Introduction

As a seminary we now find ourselves addressing two battles: “The Peril of Pastors without the Biblical Languages”¹ and the peril of pastors languishing with the languages. Many preachers in the pulpit make little to no use of the original languages EVEN AFTER seminary. The statistics are grim. This is why Zondervan has recently published both a Greek and Hebrew Readers of the bible.

Knowing the language DOES enhance your effectiveness in the call to communicate biblical truths. Knowing the language DOES provide a better comprehension of the Old Testament. But it is not without cost.

Admittedly, there is a high price tag attached to learning Hebrew. Without an aggressive investment of time, energy, and patience, you will not get the valuable and relevant skills needed to interpret the Word of God. Once you see the fruit of your labor (particularly through exegesis and time in the text) you will never become part of those grim statistics!

I. Course Description and Objectives

1. The main objective of this course is to furnish students with basic knowledge of Hebrew grammar and vocabulary. Should you come to this challenge with due diligence in both sessions the results will be rewarding! You will be able to read your Hebrew Bible with the aid of a dictionary (lexicon).

2. Acquisition of vocabulary, pronunciation and reading proficiency will be emphasized in each break out session as we give attention to reading select biblical texts. You can also access the website (www.basicsofbiblicalhebrew.com) and accompanying CD for extra help with vocabulary and pronunciation.

3. Creative and helpful mnemonics are offered regularly so that the student might readily retain aspects of the grammar. Furthermore, a variety of learning strategies are employed to aid the learning process.

4. Due to large enrollments in both sessions of Hebrew, TA’s will be working with me to help meet the objectives of this course. Break-out sessions enable class participation and review of homework that is, otherwise, more challenging with a large class.

II. Required Textbooks and Readings


III. Recommended Textbooks

1. *Biblia Hebraica Stuttgartensia* (BHS)

IV. Approved Study Helps (based on our textbook)

The first item is by Miles Van Pelt, one of the authors of our textbook. He has a video series to accompany the textbook, *Basics of Biblical Hebrew Video Lectures: A Complete Course for the Beginner*. The second item is a website developed by John Beckman, a former GCTS student. Visit www.hebrewsyntax.org/bbh2 (user name and password both bbh2) for additional online help.

V. Course Requirements

1. **Daily quizzes (45%)**. Quizzes will mostly be given every day during summer sessions of Hebrew. Should you miss a class (for ANY reason) you will be required to write a make-up quiz at the END of the session just prior to the final exam. Rather than covering small sound bites of material, the make-up quiz will entail more of the session’s material. It is to your advantage not to miss a quiz. No exceptions. **You may drop the**
lowest quiz grade! But you may not take the make-up exam to replace a low grade. The make-up is reserved for the reason listed above.

Quizzes will be taken in the library unless otherwise noted. The library staff possesses the necessary documents. When you give them your name and associate yourself with my section of Hebrew (for better or worse!), they will bless you with the expected quiz! Upon completion you will return it to the librarian. I will then collect and grade the quizzes in a timely fashion. Please note these are not take home quizzes. Instructions will be given in class as to the time frame for writing each quiz.

2. Final examinations (45%). A final exam will be given for each summer session. See schedule for times. The exam will be three hours in length. ATTENTION: in order to pass Hebrew I and take Hebrew II you must earn a final course grade of C minus (70% or higher). Note also that a final grade calculation of 69% (D+) or lower will not enable you to pass Hebrew II. Please keep this in mind as you embark in the summer format of learning Hebrew. If full-time devotion to summer Hebrew is not possible, you might consider other options.

3. In-class recitations/homework (5%). Each student will be called upon to interact with homework assignments previously prepared. Your responses will be evaluated by myself and the TA. Likewise, we will keep record of homework completion by a check mark system. Accountability on a daily basis with assignments is the foundation for a long-term mastery of the language. PLEASE come to class prepared. If you are not prepared, however, DO NOT STAY HOME! It is far better to come to class unprepared so that you can benefit from hearing in-class discussions (auditory learning). Failure to attend daily sessions with the TA’s on a regular basis will result in a grade penalty.

4. Required Reading of All 36 Exegetical Insights (5%). There is a “Table of Insights” (p. xii) that will convince you to stay the course with the language! Read these weekly as part of your devotions. I will give you a reading accountability sheet at the end of the course.

5. Regular class attendance is required. I/TA’s will keep a record of your attendance. Should you fail to attend class regularly your grade will reflect this choice.

