1-1-2000

OT 502 Concise Hebrew (and Comprehensive Hebrew I) delete

Michael D. Matlock

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/482
Comprehensive Hebrew II – OT 502

Spring 2000 – A Three Hour Course
Instructor: Michael D. Matlock
Michael_Matlock@asburyseminary.edu
Office Phone: 606.858.2153
Office Hours: Tuesday & Thursday 4-5 p.m.

Semitic Mania

Prepare yourself for Hebrew mania once again. A language whose letters resemble unidentified foreign objects, where the book begins at the end and sentences are read from right to left, and where dog means fish, he means she, me means who, and who means he.

Personal Welcome

I am Michael Matlock, your professor and colleague in the learning process. I have other interests outside of teaching (e.g. riding my bicycle, watching college basketball, playing golf, reading), but I have a passion to teach Hebrew and continue to learn other facets of the language that reveal insights into God's word. So, I am excited about our collaborative course this semester because I know that we will gain insights into this wonderful language through which God chose to reveal himself and his relationship to his creation.

Please give me a typed copy of a brief profile of yourself (limited to 100 words) by the second day of class so that I can get to know each of you better. By the way, you may discover some things about me by accessing my bio on the Internet at the following web address (www.asburyseminary.edu/exl/people/faculty/matlock.htm). Let me encourage you to sign up for an email account in the Media Center of Asbury Seminary; this is one of the ways you can correspond with your colleagues and me during and after the course.

Course Description

This course is designed to build upon Concise Hebrew (OT 501) in order to give the student a complete mastery of elementary Hebrew grammar.

Objectives

1. To properly pronounce/read Biblical Hebrew by reviewing phonology
2. To be able to determine the range of grammatical functions and choose the most appropriate one(s) by knowing the changes in word formation (morphology)
3. To learn to interpret the interrelations of BH words (syntax)
4. To gain facility translating and interpreting the Hebrew Bible (Biblia Hebraica Stuttgartensia) for the purposes of preaching and teaching in the Church
5. To gain further facility using a standard Hebrew lexicon such as Brown, Driver, and Briggs (BDB) and reference grammars such as Waltke/O’Connor (W-O’C), Gesenius/Kautzsch/Cowley (GKC), and Joüon/Muraoka (JM) in order to interpret the Hebrew Scriptures
6. To learn nouns, verbs, and particles used more than 100 times in the Hebrew Bible (app. 427
words and meanings)

**Required Texts**


   This text will be the basis for an continued introduction to the essentials of elementary Hebrew grammar.  This grammar combines both deductive and inductive methods for instruction and learning.


   Even though this dictionary or lexicon was published around the beginning of this century, it still provides the most wealth of information per the expense.  You will probably agree its format needs revising.  We will enhance our skills to use *BDB* throughout the course.


   This is the Hebrew Bible reproduced from the oldest complete manuscript of the Old Testament, *Codex Leningradensis* (ca. 1008 A.D.), without significant alteration.  We will read it throughout the course gaining appropriate knowledge.


   Mitchel's book is arranged by frequency.  He lists the word and definition(s) of some 2000 Hebrew words and all 648 biblical Aramaic words.  We will be memorizing all the Hebrew words used 100 times or more.  He groups nouns, verbs, and particles all together.


   This is a basic introduction to many of the peculiarities of the Hebrew Bible.  Scott provides an English key to the Latin text critical notes at the very bottom of the page which were added by scholars this century who edited *BHS* and to the Aramaic side marginal notes (a.k.a. "massorah") which were put there by Medieval Jewish rabbis who created the vowel and accent system of the Hebrew Bible.  Scott also explains many other features of the Hebrew Bible that will help you to understand how it has been put together through hundreds of years.


