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 (i.e. not using the biblical languages). Many preachers in the pulpit make little use of the original languages EVEN AFTER seminary. The statistics are grim. This is why Zondervan has recently published both a Greek and Hebrew Reader’s version 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 need 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.

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4. Due to a large enrollment 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, not possible with a large class.

II. Required Textbooks


III. Recommended Textbooks

1. *Biblia Hebraica Stuttgartensia* (BHS)

IV. Approved Study Helps (based on our textbook)

The first item is a website developed by John Beckman, a former GCTS student. Visit www.hebrewsyntax.org/bbh2new (user name and password both bbh2new) for additional online help. The second 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 third item is the current Semlink materials developed by Gary Pratico, *Biblical Hebrew* Semlink CD-ROM ($20). Order from Semlink office. Semlink.office@gcts.edu or 1-877-736-5465 toll free.

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. Please also see the assignment schedule below for quiz details.

2. Final examinations (45%). A final exam will be given on the last day of each summer session. ATTENTION: a total score of 69% (D+) or lower will not enable you to pass OL 502. You need a C minus (70%) or higher. 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 options in the regular academic calendar.

3. In-class recitations (5%). Each student will be called upon to interact with homework assignments previously prepared. Your responses will be evaluated by the TA and recorded. 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! Furthermore, don’t slip out after the quiz! 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.

5. 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 two day’s a week 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 if applicable (HHH); introductory comments on chapters 17-22 only, not beyond chapter 22. 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.
Daily Assignment Schedule
Basics of Biblical Hebrew Workbook
Hebrew II (OL 502)

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. I reserve the right to modify course or quiz content should it serve our goals better. 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.

WEEK ONE

Monday, July 21

Chapter 17 (Waw Conversive/Sections 17.1-17.10)
Exercises: Parsing 1-10 (p. 125); Bible trans. 1, 2, 3, 7, 11, 13 (pp.126-128);
Parsing 1-10 (p. 130); Bible trans. 12 (p. 133)
Introduction to chapter 18 & 19 (comments on 17)
Vocab quiz (3-17) + paradigms (perfect/imperfect strong and 3rd hey) + waw
Consecutive issues (in class after a review)

Wednesday, July 23

Chapter 18 (Qal Imperative, Jussive, Cohortative/Sections 18.1-18.19)
Exercises in 18a: Parsing 1-15 (pp.135-136); trans. 1-5 (p. 136); Bible trans. 3,5
Exercises in 18b: Parsing 1-15 (p. 141); trans. 1-5(p. 142); Bible trans. 2, 12 (pp. 143 and 145)
Chapter 19 (Pronominal Suffixes on Verbs/Sections 19.1-19.11)
Exercises in 19: Bible trans. 6, 8, 10 (p. 161)
Introduction to chapter 20

Quiz: Perfect, Imperfect and Imperative verbs to reproduce in Hebrew
or to parse; parsing Jussive and Cohortatives; waw conversive with vocab (anytime after class today but BEFORE Friday’s class).
Friday, July 25

Chapter 20 (Qal Infinitive Construct/Sections 20.1-20.14)
Exercises in 20: Parsing 1-15 (pp. 163-164); trans. 1, 3-6, 9, 12, 13, 14 (pp. 165-166); Bible trans. 1, 5 (p. 167)
Introduction to chapters 21 & 22 (final qal conjugations) & 23 (review of syntax)
Quiz: Producing Imperative; parsing volitionals; Infinitive Construct with Vocab (anytime after Friday’s class but BEFORE Monday’s class).

WEEK TWO

Monday, July 28

Chapter 21 (Qal Infinitive Absolute/Sections 21.1-21.9)
Exercises in 21: Parsing 1-10 (p. 173); trans. 1-5 (p. 174); Bible trans. 1, 2, 3 (p. 175)
Chapter 22 (Qal Active and Passive Participle/Sections 22.1-22.13)
Exercises in 22: Parsing 1-25 (pp. 179-180); trans. 1-9 (pp. 180-181);
Bible trans. 1, 3, 9 (pp. 181-182)
Chapter 23 (Sentence Syntax/Sections 23.1-23.10)
No exercises in 23
Introduction to chapter 24 & 25
Quiz: infinitive construct, absolute, and participle with vocab (anytime after Monday’s class but BEFORE Wed’s class).