6. Arriving on time This is crucial for two reasons. First, each class usually commences with a devotion or some type of encouragement. You will not want to be late for this as you will need every encouragement learning Hebrew in this pace! Second, I tend to give instructions regarding future quizzes and assignments at the beginning of class times as well. It is to your benefit to be present for these matters when we meet at 9:00 a.m. My commitment to you is as follows: I will begin classes precisely as scheduled, with or without you! And I will never keep you beyond 12:00 p.m.
• A Suggestion: Our weekly schedule is such that there are two days where we have no classes. Perhaps you might want to form study groups. If anyone would like the assistance of tutor, upon request I will supply you with names.

Assignment Expectations

Assignment Mechanics:

❖ Read each chapter’s summary FIRST

❖ Read my Hebrew Helps Handout on Sakai (HHH); introductory comments) SECOND. The latter document outlines the irreducible minimum elements in the chapter that you must master. It puts a zoom lens on where you should spend most of your time and energy relative to that chapter’s material. Too often students spin their wheels wondering what is most important in a given chapter and lose valuable time trying to figure it all out. While it is true that all of it is important, the document I created alleviates this guesswork and allows you to focus and be efficient in language learning.

❖ Read the entire chapter in the grammar THIRD.

❖ FOURTH. Listen to Sakai lectures/sound bites on a given chapter.

❖ Do workbook exercises LAST. Remember that the exercises in the workbook include new vocabulary from the chapter. In an ideal world it is best to get mastery over the vocabulary before beginning the exercises. However, if this is not possible you will have to apply the hunt and search method in order to complete your exercises. If you have to resort to the latter method (memorizing vocab after doing the exercises) at least be certain you comprehend the chapter’s grammar.

❖ In summation you are required to complete the workbook exercises, get comfortable with the chapter’s main grammatical content, and memorize the vocabulary of each chapter BEFORE we meet. The CD-ROM accompanying the textbook gives answers to all workbook exercises.

❖ Please also note the important order outlined above for the mechanics of working through each week’s assignments. You will find your groove in the course of the
semester. However, please try to follow my suggestions as closely as possible in order to get the most out of this course.

**Assigned Vocabulary:**

- Vocabulary is from Hebrew to English **AND** English to Hebrew unless otherwise noted. This means you must reproduce/compose Hebrew for most lessons. Full expectations for each chapter’s vocabulary are given on the accompanying Hebrew Helps Handout (HHH in Sakai). Keeping up with the vocabulary on a weekly basis is crucial. Students strong in the language know vocabulary cold. All the formal vocabulary sections in each chapter of BBH are required on the date that the chapter’s grammar content and exercises are due.

- Review old words first, make (hand write) flashcards for new words and then commence memorization of new words for the chapter(s). Review the whole batch and start process all over again. Flashworks and other on-line vocabulary aides are readily available and recommended for review and pronunciation purposes. I am not an advocate of pre-made vocabulary cards ... see below!

- Write and recite for great delight! Let this be your motto for Hebrew vocabulary. In terms of **writing**, I am convinced that pre-made vocab cards short circuit the learning process because the tactile side of learning is neglected. In terms of **reciting** vocab words, both auditory and visual learning is taking place. Three of the five senses are, therefore, utilized! Indeed, you should write and recite for great delight!

- **Daily** **NOT** weekly review is the key to long-term mastery of vocabulary. Small sound bites work best rather than massive review sessions. The latter is appropriate but only after establishing a daily routine.

**Assignment Basics:**

- Transliteration **NOT** required **regardless** of what the textbook says.
- Advanced Information sections **NOT** required unless otherwise noted. Please look for instructions on this weekly.
SUMMER HEBREW
REQUIRED: Pre-Class Work (NOT OPTIONAL)

We will commence our first day of classes in chapter 3 after a review of the first two chapters and subsequent quiz on those chapters! You must be prepared in advance. NO excuses or exceptions.

THEREFORE…
Make sure you have READ the SYLLABUS and ASSIGNMENT EXPECTATIONS in FULL (pgs. 1-5 above) BEFORE getting started on this pre-class assignment. Everything you need to know is noted above.

**Your Primary Goal before the first class:** to know how to recite and write the Hebrew alphabet in order from right to left. You must also be able to identify each character out of order. You must know how to recite, write, and identify all the Hebrew vowels summarized by the charts on pg. 15, chapter 2.