   This book is a brief introduction to Hebrew syntax (how words are put together).  We will utilize this book throughout the course.  Williams is too brief at many points, but the alternative books pertaining to syntax are of massive proportion or too expensive.  Williams uses many terms for syntax that are now outdated; nevertheless, his text continues to be useful for beginning Hebrew students.
Recommended Texts & Software

You do not need to buy these Hebrew tools; however each one has value for gaining further competence with the Hebrew language and thought-world.


   This text is helpful to do rapid reading of Hebrew after you complete this semester of Hebrew. Of course, reading speeds will vary upon individual skill and knowledge of Hebrew.

2. BibleWorks 4.0 Hermenuetika, Big Fork, MT.

   This software program will assist us in spotting grammatical forms of Hebrew words (also called parsing) which we could not otherwise understand and provide an abridged Hebrew dictionary (*Brown, Driver, and Briggs*) for quick reference. It is also a powerful tool for doing Hebrew word studies functioning as a concordance to find all usage of a word and providing a quick and easy way to see how the recurrence of a word functions in context.

   *WARNING:* BibleWorks is a tool for ministry, but if you utilize it take some precautionary measures. Always try to push yourself to parse and translate as much Hebrew as possible before going to BibleWorks for parsing help.


   Kohlenberger's text is the best interlinear available (and one of only a few, in contrast to Greek interlinears) and can give you a sense of how the Hebrew is translated in the NIV translation.

   *WARNING:* An interlinear is a tool for ministry, but if using it take some precautionary measures. Always try to push yourself to parse and translate as much Hebrew as possible before consulting the interlinear for translation assistance.


   This is the most up-to-date and comprehensive reference grammar. It was written by the French biblical studies scholar, Joüon, in 1923 and subsequently revised and translated by the Japanese biblical studies scholar, Muraoka, in 1991. It is clearly written and it has a thorough section on syntax, a section often neglected in Hebrew grammars. It is full of useful insights and information for anyone with a basic knowledge of Biblical Hebrew grammar. Also, his subject, Hebrew word, and scripture indices are invaluable.


   This resource parses every Hebrew word in the Old Testament verse by verse, chapter by chapter, and book by book and gives the appropriate page where the word is found in the *Brown, Driver, and Briggs* lexicon. As mentioned above, the BibleWorks software program will also parse all Hebrew words, but Owens' work does so in a printed form.
*WARNING: *Owens is a tool for ministry, but take some precautionary measures if you are going to use it. Always try to push yourself to parse and translate as much Hebrew as possible before going to Owens for parsing help.


This wonderful text contains virtually all the "ins and outs" of Hebrew syntax. In comparison, Williams' text which you have purchased is like a "reader's digest" version of Waltke-O'Connor. If you read and understand 50 percent of this text, you will have at least an intermediate knowledge of Biblical Hebrew.

A indicates that the resource is on the reserve shelf in the library under "Matlock." Also, another beginning Hebrew grammar which has been used recently to learn Hebrew here at ATS is on the reserve shelf: Page H. Kelley, *Biblical Hebrew: An Introductory Grammar,* (Grand Rapids: Eerdmans, 1992). I also put another reference grammar, Wilhelm Gesenius, *Gesenius' Hebrew Grammar,* (Oxford: Clarendon, 1910; reprint 1970) on the reserve shelf which has been the standard in Hebrew studies for almost a century.

**Evaluation**

Attendance Policy:

When studying a language, it is absolutely necessary that a student keep pace with the class. If a student falls behind, it can be disastrous. Therefore, each student is allowed three absences without penalty. However, every absence (for any reason) beyond three will result in the loss of one grade increment in the final grade (e.g. from a B to a B-).

Attendance throughout the course is expected; persons absent for more than six sessions of the course will not be eligible for a passing grade.

If you have any questions, please see me the first day of class.

**Approximate Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>
Your grade is calculated on the following factors:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments &amp; Readings</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes – Celebration of S. L.</td>
<td>50%</td>
</tr>
<tr>
<td>Final Exam – Celebration of B. L.</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1. **Class Participation** – 10% of course grade

   A key factor of this part of your grade is your attitude and affectation towards the material in this course. It goes without saying, but bears repeating, that a large majority of your success in understanding Hebrew is achieved by a positive attitude and lots of motivation. You will be evaluated on your level of preparation for class each week.

