feb 2: Last day to drop without a 'W'</b>
F	2/4	Qoheleth 2	Quiz: Qal Imperfect
M	2/7	Qoheleth 2 Review Ross 16 & 21 this week	DUE: HCM Introduction Reading
W	2/9	Qoheleth 3	
F	2/11	Qoheleth 3	Quiz: Qal Active & Passive Participles
M	2/14	Qoheleth 3 Review Ross 20 this week	
W	2/16	Qoheleth 3	
F	2/18	Qoheleth 4	Quiz: Qal Imperative, Jussive, & Cohortative
M	2/21	Qoheleth 4 Review Ross 22 & 23 this week	
W	2/23	Qoheleth 4	
F	2/25	Qoheleth 5	Quiz: Qal Infinitive Construct and Absolute
M	2/28	Qoheleth 5 Review Ross 26 this week	
W	3/2	Qoheleth 5	
F	3/4	Qoheleth 5	Quiz: Niphal Stem/Binyan
M	3/7	Qoheleth 6 Review Ross 27 & 28 this week	
W	3/9	Qoheleth 6	
F	3/11	Qoheleth 6	Quiz: Piel & Pual Stems/Binyanim
M	3/14	NO CLASS: Spring Break	No Class
W	3/16	NO CLASS: Spring Break	No Class
F	3/18	NO CLASS: Spring Break	No Class
M	3/21	Qoheleth 7 Review Ross 29–31 this week	DUE: Kidner Chapter Summaries OR WHS Reading
W	3/23	Qoheleth 7	
F	3/25	Qoheleth 7	<b>Mar 25: Last day to drop with a 'W'</b> Quiz: Hiphil, Hophal, & Hithpael Stems/Binyanim
M	3/28	Qoheleth 7	
W	3/30	Qoheleth 8	
F	4/1	Qoheleth 8	DUE: Take-home Midterm
M	4/4	Qoheleth 8 Review Ross 32 & 33 this week	
W	4/6	Qoheleth 8	
F	4/8	Qoheleth 9	Quiz: Guttural Weak Verbs
M	4/11	Qoheleth 9 Review Ross 34 this week	
W	4/13	Qoheleth 9	

F	4/15	NO CLASS	<b>Easter Holiday</b>
M	4/18	Qoheleth 9 Review Ross 35 this week	Quiz: I-Nun Weak Verbs
W	4/20	Qoheleth 10	
F	4/22	Qoheleth 10	Quiz: I-Waw/I-Yod Weak Verbs
M	4/25	Qoheleth 10 Review Ross 36 this week	
W	4/27	Qoheleth 12:9-14	
F	4/29	Qoheleth 12:9-14	Quiz: III-He Weak Verbs
M	5/2	Qoheleth 12:9-14 Review Ross 37 this week	
W	5/4	Catch-up day	
F	5/6	Catch-up day	Quiz: Doubly-Weak Verbs
<b>Th</b>	<b>5/12</b>	<b>Final Exam: 2:45–4:45pm</b>	

## ASSESSMENT OF LEARNING

### Course Requirements

1. EXAMS: 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. READING ASSIGNMENTS:

2.1 Kidner, *The Wisdom of Proverbs, Job and Ecclesiastes*. Read Chs. 1–8 and Appendixes A, B, & C. You will also submit “chapter summaries” of 1–2 pages each (single-spaced) for the eight main chapters. Due Mar 21.

2.2. Beckman, *Williams’ Hebrew Syntax*. Students who have no prior Hebrew reading course will not be asked to write chapter summaries of Kidner (although they must read the book). Instead, they will be responsible to read *Williams’ Hebrew Syntax* completely, and to report what percentage of the book they read (due Mar 21).

2.3 Holmstedt, Cook, & Marshall, *Qoheleth*: You will read the Introduction and any Commentary sections that correspond with those texts that we prepare at home and discuss in class. Introduction must be read by Feb 7; please report to Dr. M what percentage of the introduction you have read.

2.4 Reference Grammars: Do not neglect to consult and read sections of the syntax and reference grammars as needed for your analysis of the grammar of the texts.

3. WORKSHEETS: Throughout the semester the professor may 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, literary analysis, poetic analysis, and syntax.

