

HEBREW I (05OT502)
Reformed Theological Seminary-Houston
Fall 2019

CONTACT INFORMATION:

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DESCRIPTION OF THE COURSE:

Hebrew I (OT502): This course introduces basic elements of the Hebrew language. Lectures and small group sessions cover the Hebrew alphabet, pronunciation, and elementary grammatical structures.

This Hebrew course begins on Aug 26 and ends on Dec 9, 2019. The final examination times/dates will be announced by the end of the session. The class meets on Mondays from 6:30 PM to 9:30 PM.

COURSE GOALS:

The purpose of this course is the purpose of life—to glorify God, and to enjoy Him forever. It is impossible to learn any language in just one or two semesters; thus our goal in this course is to set students on the pathway to proficiency in reading and teaching from the Hebrew Old Testament. Reading God’s word as He gave it will be both God-glorifying and soul-satisfying!

For the student to read the Hebrew Old Testament the professor must impart to the student:

1. An understanding of the importance of the original languages for all Bible study and ministry.
2. A knowledge of the morphological patterns and grammatical structures of the Hebrew language in Scripture.
3. A basic vocabulary of the most frequently occurring words in the Hebrew Old Testament.
4. Experience translating simple Hebrew sentences and verses.
5. Awareness of the major grammatical and lexical tools for Old Testament study.

HEBREW-RELATED LEARNING OUTCOMES:

As a result of OT502, the student will:

1. Recognize, write and pronounce the Hebrew alphabet and vowels. (alphabet)
2. Identify and parse the forms of Hebrew words, including pronouns, nouns, adjectives, and verbs (morphology).
3. Reproduce the entire Qal strong verb (morphology).
4. Memorize and translate the most frequently-used words in the Hebrew OT. (vocabulary)
5. Understand sufficient Hebrew grammar and syntax to be able to read basic OT Hebrew, including comprehending verbal moods and tenses, the main “case functions” of nouns, and the most common functions of participles, and infinitives. (syntax)
6. Translate portions of the Hebrew OT with the aid of dictionaries and grammars. (translation)

COURSE TEXTS/RESOURCES:

Required

Ross, Allen P. *Introducing Biblical Hebrew*. Grand Rapids: Baker, 2001. ISBN 0-8010-2147-2 [Ross]

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew*. 2nd ed. Grand Rapids, MI: Baker Academic, 2013. ISBN 978-0801048746 [Long]

Internet access to the following:

biblicallanguages.net;

<https://www.youtube.com/user/phillipmarshall1>;

<http://www.animatedhebrew.com/oldsite/index.html>

Note: The Ross textbook is the main textbook. As a supplement to Ross, students are also required to read all portions of the Long textbook that cover the same kind of material that we cover in the Ross textbook.

Recommended

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1971. ISBN 0-8028-3413-2

Van Pelt, Miles V. and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids: Zondervan, 2003. ISBN 0-310-25072-2 (This can be used for vocabulary acquisition, but is not required.)

COURSE OUTLINE:

Date	Topic: Class Assignment	Major Assessments
8/26	Orientation; Ross Chs. 1-2	

9/2	Ross Chs. 3-4	
9/9	Ross Chs. 5-6	
9/16	Ross Chs. 7-8	
9/23	Ross Chs. 9-10	
9/30	Ross Chs. 11-12	
10/7	Ross Chs. 12-13	Midterm Exam (take-home)
10/14	Ross Chs. 14-15	
10/21	Ross Chs. 16-17	
10/28	Ross Chs. 18-19	
11/4	Ross Chs. 20-21	
11/11	Ross Ch. 22	
11/18	Ross Ch. 23	
11/25	No Class (SBL meetings; Thanksgiving)	
12/2	Ross Ch. 24	
12/9	Ross Ch. 25 (Last day of class)	
TBA	TBA	Final Exam

REQUIREMENTS FOR EACH THREE-HOUR CLASS SESSION:

To see the specific class schedule (with HW due) for this course, you will need to consult my website at the page dedicated to this course:

<https://biblicallanguages.net/language-courses-i-teach/hebrew-grammar-i-first-year-course/sections-of-hebrew/hebrew-grammar-f19-s20-rts/> [Note: You can also go to the basic URL for my website, BiblicalLanguages.net, and from the homepage, look to the left and scroll down for “Hebrew Grammar I & II.” You’ll find your section there.]

For a particular class meeting, you will be given assignments *which must be completed by the day of that class meeting*. Your assignments due for that class session will include the following:

Listen to the Assigned Chapter Overview Lectures at Dr. Marshall’s youtube channel for the chapters due: I have created Chapter Overviews on each chapter of the Ross textbook. You can access my Hebrew grammar lectures (as well as any other language resources) at the following: [youtube.com/user/phillipmarshall1](https://www.youtube.com/user/phillipmarshall1) (click on the playlisted called “Elementary Hebrew Lectures based on Ross textbook”).

You should download and print any lecture handouts I’ve created for the Ross chapters so that you can take notes on the lesson as I walk you through the chapter overview. (See the “Course Handouts” page on my website.) Follow along in your textbook; press “pause” and read the section to yourself if you need to. There will usually be 1-2 chapter lectures to listen to prior to each 3-hour class meeting. Do not neglect this, since you will not be able to complete the homework assignments which are due by the same class meeting.