2. **Assignments & Readings** - 10% of course grade

   We will plod through our main text, Seow, completing his exercises. On a few occasions, you will share your responses/answers to the assignment with a peer team in the class. Collaborating with your colleagues should be and will be a significant part of your learning experience.

   Full participation and engagement is essential in order to obtain the learning goals of this course, so please be prepared and ready to discuss with your classmates and instructor. You are encouraged to find study partners and work together on assignments outside of class. If you decide to study in this fashion, make sure you understand the objectives of that lesson first-hand. By the time of the quizzes and exam, make sure you know how to translate the Hebrew without peer assistance. Collaboration is helpful in learning, but wholesale co-optation is detrimental.

   At my discretion, I will grade several assignments in order to determine that work is being done. Thus, I will grade some assignments but not others at my discretion.

   NOTE: Late assignments will be accepted, but penalized 20% each calendar day and receive no comments.

   Please stay current with your reading. Students will be asked to turn in a reading report at the end of the semester for all assigned reading.

3. **Celebrations of Small Learning** (Quizzes) – 50% of course grade

   There will be six quizzes throughout the course. Each quiz will test knowledge of the grammar and vocabulary covered in Seow.

   Unless otherwise noted by the instructor, scheduled quizzes will be in class on the days noted on the Course Schedule below.

   Your combined quiz points will be totaled and averaged to form 50% of your total grade for the course.
For extra credit, you may take a quiz on the first three sections of vocabulary from *Mitchel*. Quizzes one and two will include 25 words, whereas quiz three will include 50 words from the author's list.

4. **Celebration of Big Learning** (Final Exam) – 30% of course grade

   At the end of the course, you will take a in-class comprehensive exam. The exam will primarily involve translating a Hebrew text.

*Put your name and SPO # on the back of the last sheet of everything you hand in (e.g. assignment, quiz, exam)!*

**Further Study in the Hebrew Language**

1. This course should prepare a student and is therefore a prerequisite for any Hebrew exegesis course and other Semitic language courses (e.g. Biblical Aramaic, Akkadian, Ugaritic, Arabic, NW Semitic).

2. Students will be challenged and encouraged to read daily from the Hebrew Scriptures, and participate in weekly Hebrew reading groups that meet on campus (during fall and spring terms only).

3. Asbury Seminary now has a chapter of Eta Beta Rho (HBP or מונה [$\epsilon\beta\rho$]), a national Hebrew honor society. Students who earn a grade of 3.0 or higher after taking OT 501 and OT 502 with intent to complete a exegesis class or an OT 700 class are eligible for membership into the society.

**Course Procedure & Schedule**

Our weekly schedule will typically follow this format:

1. **1st day)** reviewing the prior lessons, drilling, covering the exercises
2. **2nd day)** presenting new material.

We will read a selected passage(s) from the Hebrew Bible so bring it to every class.
Module 1
February 7: *Alphabet; Syllables and Vowels*

GBH: 1-16

February 9: *The Noun: Gender and Number; Hebrew Roots and Patterns (Part I)*

GBH 17-37
Exercises (GBH 4): A, B, C (odds); (GBH 14-16): Vocab, A (evens), B;
(GBH 21-22): Vocab, A (evens), B (odds), C; (GBH 35-37): Vocab, A (odds), B, D

Module 2
February 14: Reviewing the prior lessons, Drills, Covering the exercises

February 16: *Hebrew Roots and Patterns (Part II); Geminates and Segolates*

GBH 38-53 (Excursus A)
Exercises (GBH 44, 53): Vocab (44), C, Additional Exercise (53)