**Your Secondary Goal:** to reproduce this information for your first quiz. Your first quiz will be at the end of our initial class period, after a thorough review! See HHH document for details.
Daily Assignment Schedule  
Basics of Biblical Hebrew Workbook  
Hebrew I (OL 501)

**How to use this schedule:** All exercises are found in the accompanying Workbook. The assignments detailed for each day and date are DUE on the day and date indicated. Carefully read all explanatory comments with each assignment. Note also that this schedule tells you when each quiz is scheduled along with the expected content of that quiz. Only on rare occasions will there be adjustments. Keeping up with the vocabulary on a daily/weekly basis is crucial. Thus all formal vocabulary sections in each chapter of *BBH* are required on the date that the chapter’s grammar content and exercises are due.

**NOTE:** I reserve the right to modify or change things in this document as I deem it necessary to reach our course objectives. This is especially important to keep in mind given the intensity of summer sessions. I do not anticipate, however, any major modifications.

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**Summer Session II**

**WEEK ONE:**

**Monday, June 16**  
Course Introduction  
Chapter 1 (The Alphabet/Sections 1.1-1.10)  
Exercises: pp. 1-4; NOT transliteration on p. 5  
Chapter 2 (The Vowels/Sections 2.1-2.12)  
Exercises: pp. 7-9 (for the exercise on pp. 8-9, do only 1-15)  
*Lecture to chapter 3*  
*Quiz: Consonant and vowel identification (in class)*

**Wednesday, June 18**

Chapter 3 (Syllabification-Pronunciation/Sections 3.1-3.14)  
All Exercises: pp. 11-13  
*Lecture to chapter 4 (special attention to 4.8)*  
*Quiz: Syllabification & Pronunciation (anytime after class today but BEFORE Friday’s class)*
Friday, June 20

Chapter 4 (Hebrew Nouns/Sections 4.1-4.10, 12)
Exercises in 4: Follow this NOT the workbook
1. Do numbers 1-25 on pgs. 15-16 give the following information for each noun listed:
   Gender number lexical form translation

Please note that the lexical form is the form without the plural endings/the singular form found in your vocab list /lexicon. You must be able to reproduce the lexical form in Hebrew with all consonants and vowels.

2. For #’s 1, 12, 15, 17, 19, 21, 23, 25 of that same list on pgs. 15-16 look at the plural form. Try to determine if the plural is exhibiting: no change in spelling, propretonic reduction spelling change, segholate pattern spelling change, or just an irregular spelling change.

3. Do #’s 1-10 (feminine nouns on pg. 16) 4. Do #’s 1-10 (segholate nouns on pg. 17)

5. Do #’s 2, 6, 10, 14, 18, 19, 24 (advanced exercise part 1 on pgs. 17-18) according to the following instructions NOT those in workbook:
   ✓ start with the answer key by looking at the plural noun
   ✓ determine/write out the lexical form
   ✓ determine the spelling change

6. Do #’s 1-8 (advanced exercise part 2 on pg. 19)
   ✓ start with the answer key by looking at the plural noun
   ✓ translate the plural
   ✓ translate the singular

Lecture to chapters 5 & 6

Quiz: Nouns and noun pluralization rules and vocab 3-4. (anytime after Friday’s class but BEFORE Monday’s class)

WEEK TWO:

Monday, June 23

Chapter 5 (Hebrew Definite Article/Sections 5.1-5.9)
Exercises: pp. 21-23 (do only Bible trans. 1-5 on p. 23)
Chapter 6 (Hebrew Prepositions/Sections 6.1-6.11)

Lecture to chapter 7
Quiz: vocab (chs. 3-6), noun, article, and prepositions (anytime after Monday’s class but BEFORE Wednesday’s class)

Wednesday, June 25

Chapter 7 (Hebrew Adjectives/Sections 7.1-7.10)
Exercises: Parsing pg. 29(even only); pg. 30 trans. (even only); inflecting pg. 31(1-10); Bible trans. Pgs. 32-33 (2, 4, 6, 7, 11, 12, 13). Focus on identifying and producing the lexical form of an adjective.

