OT5125: Hebrew II

3 Hours – Winter 2021

Professor Dr. William A. Ross (wross@rts.edu)

Class Time 8:30AM–12:00PM
January 4–15, Monday–Friday

πολλὰ γὰρ οὐ μόνον τῶν δυσχερῶν, ἀλλὰ καὶ τῶν ἀδυνάτων
εἶναι δοκούντων κατὰ τὰς ἀρχάς, μετὰ ταῦτα χρόνου
καὶ συνηθείας τυχόντα ῥᾷστα πάντων ἐπιτελεῖται.[1]
(Polybius, *Histories* 10.47)

I won't back down / Hey baby, there ain't no easy way out //
I won't back down / Hey I will stand my ground //
And I won't back down
(Tom Petty & the Heartbreakers)

A. פֵּשֶׁר (Explanation)

Course Goals

1. Build upon the fundamentals of Biblical Hebrew learned in OT5100, specifically:
   - Expanding knowledge of vocabulary
   - Addressing more advanced verbal morphology and semantics
   - Introducing concepts in grammar, discourse, and paratextual features
   - Developing reading and exegetical capabilities
2. Deepen our love for the Word of God in Scripture, as written in the original languages.

Prerequisites

OT5100 or equivalent, as determined by the registrar.

Daily Class Schedule

Study Lab – (30 min.) Starting promptly at 8:00AM there will be an optional thirty-minute session to review homework assignments and ask questions to prepare for the quiz. You are encouraged but not required to attend.

1. Quiz – (30 min.) Covering vocabulary, grammar, and translation. Graded in class.
2. Lecture – (3 hrs.) Introducing new material daily, involving student participation and translation as much as time allows.

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[1] "Many things which were considered not only difficult, but impossible at first, are, after an interval of time and practice, performed with the greatest ease."

B. משמרות (Obligations)

REQUIRED TEXTS

H. H. Hardy II, *Exegetical Gems from Biblical Hebrew: A Refreshing Guide to Grammar and Interpretation*. Baker Academic, 2020.

Gary D. Pratico and Miles V. Van Pelt, *Basics of Biblical Hebrew Grammar*. 3rd edition; Zondervan, 2019.

Gary D. Pratico and Miles V. Van Pelt, *Basics of Biblical Hebrew Workbook*. 3rd edition; Zondervan, 2019.

Karl Elliger and Willhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia* (any edition).

William L. Halliday, *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. 10th ed.; Grand Rapids: Eerdmans, 1996.

CLASS REQUIREMENTS, ASSIGNMENTS, AND FINAL EXAM

Quizzes (30%)

You will have nine quizzes covering vocabulary and grammatical concepts from the previous class, plus a small and randomized selection of material you should already know. Vocabulary comes directly from the *Grammar* (*BBHG*). Whatever chapter(s) is/are discussed in class each week, the corresponding vocabulary is due for the next week. Extra credit will be possible on each quiz and your lowest quiz score will be dropped. Your lowest quiz score will be dropped.

Midterm Exam (25%)

You will take a midterm exam on the morning of the first Friday of the course. You will have one hour to take it. It will cover any/all material covered in Hebrew I (OT5100) and all new material from BBHG 19–23. Emphasis will fall on vocabulary, parsing, translation, and the Qal Strong Verb Complete Paradigm.

Final Exam (40%)

The final exam will be taken by hand, on campus on **Friday, 22 January 2020 from 9:00AM–12:00PM.** It will focus on translation, but will include all areas of vocabulary and grammar covered in this course and in OT5100 (*BBHG* §§1–3).

Reading Assignment (5%)

You must read Hardy's *Exegetical Gems* carefully and in full by the day of the final exam. You will be asked about your completion of the reading on the final examination, along with some basic questions about the book and your approach to reading it.

C. חקות (Statutes)

Grading Policy & Scale

30%	Quizzes
25%	Midterm Exam
40%	Final Exam
5%	Reading Assignment

A	100–97	C	82–80
A-	96–94	C-	79–78
B+	93–91	D+	77–75
B	90–88	D	74–72
B-	87–86	D-	71–70
C+	85–83	F	69–0

Course Schedule

All parts of this syllabus are subject to change. Any and all such changes will be communicated in advance.

	Date	*Lecture Topic*	*Assignment Due*
Week 1	4th	*BBHG* chs. 19–20	Quiz 1
	5th	*BBHG* chs. 21–22	Homework & Quiz 2
	6th	*BBHG* ch. 23	Homework & Quiz 3
	7th	*BBHG* ch. 24	Homework & Quiz 4
	8th	*BBHG* ch. 25	Homework & Midterm
Week 2	11th	*BBHG* chs. 26–27	Homework & Quiz 5
	12th	*BBHG* chs. 28–29	Homework & Quiz 6
	13th	*BBHG* chs. 30–31	Homework & Quiz 7
	14th	*BBHG* chs. 32–33	Homework & Quiz 8
	15th	*BBHG* chs. 34–35	Homework & Quiz 9
	22nd	**Final Exam (9:00 AM) | Reading Assignment Due**	

D. הלכות (Guidelines)

Other Important Course Information and Resources

Homework

You are expected to read the chapter(s) in *BBHG* after class and to complete the corresponding homework in *BBHW*. However, I do not collect or grade homework. Obviously this means that you can decide not to do it, or to do it half-heartedly, but that would be a serious mistake. Do the work carefully, check your answers, find your weak spots, and participate in the Study Lab for clarification and extra practice.