Read the Assigned Chapters: The reading assigned for each class meeting is to be done before the student comes to class. The reading required for each class meeting will be prefaced by an

abbreviation of the book (these are given after the book is listed above) in which the reading is found. For ex., “Ross Ch.1” means the first chapter of the textbook.

Complete Written Assignments for the Assigned Chapters: Students should do the written assignments for each session *before* class meets that week. This most always includes exercises from Ross at the end of the chapter material. Frequently there will be drill sheets that I have designed for you. Students will turn in their homework for a particular chapter on the day that they have taken a quiz for that chapter. NOTE: Students will receive an answer key to correct their homework. Prior to the class meeting for which the assignment is due, they should have checked and corrected their work, attempting to understand why they missed any answers. They are to come to the class prepared to ask questions on any exercise question that they got wrong and could not understand why they were incorrect. *If it is **not** clear that the student has corrected his/her homework, student will receive 0% for the assignment.*

Note on Memorization: Students should memorize the material assigned for each week *before* class meets that week. Any such memory work will be noted in the assignment for each class session.

Note on Vocabulary Memorization: At the end of each Ross chapter, you are given a Vocabulary list. Students will need to memorize these items in preparation for the quizzes, which will include grammar and vocabulary from each lesson. For nouns, students should learn the noun’s gender.

To drill yourself on the vocabulary, take advantage of the Hebrew flashcard system based on Ross that Charles Grebe provides here (at “AnimatedHebrew”):
<http://www.animatedhebrew.com/oldsite/index.html>

Note on Daily Work: It will be IMPOSSIBLE for you to pass this course if you adopt the pseudo-study method referred to as *cramming*. Therefore, you will be required to study at least 5-6 days each week of the session. If you don’t, you won’t pass, and you won’t learn.

Note on Quizzes: After we have gone over your homework, we will do a quiz on that material. It will include memory-work, grammar concepts, and vocabulary from the chapter (and sometimes words from prior chapters). To compute the final quiz average, I will drop the two lowest quiz scores during the semester.

As you can see, on your own you will listen to a lecture on new chapter material and will complete homework on it BEFORE we discuss the material in class. When you arrive at class, I will review that material as we spend time drilling what you’ve learned and going over answers to the homework exercises you completed prior to the class session. Then for the next class meeting you will take a quiz on that material, and then we will go over the quiz to discuss any final matters you need help on. This provides THREE opportunities for you to learn and master the material.

GRADE DETERMINATION FOR THE COURSE:

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| 1. Quiz Average: | 35% |
| 2. Written Exercises, Recitation: | 20% |
| 3. Mid-term Exam: | 20% |
| 4. Final Exam: | 25% |

GRADES:

Grades will be determined by the following scale: A (97-100); A- (94-96); B+ (91-93); B (88-90); B- (86-87); C+ (83-85); C (80-82); C- (78-79); D+ (75-77); D (72-74); D- (70-71); F (below 70)

ACADEMIC INTEGRITY:

Plagiarism is the misrepresentation of another's work as one's own. When the professor concludes that a student has plagiarized an assignment, the student will receive the grade of zero for the assignment, and the office of the Director of RTS-Houston will be notified about the incident. The same actions apply to other acts of academic dishonesty such as cheating on examinations.

SPECIAL NEEDS:

Individuals with documented impairments who may need special circumstances for exams, classroom participation, or assignments should contact the instructor at the beginning of the semester in order for special arrangements to be considered.

LATE WORK:

Late work will only be allowed with the permission of the instructor, if the student has reasonable extenuating circumstances that the professor deems appropriate. Quizzes missed due to absence will not be made up; they will simply become one of the two lowest quiz scores that I drop. If circumstances prevent the student's presence on exam day, the student must communicate with the professor in advance to make arrangements.

ATTENDANCE POLICY:

Attendance will be enforced per the seminary catalog. In the event of an absence it is the student's responsibility to obtain the material covered and any assignments or notes given.

PARTICIPATION:

The professor finds the use of Hebrew in devotional reading and in ministry vitally important for the health of the church. Students are expected to show eagerness to learn, and to display intellectual curiosity regarding the meaning of the biblical text.

NECESSARY MODIFICATIONS:

The professor reserves the right to alter or modify this syllabus and the course requirements as he thinks necessary.

STUDENT LEARNING OUTCOMES:

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	Oral homework recitation, weekly quizzes, 2 major exams.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Acquisition of Hebrew grammar and vocabulary will enable student to read and study the Hebrew OT and critically assess scholars' commentaries and theologian's arguments based on original languages of the texts of Scripture.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Study of Hebrew is not a distinctively Reformed undertaking, but examples from Hebrew supporting Reformed interpretation will be discussed occasionally. Knowing Hebrew will enable students to defend Reformed theology from the OT.

Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Our study of Hebrew is doxalogical, in that discussions of Hebrew words/passages lead to greater understanding of God and his work, and therefore to worship.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	Hebrew is taught in such a way as to demonstrate that study of linguistics, ancient literature, & history are in service to the study of Scripture.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	Hebrew resources employed for understanding Hebrew texts come from a variety of scholars from Christian perspectives.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Acquisition of Hebrew grammar and vocabulary will enable student to preach the purpose of specific OT passages
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	The course does not stress worship as congregational practice; however, Hebrew will allow student to access OT passages that are foundational to principles of worship.
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Strong	Correct interpretation of OT passages is critical to proper shepherding and application of truth to the congregation.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	Training in Hebrew will enable student to interact critically with published materials that affect theology and practice in

			denominational life and the world stage.
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