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OT 501 Survey of Biblical Hebrew

Paul M. Cook

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OT501X2 SURVEY OF BIBLICAL HEBREW

Spring 2008

Paul M. Cook

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Welcome:

Welcome to Survey of Biblical Hebrew! While some students are often intrigued and even excited about the prospect of studying Hebrew, many others anticipate this course with some level of anxiety. So, allow me to begin with the assurance that you are capable of doing well in this course. You might not find the course simple, and it could require a significant amount of your attention. However, you should find that your effort will result in a growing ability to deal with the Hebrew text of the Old Testament seriously, a burgeoning passion to understand and interpret the Old Testament, and a renewed commitment to communicate your study of the Old Testament to others.

Contact Information:

I am currently living in the UK as I continue doctoral studies in Old Testament at the University of Oxford. For this reason, you will not likely want to contact me by phone (although this can be arranged!), and you should bear in mind that my time zone is 5 hours ahead of Eastern Time. Still, the geographic distance should not be problematic for a Virtual course such as this. During the semester, you will probably find the best way to contact me is with the [To Professor](#) link in the virtual classroom (see below). I plan to work on our course and be accessible nearly every day, and will notify you in advance if I plan to be unavailable for some brief period of time. Normally, you should expect a reply from me within 24 hours.

Before the semester begins, feel free to e-mail me using my personal e-mail address (paul_cook@asburyseminary.edu). However, once the course begins, please send any private messages intended for me using the [To Professor](#) link in the Course Information Center of the virtual classroom (see below). Specific instructions will be given for how to submit assignments.

Virtual Support Contact Information:

For **general questions and administrative assistance regarding the Virtual program**, contact Dale Hale: ExL_Office@asburyseminary.edu

Phone: (859) 858-2393

For **technical support, library research support, library loans, and Virtual media** contact Information Commons: Info_Commons@asburyseminary.edu

Phone: (859) 858-2233

Toll-free: (866) 454-2733

Accessing Information Commons Materials:

General Questions:

The Information Commons is a “one-stop shop” for all student research, circulation and technical needs. The Information Commons hours are posted here:

<http://www.asburyseminary.edu/information/hours.htm>.

Materials Requests:

1. To search the library catalog for available materials, click here: <http://www.asburyseminary.edu/information/index.htm>.
2. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary’s Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.
3. Virtual students are encouraged to make use of local library resources. Students who live within a 50-mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

Research Questions:

Virtual students are encouraged to contact the Information Commons for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

Online Databases:

To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0’s to the front to make a 10-digit number (20000XXXXX where XXXXX = your student ID).

Copyright Policies:

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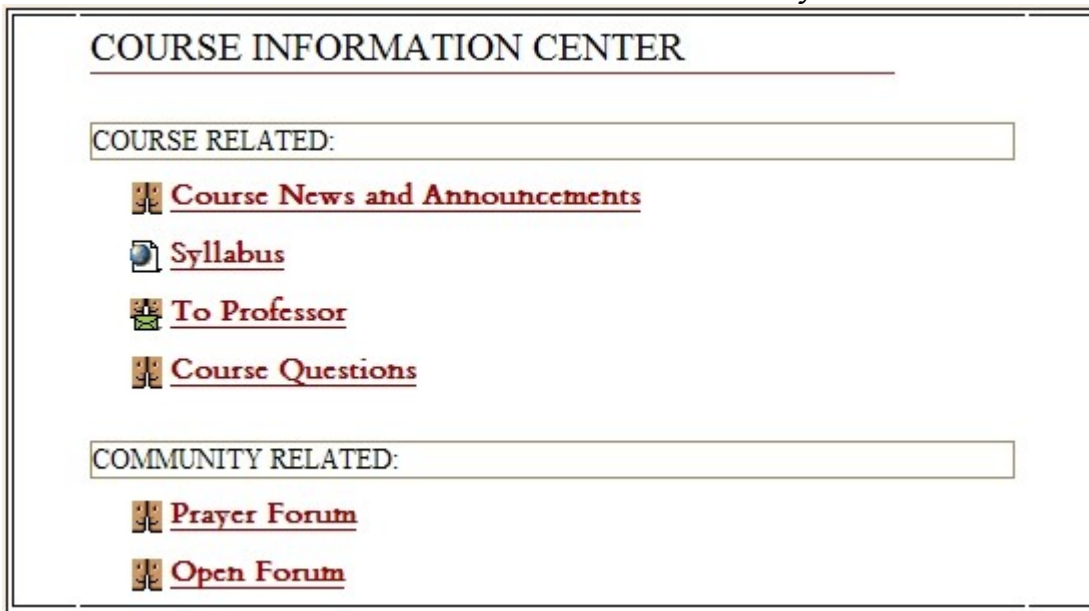
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Online (Virtual) Classroom Communication Guidelines:

The virtual classroom for this course is built on the open source Moodle platform. By logging into <http://virtual.asburyseminary.edu> you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. If you have not yet set up your login for the virtual classroom, please login to the Student Information System (<https://student.asburyseminary.edu/>) and select the “Reset Windows/Moodle Password” link on the left side of the page.

Once you login to the virtual classroom, the **Course Information Center**, in the center of the screen (see picture), contains general course-related components to be used throughout the semester. These are divided into “Course Related” and “Community Related” elements.



1. Course Related
 - a) Course News and Announcements, where I will post important items for the entire class.
 - b) Syllabus, where a copy of the syllabus is provided.
 - c) To Professor, which is the way for you to post a message directly to me and we can discuss an issue privately.
 - d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and

respond. Any time you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions forum.

2. Community Related

- a) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see.
- b) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples might include someone getting married, an upcoming birthday, or discussions on topics not directly related to the course materials.

Modules for each week, with all the related course materials, will be posted directly under the Course Information Center in the center of the page. Each module will contain documents or other files to download or view online, and links for assignments, quizzes, and other course activities.

The Resources link on the left side of the page provides links to items you will want to use often in the semester.

If you have any difficulty with the virtual classroom, please do not hesitate to contact me. The Info Commons staff can also provide knowledgeable assistance.

Course Description:

This course introduces students to Biblical Hebrew for purposes of exegetical work in pastoral ministry. Particular emphasis is given to the fundamentals of Biblical Hebrew and basic exegetical tools, including types of parsing aids especially suited for pastoral use.

Course Objectives:

Having successfully completed this course, students will be able to:

1. Analyze Biblical Hebrew words through the use of elementary phonology.
2. Determine the range of grammatical functions and choose the most appropriate one(s) by observing word formation (morphology).
3. Interpret the interrelations of Hebrew words (syntax).
4. Identify the use and significance of basic grammatical constructions.
5. Benefit from the use of standard lexical and reference grammars.

Course Requirements:

1. **Class Participation:** This includes regular engagement with online discussions and exercises, and completing reading assignments. You (and the rest of the class!) will benefit the most by your active participation.
2. **Weekly Assignments:** Students will receive assignments (exercises from the textbook

and worksheets) to complete each week. Full completion of assignments is essential in order to obtain the learning goals of this course. Feel free to collaborate with others on these assignments, but be sure that all work submitted is your own. Specific instructions for completing and submitting each assignment will be given. Since each week's work will depend on the completion of prior work, it is imperative that students complete all assignments and quizzes on time. Unexcused late assignments will be deducted 25%, and unexcused quizzes will be deducted 33%.

3. Quizzes: There will be weekly quizzes during the term, to be completed without the aid of texts, notes, etc. Each quiz will typically involve vocabulary memorization, brief translation, and comprehension of various grammatical concepts. Details for preparation and completion of each quiz will be given during the course.
4. Midterm Examination: There will be a Midterm Examination in this course. Details for preparation will be given.
5. Final Projects: In lieu of a final exam, there will be two major final projects due toward the end of the term. Both of these assignments will provide an opportunity for you to apply the skills and concepts learned in the course.
 1. Word Study: The Word Study assignment involves a careful examination of every OT occurrence of an assigned Hebrew word, in order to provide insight into that word's usage within a particular passage. Detailed instructions will be provided.
 2. Grammatical Analysis: The Grammatical Analysis assignment will be a detailed analysis of the grammar of an assigned passage. Detailed instructions (and an example) will be provided.

Online Etiquette:

An important part of this class is being able to communicate well through our words, since we will not have the advantage of face-to-face contact. Therefore, it is important that we follow the following guidelines for good communication with each other.

