

OTHB5300 INTRODUCTORY HEBREW GRAMMAR

New Orleans Baptist Theological Seminary

Disclaimer: This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Course Purpose, Core Value Focus, and Curriculum Competencies

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity in that the course is designed to prepare the student to grow in the understanding and application of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. This course primarily addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately.

Course Description

This course consists of a basic study of the fundamentals of biblical Hebrew using an inductive method and focusing on narrative literature. The course serves as a foundation for reading in the Hebrew Old Testament and for advanced study of Hebrew grammar and syntax.

Student Learning Outcomes

Students who successfully complete the course will have:

Knowledge

- A. Learned basic grammatical forms and functions of biblical Hebrew
- B. Come to understand the basic syntax of Hebrew narrative texts
- C. Mastered a basic vocabulary of biblical Hebrew
- D. Acquired an adequate foundation for further study of biblical Hebrew

Attitudes

- A. Begun to see the value of reading from the "original" Hebrew for interpreting the Old Testament
- B. Achieved a growing appreciation for the richness of the Old Testament message
- C. Become motivated to embrace the discipline of Hebrew language study as a part of an ongoing commitment to excellence in ministry

Skills

- A. Read biblical Hebrew properly (use proper pronunciation)
- B. Translated from representative Hebrew narrative texts
- C. Implemented basic grammatical and syntactical elements of basic Hebrew narrative texts
- D. Utilized a basic lexicon, an introductory grammar, and other selected resources as effective tools for translating and interpreting biblical Hebrew texts

Course Teaching Methodology

This course consists of a basic study of the fundamentals of biblical Hebrew using an inductive method and focusing on narrative literature. The course serves as a foundation for reading in the Hebrew Old Testament and for advanced study of Hebrew grammar and syntax.

Textbooks

Hunter, A. Vanlier. *Biblical Hebrew Workbook: An Inductive Study for Beginners*. Lanham, MD: University Press of America, 1988. [Biblical Hebrew Workbook](#)

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: William B. Eerdmans, 1988. [Concise Hebrew and Aramaic Lexicon of OT](#)

Course Requirements

- A. Complete regular assignments in *Biblical Hebrew Workbook: An Inductive Study for Beginners*, including reading and translating the Hebrew texts contained in those assignments
- B. Memorize vocabulary for regular assignments from *Biblical Hebrew Workbook*
- C. Master basic grammatical and syntactical elements of the language so as to translate from Hebrew narrative texts
- D. Become adept at the use of *A Concise Hebrew and Aramaic Lexicon of the Old Testament* by William L. Holladay
- E. Enter into a covenant with the professor and the rest of the class regarding the guidelines for completing the work of the course. This covenant will be reflected in a written agreement
- F. Pursue the work of the course in a systematic and timely fashion. At a minimum, students are to have at least one contact per week with the professor (submission, email, phone call, etc.).
- G. Attain passing average on all required work: consistent participation in all aspects of the online medium, acceptable performance on regular units of work, acceptable scores on vocabulary and sectional exams

Course Evaluation

- A. **Participation: 10%**
(Includes a variety of types of activities that are required to insure an acceptable level of involvement in distance educational experiences, such as email submissions, threaded discussions, chat room activities, adequate time on line, etc.)
- B. **Progress Checks: 10%**
- C. **Parsing Exercises 15%**
- D. **Vocabulary Quizzes: 15%**
- E. **Sectional Exams (2@15%): 30%**
- F. **Final Exam: 20%**

Netiquette Statement on Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.

Optional Resources

[SP Tiberian Font](#) (17.977 Kb)

Hebrew Tutor for Multimedia CD-ROM. Hiawatha, Iowa: Parsons Technology, 1995. [Hebrew Tutor](#)

This resource provides an excellent complement for this study of Hebrew Grammar. It provides practically a full grammar with full pronunciation of the language, interactive drills on vocabulary, as well as a wide array of material readily available to reinforce the approach we will take.