Lecture to chapter 8
Quiz: vocab chs. 3-7 adjectives (anytime after Wed’s class but BEFORE Friday’s class)

Friday, June 27

Chapter 8 (Hebrew Pronouns)
Exercises: Translation Parts 1-3 pp. 35-37 (odd only); Bible trans. Pp. 37-38 (1, 2, 3, 7, 9, 11

Lecture to chapter 9
Quiz: vocab chs. 3-8; pronouns) anytime after Friday’s class but BEFORE Monday’s class)

WEEK THREE:

Monday, June 30

Chapter 9 (Hebrew Pronominal Suffixes/Sections 9.1-9.19)
Exercises: Part 1 pp. 39-42 (1-13 only); Part 2 pp.43-44 (odd only); Part 3 pgp. 45-46 (odd only); Bible trans. Pg. 47; 1,2,4,8

Lecture to chapter 10
Quiz: vocab chs 3-9 pronominal suffixes (anytime after Monday’s class but BEFORE Wed’s class)

Wednesday, July 2

Chapter 10 (Hebrew Construct Chain/Sections 10.1-10.7)
Exercises in 10: Translation pg. 49-50 (1-24); Bible translations pp. 51-53(1-20); Construct nouns pp. 53-55: Parts 1-2( know the rules that govern construct nouns so you can identify a construct noun when you see one (see HHHH). For all
exercises in Part 1 start with the answer key. Look at the construct form (answer) and compare it to the absolute form given, determine the rule that was applied (either… ending change +vowel reduction or just vowel reduction). For Part 2 start with the answer key. All you have to do is make vocab. cards for these irregular constructs that do not follow the standard rules (make cards for #’s 1, 2, 3, 5, 7, 8, 10, 11, and 14).

Lecture to chapters 11-13
Quiz: vocab chs 3-10 construct chain (anytime after Wed’s class but BEFORE Friday’s class)

Friday, July 4

Chapter 11: treat as a reference section. No exercises only select vocab (TBA)
Chapter 12 (Hebrew Verbs/Sections 12.1-12.18)
Exercises: p. 59 1-15, strong and weak verb; Translation 1-11 (pp.60-61); also read 12b (lexicon selection) on pp 63-66.
Chapter 13 (Qal Perfect: Strong/Sections 13.1-13.15)
Exercises: Parsing 1-10 (p. 67); trans. 1-10 (p. 68); Bible trans. 1, 2, 4, 5;
Inflecting 1-10 (p. 71)
Lecture to chapter 14
Quiz: vocab chs. 3-13; strong and weak verb identification, qal perfect strong paradigm (anytime after Friday’s class but BEFORE Monday’s class)

WEEK FOUR:

Monday, July 7

Chapter 14 (Qal Perfect; Weak/Sections 14.1-14.16)
Exercises from 14a: Parsing pp. 73-74 (even only); trans. Pp. 74-75 (even only);
Bible trans. Pg. 76 1, 3, 4; Inflecting pg. 78 (even)
Exercises from 14b: Parsing pg. 81 (1-13); trans pp. 82-82 (even only); Inflecting pp. 86-87 (even); Bible trans. Pp. 84-85, 1,4,7

Lecture to chapters 15 & 16 (Part I, 16a-c in Workbook)
Quiz: vocab (chs. 3-14; emphasis 11-14), qal perfect weak verb (anytime after Monday’s class but before Wed’s class)

Wednesday, July 9

Chapter 15 (Imperfect Strong/Sections 15.1-15.11)
Exercises: Parsing pp. 89-90, 1-15; trans. Pp. 90-91 (odd only); Bible trans. Pg. 91 -92 (1 2, 3, 9) Inflecting pg. 93 (even)
Chapter 16 (Qal Imperfect weak/Sections 16.1-16.11)
Exercises in 16a: Parsing pg. 95 (1-10); trans. Pg. 96 (1-10); Bible trans pp. 98-99(8-10)
Exercises in 16b: Parsing pg. 101 (1-10); trans. Pg. 102 (1-5); Bible trans. Pg. 104 (7, 9, 10)
Exercises in 16c: Parsing 1-15 (p. 107); Bible texts 1, 3, 4

*Lecture to chapter 16 (Part II, 16d-f in Workbook)*

*Quiz: vocab (chs. 3-16; emphasis 15-16), qal imperfect strong verb and weak (16a-c) anytime after Wed’s class but BEFORE Friday’s class*

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**Friday, July 11**

Chapter 16 (Qal Imperfect weak/Sections 16.12-16.24)
Exercises in 16d: Parsing 1-10 (p. 111); Bible text 2
Exercises in 16e: Parsing 1-12 (p. 115)
Exercises in 16f: Parsing 1-11 (p. 119)

**Final exam preparation**

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**Final Examination: Please plan accordingly!**

*Time Options: Friday July 11 (afternoon/evening in library or Saturday, July 12th before closing of library).*

**Content:**
All chapters to date (including 16)!
All vocabulary to date (chs. 3-16)
Parsing
Producing forms
Paradigms
TBA (other possible items)

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**July 14-18th BREAK**
Rest, Relax, and Review
Chapter 17 only!