Wednesday, July 30

Chapter 24 (Niphal Strong/Sections 24.1-24.16)
Exercises in 24: Parsing 1-20 (pp. 189-190); trans. 1-12 (pp. 191-192); Bible Trans. 8, 10 (p. 193)
Chapter 25 (Niphal Weak/Sections 25.1-25.14)
Exercises in 25a: Parsing 1-13 (pp. 195-196); trans. 1-4, 8-13 (pp. 196-197)
Bible trans. 1, 3, 14 (pp. 198-199)
Exercises in 25b: Parsing 1-10 (pp. 203-204)
Introduction to chapters 26 & 27
Quiz: Qal review quiz (emphasis 17-22 with vocab + Niphal strong diagnostics and Niphal weak parsing/vocab (anytime after Wed’s class but BEFORE Friday’s class).
Friday, August 1

Chapter 26 (Piel Strong/Sections 26.1-26.14)
Exercises in 26: Parsing 1-20 (pp. 209-210); trans. 6-15 (p. 211); Bible trans. 9, 12, 13
Chapter 27 (Piel Weak/Sections 27.1-27.13)
Exercises in 27a: Parsing 9-25 (pp. 215-216); Bible trans. 5 (p. 217)
Exercises in 27b: Parsing 1-20 (pp. 219-220); Bible trans. 3, 4, 5 (p. 221)
Introduction to chapter 28 & 29

Quiz: Diagnostics and translation of Qal through Piel weak stem with vocab
(anytime after Friday’s quiz but BEFORE Monday’s class).

WEEK THREE:

Monday, August 4

Chapter 28 (Pual Strong/Sections 28.1-28.10)
Exercises in 28: Parsing 1-15 (pp. 227-228); trans. 1-4 p. 228
Chapter 29 (Pual Weak/Sections 29.1-29.11)
Exercises in 29a: Parsing 1-20 (pp. 231-232)
Translate Genesis 22:1-2 (pg. 258)
Introduction to chapter 30

Quiz: Diagnostics and translation Qal through Pual weak stem with vocab
(anytime after Monday’s quiz but BEFORE Wed’s class).

Wednesday, August 6

Chapter 30 (Hiphil Strong/Sections 30.1-30.16)
Exercises in 30: Parsing 1-23 (pp. 239-240); trans. 1-10 (pp. 241-242)
Continue translating Gen 22:3-5
Introduction to chapter 31

Quiz: Diagnostics and translation Qal through Hiphil strong with vocab
(anytime after Wed’s class but BEFORE Friday’s class).

Friday, August 8

Chapter 31 (Hiphil Weak/Sections 31.1-31.17)
Exercises in 31: Parsing 1-17 (p. 248); Bible trans. 6, 11, (pp. 251-252)
Translate Gen 22: 6-10
Introduction to chapters 32 & 33 & 34 & 35
Quiz: Diagnostics and translation Qal through Hiphil weak with vocab (anytime after Friday’s class but BEFORE Monday’s class).

WEEK FOUR:

Monday, August 11

Read chapters 32-35 carefully, no exercises ONLY vocab. and diagnostics
Do some parsing exercises on pp. 261-262. GREAT PARSING
Translate Gen 22:11-14
Quiz: Diagnostics and translation Qal through Hithpael weak (anytime after Monday’s class but BEFORE Wed’s class)

Wednesday, August 13

Do more parsing exercises on pp. 261-262. GREAT PARSING
Finish translation of Gen 22:15-19
REVIEW

Friday, August 15/TA assisting

Final Exam (3 hrs)
Content includes:
1. Parsing verbs Qal-Hithpael (strong and weak)
2. Bible trans. already read in exercises during Hebrew II (including Genesis 22)
3. Bible trans. that you have not read before!
4. Diagnostics