Attendance & Workload

Hebrew II is a freight train moving at full speed. **I strongly advise that you totally clear your schedule of all other commitments for the duration of this two-week course. Do not attempt to take other courses simultaneously**. Plan to spend the

entire afternoon and evening after each class period studying and preparing for the following day. If you are forced to miss a day of class or a quiz – or to be late to class – *you must discuss this with me at least a week in advance* to make appropriate arrangements. Attendance is not graded but it is not optional and your final grade may be adversely affected by repeated absence. To miss even one day of class will create massive obstacles in your progress studying Hebrew. You have been warned.

Under the current public health circumstances, caution is required. **If you experiencing any symptoms of COVID-19 or have been in significant contact with someone who has it, do not come to campus**. I will make a class video available to you (and so will other professors).

Participation and Note-Taking

To achieve the Course Goals set out in (A.) above, you are expected to be at full focus in class and to participate by responding to my questions and asking your own. Expect to be called on. In this connection, **no computers or digital devices of any kind will be permitted in class for the duration of this course**. There are at least two reasons for this policy:

1. *You can't type in Hebrew* – If you try to take notes in class on your laptop, you will almost certainly butcher the most important part: The Hebrew text. Get a good quality pencil and limber up your out-of-shape writing hand.[2]

2. *Bible software ruins everything* – My job is to teach you the biblical languages, not computer skills. I am not going to waste time on this. One of our primary goals at RTS-C is to make you *less dependent* on a computer to understand Scripture. So you are not permitted to use a computer in class *or to use bible software for your homework*. Build good habits now and stay analog.

You will purchase a paperback copy of the *Student Note Packet* from Amazon. This resources provides everything you need to take handwritten notes in class, for studying, and for extra exercises. Further information will be available before the course begins.

Extra Credit

You are able to earn extra credit on each quiz. It is simple: do an internet search for "Daily Dose of Hebrew" or go to http://dailydoseofhebrew.com/ and subscribe to the daily videos. You must attentively watch the video for each weekday (2 minutes each). On the weekly quiz you will have an opportunity to affirm that you have done so to receive your extra point. Honors system. Other extra credit opportunities will become available occasionally as well.

[2] The pen is utterly overrated and should be avoided. I highly recommend the very affordable and excellent quality Pentel Graph Gear 1000 or, if you have a few more pennies to spend, the rOtring 600 (or even the retractable 800). If you use 0.7mm HB lead, then you will earn a heavenly reward (actually, that's not true but it is still the best lead size and weight).

Study Lab

Students have the option of coming to class early to review homework assignments and help you prepare for the quiz with extra examples. These sessions are an addition to the daily class meetings but *participating is not required or graded*. This is simply for your benefit. The Study Lab will not meet on the first day of the course.

Tutoring

Tutoring is available with the TA upon request for students who are seriously struggling with the material. Contact me to make the appropriate arrangements.

Vocabulary

You will never be able to read Biblical Hebrew if you do not know the vocabulary. In this course you will learn another ~150 words, at a rate of about 15–30 per day of class. But at any given point you will be expected to know *all* the Hebrew vocabulary that has been covered in both Hebrew I and II. Quizzes will always be "cumulative" in that sense. Every word that you have already been assigned is fair game, so stay frosty.

I do not care how you learn and review your vocabulary – textbook, flashcards, audio, Quizlet, whatever. But I do expect you to know it well. Any of the following resources will work, depending on your study preferences, though none are strictly required:

Miles V. Van Pelt and Gary D. Pratico, *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, Zondervan: 2003.

Miles V. Van Pelt and Gary D. Pratico, *Old Testament Hebrew Flashcards*. Grand Rapids, Zondervan: 2004.

J. David Pleins, *Biblical Hebrew Vocabulary by Conceptual Categories: A Student's Guide to Nouns in the Old Testament*. Grand Rapids, Zondervan: 2017.

Jesse R. Scheumann and Merissa Scheumann, *Picture Hebrew Flashcards*. Available on Amazon.

OTHER RECOMMENDED TEXTS

a. Grammar Resources:

- Miles V. Van Pelt, *Biblical Hebrew: A Compact Guide*. 2nd edition. Zondervan: 2019.
- Gary D. Pratico and Miles V. Van Pelt, *Biblical Hebrew Laminated Sheet*. Zondervan, 2005.
- Gary D. Pratico and Miles V. Van Pelt, *Charts of Biblical Hebrew*. Zondervan, 2007.

- Frederic Clarke Putnam, *Hebrew Bible Insert: A Student's Guide to the Syntax of Biblical Hebrew*. 2nd edition; Stylus Publications: 2002.[3]

b. Reading Resources:

- Gary D. Pratico and Miles V. Van Pelt, *Biblical Hebrew Vocabulary in Context*. Zondervan, 2019.
- Gary D. Pratico and Miles V. Van Pelt, *Graded Reader of Biblical Hebrew: A Guide to Reading the Hebrew Bible*. Zondervan, 2006.
- Donald R. Vance, George Athas, et al., *Biblia Hebraica Stuttgartensia: A Reader's Edition*. Hendrickson, 2014.

RTS CHARLOTTE CLASSROOM TECHNOLOGY USAGE

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

[3] Out of print but still available for purchase online. Putnam has made a free PDF download available, which can be easily located with a simple internet search.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: OT5125 Hebrew II
Professor: William A. Ross
Campus: Charlotte
Date: Winter 2021

MDiv* Student Learning Outcomes *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.* **As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.*		**Rubric** • **Strong** • **Moderate** • **Minimal** • **None**	**Mini-Justification**
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. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Equips students with a historically- and textually-based foundational skillset for later refinement in teaching and preaching settings
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	Develops essential and detailed knowledge of the Hebrew language for reading, understanding, and interpreting scripture
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	None	
Sanctificatio n	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	Open class with prayer and devotional song (in Hebrew)
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	None	
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.)	None	
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both churched and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	None	