Dillard, Raymond B. *Biblical Hebrew Vocabulary Cards*. Springfield, Ohio: Visual Ed., 1981. [Hebrew Vocab Cards](#)

Elliger, K. and W. Rudolph. *Biblia Hebraica Stuttgartensia*. New York: American Bible Society, 2001. [BHS](#)

Additional Items

Attendance: The term may seem strange for an Internet course, but you are expected to "show up" on a regular basis, participate consistently, and submit work as indicated in unit instructions. Failure to "show up" regularly may result in an administrative withdrawal from the course. If you have severe problems that are hindering your adequate participation, please contact the professor or the program's administrator as soon as possible.

Courtesy: All members of the class are to follow the rules of common courtesy in all communication and interaction. Remember that real people are out there struggling at their keyboards just as you are. Timely and considerate response will be particularly important when students are interacting with other members of the class either individually or corporately.

Submission of Work: The course is taught at present in an "open format." You may work at your own pace, within reason, but you should submit work on a regular basis. The problem, particularly in study of a language, is that if you get behind in the course, you will find it very difficult to catch up as you might do in other types of courses. So approach the work in a disciplined manner, plan specific times to complete your work, and submit assignments regularly and systematically no later than the date given on the schedule above.

NOTE: Calling the course "open format" and allowing you to submit work at your own pace, within reason, does not mean that you can submit assignments in any order that you choose. The course is designed so that you make gradual progress in mastery of the language, and assignments that you are to submit are a part of that design. Consequently, assignments are to be submitted according to the order in which they are assigned and will be accepted for grading only in that order. If you are having problems with a particular assignment, that is a signal that you need to do more study/work/review at that point. It may also be a signal that you need to consult with the professor on the matter.

Marvels and Messes: Computers are great tools, but they don't always work correctly all the time. You already know that, so make a practice of backing up your work. In addition, don't wait until the last day, hour, or minute to complete and/or submit your work. You may not be able to log on, the server may be down, and God alone knows what else might happen. So plan ahead. Encountering these kinds of problems during last minute rushes does not constitute grounds for failure to complete your work in a timely fashion.

Honesty and Education: The Course Covenant already addresses some issues falling in this arena, but another note is in order. In a standard classroom educational environment, the time that all students are together with the professor is a very restricted time, so that great potential for dishonesty has always existed in that setting. With an Internet course, such a potential is certainly more real. While most components of the course will have built-in safeguards, some will not, by the very nature of the work. The challenge, then, for each of you, is to keep before you the goal of learning well the subject matter of the course. In your case, it is the Hebrew language, mastery of which will allow you to read the word of God written in one of its original languages. Such a privilege can hardly be overvalued. So determine to do the work, as it is assigned, so that you will have the best opportunity to succeed in the best sense.

Selected Bibliography:

Arnold, Bill & John Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge, 2003.

Bartelt, Andrew. "On the Subtleties of Hebrew Verbs." *Concordia Journal* 34 (2008): 61-62.

Cook, John. "The Semantics of Verbal Pragmatics: Clarifying the Roles of *Wayyiqtol* and *Weqatal* in Biblical Hebrew Prose." *Journal of Semitic Studies* 49 (2004): 247-73.

- Dawson, David. *Text-Linguistics and Biblical Hebrew*. Sheffield: Sheffield Academic Press, 1994.
- Harris, R. Laird, Gleason Archer Jr., and Bruce Waltke, eds. *Theological Wordbook of the Old Testament*. Chicago: Moody Press, 1980.
- Heller, Roy. *Narrative Structure and Discourse Constellations: An Analysis of Clause Function in Biblical Hebrew Prose*. Winona Lake, Ind.: Eisenbrauns, 2004.
- Hunter, Vanlier. *Biblical Hebrew Workbook: An Inductive Study for Beginners*. University Press of America, 1988.
- Jouon, Paul. *A Grammar of Biblical Hebrew*. Translated and revised by T. Muraoka. Subsidia biblica. Roma: Editrice Pontificio Istituto Biblico, 2005.
- Kautzsch, E., ed. *Gesenius Hebrew Grammar*. Oxford: Clarendon Press, 1910.
- Lambdin, T. O. *Introduction to Biblical Hebrew*. New York: Charles Scribner's Sons, 1971.
- Niccacci, Alviero. *The Syntax of the Verb in Classical Hebrew Prose*. Translated by W. G. E. Watson. Sheffield: JSOT Press, 1990.
- Waltke, Bruce, and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, Ind.: Eisenbrauns, 1990.