4. VERB REVIEW QUIZZES: Throughout the semester you will review the Hebrew verbal system (particularly, the forms of Hebrew verbs). You will be assigned to review a chapter of Ross’ grammar, and then complete a quiz on that particular aspect of the verb (beginning with the conjugation patterns of the Qal stem/binyan).

5.1 LEADING CLASS DISCUSSIONS: For each section of Qoheleth that we prepare for our classroom “lab,” the professor or a student will be assigned to lead the discussion. This leader 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] any reflections on interesting 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 (in the case of student leaders) 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 one Hebrew reading class should also reference and demonstrate competence in the use of grammars by van der Merwe, Gesenius, and Joüon-Muraoka. All students should make reference to Holmstedt/Cook/Marshall.

**5.2 PARTICIPATING IN CLASS DISCUSSIONS:** The students who are not leading a discussion in the Hebrew texts are responsible to prepare for the passage to be discussed by doing the following: [1] Read the text in Hebrew and translate into English. [2] Parse all forms that cannot be parsed by sight (you may use the Parsing Sheets provided by Dr. Marshall; please ask). 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. FINAL GRADE:** The final grade will be determined according to the following percentages:

a. Presentations/Worksheets	10%
b. 2 Exams	40%
c. Kidner Chapter Summaries/Williams	12.5%
d. Kidner Reading Percentage	12.5%
e. HCM Intro Reading Percentage	5%
f. Verb Review Quiz Average	20%

**7. ATTENDANCE:** 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 courses is: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below).

Grades may be appealed with the professor in writing. Please be very specific about which element of the assignment you believe was graded unfairly or inaccurately and why you believe the grade should be changed.

## CREDIT HOUR DEFINITION

The University definition of a credit hour is found at [hbu.edu/CreditHours](http://hbu.edu/CreditHours)

## 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 Qoheleth (called Ecclesiastes in English Bibles) 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.

#### **ATTENDANCE, ABSENCE, AND TARDY POLICIES**

Regular attendance in class is important for student success, and it is university policy that students must attend class. The University attendance and absence policy is located in the catalog at [hbu.edu/AttendancePolicies](http://hbu.edu/AttendancePolicies)

#### **ACTION REQUIRED BY STUDENT TO DROP A CLASS**

The University procedure for dropping a class is located in the catalog at [hbu.edu/Drop](http://hbu.edu/Drop)

#### **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. The University policy concerning academic accommodations is located in the catalog at [hbu.edu/AcademicAccommodations](http://hbu.edu/AcademicAccommodations)

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Houston Baptist University complies with the Family Educational Rights and Privacy Act (FERPA), as stated in the catalog at [hbu.edu/FERPA](http://hbu.edu/FERPA)

#### **ACADEMIC INTEGRITY POLICY**

HBU students are expected to follow the University academic integrity policy found in the catalog at [hbu.edu/AcademicIntegrity](http://hbu.edu/AcademicIntegrity)

#### **ACADEMIC GRIEVANCE POLICY AND PROCESS**

HBU students have a right to academic grievance as defined in the policy and process located in the catalog at [hbu.edu/AcademicGrievance](http://hbu.edu/AcademicGrievance)

#### **PLAGIARISM SOFTWARE**

Note that the University utilizes SafeAssign to investigate possible plagiarism activities. SafeAssign is integrated within Blackboard. (A class ID and a password are no longer needed).

All major papers for this course will be submitted to the plagiarism prevention software, SafeAssign, through the Blackboard course on or before a paper's due date and will not be graded without meeting this requirement beforehand.

In accordance with FERPA, and to best protect the student's privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. Student names for submission are ignored and not added to the database submissions. This information is used only to assist the faculty member with grading papers for the appropriate student.

#### **CHILDREN IN CLASSROOMS**

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. For safety reasons, children are prohibited from all laboratories.

## **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.

## **PATHFINDER**

To ensure your success, HBU has implemented Pathfinder, a program that gives students and instructors the resources they need to track student progress. Your professor may use this platform to encourage your progress or express a concern. If a concern is raised, you should meet with your professor and/or advisor to discuss strategies for successful completion of this course and follow their recommendations.

## **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.

## **INCOMPLETE COURSE REQUEST**

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.

## **ACADEMIC CALENDAR**

[Academic Calendar](#)

## **LATE WORK & TEST POLICY**

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

## **STUDENT PERCEPTION OF INSTRUCTION**

Students are encouraged to complete faculty appraisal forms as regularly administered by the University.