Module 3
February 21: **Quiz One**

Reviewing the prior lessons, Drills, Covering the exercises

*Read GBH 64-69, 170-72 (Excursus B, F) & A Simplified Guide to BHS 1-36

February 23: *The Definite Article and Prepositions; The Adjective*

GBH 54-63, 70-77
Exercises (GBH 60-63): Vocab, C, D; (GBH 75-76): Vocab, B

Module 4
February 28: Reviewing the prior lessons, Drills, Covering the exercises

March 1: *Qal Participles; Pronouns*

GBH 78-88, 92-103
Exercises (GBH 85-88): Vocab, A (evens), B (odds), D (evens); (GBH 101-03): Vocab, A, D

Module 5
March 6: **Quiz Two**

Reviewing the prior lessons, Drills, Covering the exercises

March 8: *Demonstratives, Relative Clauses and Particles; The Construct Chain*

GBH 104-128
Exercises (GBH 112-15): Vocab, B; (GBH 125-28): Vocab, C (evens), D

Module 6
March 13: Reviewing the prior lessons, Drills, Covering the exercises

March 15: *Nouns with Pronominal Suffixes; The Qal Perfect (Part I)*

GBH 132-156
Exercises (GBH 142-44): Vocab, B (odds), C; (GBH 154-56): Vocab, B, C

Module 7
March 20: **Quiz Three**

Reviewing the prior lessons, Drills, Covering the exercises

*Read GBH 157-59 (Excursus E)

March 22: *The Qal Perfect (Part II); The Piel Verbal Pattern*

GBH 160-69, 173-80
Exercises (GBH 167-69): Vocab, A, C (odds); (GBH 177-80): Vocab, A (odds), C
Module 8
March 27: Reviewing the prior lessons, Drills, Covering the exercises
March 29: The Hiphil Verbal Pattern; The Perfect with Object Suffixes
GBH 181-204
Exercises (GBH 189-92): Vocab, A (evens), C; (GBH 201-04): Vocab, A, C, D (odds)

AAAAAA

Module 9
April 3-7 is Spring Reading Week

Module 10
April 10: **Quiz Four**
Reviewing the prior lessons, Drills, Covering the exercises
April 12: The Imperfect (Part I and II)
GBH 205-24 (Qal), 264-65 (Piel), 275-79 (Hiphil)
Exercises (GBH 210-13): Vocab, A, C (odds), D (evens); (GBH 221-24): Vocab, A (odds), C

Module 11
April 24: **Quiz Five**
Reviewing the prior lessons, Drills, Covering the exercises
April 26: The Infinitive Absolute, Infinitive Construct, and Numbers;
The Niphal and Hithpael
GBH 247-61 (Qal), 266-74 (Piel), 283 (Hiphil)
Exercises (GBH 252-54): Vocab, A; (GBH 261-63): Vocab, A (evens);
(GBH 273-74): Vocab, A (odds); (GBH 287): A (evens);
(GBH 297): A (odds); (GBH 307): A (odds)

Module 12
May 1: **Quiz Six**
Reviewing the prior lessons, Drills, Covering the exercises
May 3: TBA

Module 13
May 8: TBA
May 10: Site Reading

Module 14
May 18: Final Exam 12:30-3:00 Exam time
Select Bibliography

**Elementary Biblical Hebrew Grammars**

**Advanced Biblical Hebrew Grammars**

**Hebrew Lexicons**

**Hebrew Lexical Helps**
**Hebrew Analytical Lexicons**
1. Accordance 3.0. Oaktree, Altamonte Springs, FL. (Macintosh based)
2. BibleWorks 4.0. Hermenuetika, Big Fork, MT. (Windows based)

**Hebrew Interlinears**

**Hebrew Word Study Tools**

**Hebrew Concordances**
1. Accordance 3.0. Oaktree, Altamonte Springs, FL. (Macintosh based)
2. BibleWorks 4.0. Hermenuetika, Big Fork, MT. (Windows based)

**Hebrew Vocabulary Aids**
1. Hebrew Tutor. Parsons Technology, Hiawatha, IA.