1. Please do not use any Internet shorthand (e.g., "CU L8R," for "See you later"). While this is common in some online environments, it has no place in an academic setting. Also, it can actually hinder effective communication if others are unfamiliar with some terms and don't know what you're saying.
2. Use simple emoticons when necessary. :-) If you do not regularly use emoticons in online communication, you might initially feel that such expressions border on being too "cute." While this is likely true, they provide a simple way to allow your readers to "feel" what you're saying. When we speak face-to-face, it is generally easy to identify sarcasm, for example, through the body language of the speaker. Such body language is almost entirely eliminated through electronic communication. Sometimes our typed words are not received by others in the same manner we intended. A simple emoticon can defuse potentially harmful words.
3. Use proper English grammar, spelling, etc. not just in your submitted work, but also in all class communication. This practice will help us be better communicators with each other and will help us develop better habits as well.

4. Use proper citation of all secondary sources that you use, particularly with submitted work. I'm not particularly picky on *which* style should be used, as long as you use a style consistently and correctly. My own preference is the Chicago/Turabian style, which is easily implemented in MS Word using the "insert footnote" feature. If you don't have a guide, you can refer to <http://www.wisc.edu/writing/Handbook/Documentation.html> for reference.
5. Use gender-inclusive language at all times. For guidelines and tips, consult the document titled, "Inclusive Language" in the Resource Center on FirstClass.
6. All assignments are due by the time indicated on the syllabus. Since ample time will be given to complete assignments, ***even one minute late is still late***. While late work will be accepted, unexcused late assignments will be deducted 25%, and unexcused late quizzes will be deducted 33%. I understand that we all have circumstances that occasionally require our immediate attention, so late work *can* be excused. In such cases, however, it is important for you to request for late work to be excused *before assignments are due*. Work submitted late will be considered unexcused if no *prior* notice is given. Also, prior notice will not guarantee excused lateness. Generally, school/work/ministry obligations will not excuse late work.

Grading:

I will do my best to adhere to the guidelines in the *Catalog* regarding grading and evaluation (p. 32). Thus,

- A 4.00 - Exceptional work: surpassing, markedly outstanding achievement of course objectives.
- B 3.00 - Good work: strong, significant achievement of course objectives.
- C 2.00 - Acceptable work: basic, essential achievement of course objectives.
- D 1.00 - Marginal work: inadequate, minimal achievement of course objectives.
- F 0 - Unacceptable work: failure to achieve course objectives.

Accordingly, a grade of "B" indicates that you have completed all the required work well. A grade of "A" represents work that goes above and beyond the course requirements. Also, I will use the following chart to convert percentages to letter grades:

A	95-100%	C	73-76.9%
A-	90-94.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	F	Below 60

How To Submit Work:

All work should be submitted on time following the instructions that will be given.

Course Texts:

Contact the Asbury Bookstore by visiting the website (<http://www.asburyseminary.edu/current/bookstore>), emailing (ATS_Bookstore@asburyseminary.edu), or calling (859) 858-4242, or 1 (866) 855-8252 (toll free) for assistance with ordering textbooks.

Required Texts: [abbreviations in brackets, cf. **Course Outline**, below]

Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University Press, 2003. [Guide, Arnold & Choi]

Elliger, K., and W. Rudolph. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1967-77. [BHS]

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids, Mich.: Eerdmans, 1971. [Holladay]

Scott, William R. *A Simplified Guide to BHS*. 4th ed. Berkley, Calif.: BIBAL, 2007. [Scott]

Seow, C. L. *A Grammar for Biblical Hebrew*. Rev. ed. Nashville: Abingdon, 1995. [Seow]

Optional Text:

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew*. Peabody, Mass.: Hendrickson, 2002. This is not a required text, but I've included it as optional, because it introduces Hebrew grammar by first reviewing the concept in English. This resource is particularly helpful for students who are somewhat weak or rusty with English grammar.

Required Software:

BibleWorks 7.0 (a previous version is probably fine) provides a number of tools for Bible study, and is therefore an essential tool for ministry. While this software is not cheap, it is an invaluable resource that will prove to be worth the investment well beyond this course. Visit www.bibleworks.com for more information about this software.

You might already own and be familiar with quality software that performs many of the same functions as BibleWorks (Logos or Accordance comes to mind). If so, this software might be sufficient, but please ask me about it.

Hebrew Honor Society:

Asbury Theological Seminary has a chapter of Eta Beta Rho (often abbreviated EBR or עבר), a national Hebrew honor society. Students who have taken OT501 and are interested in OT or Hebrew study will be eligible and encouraged to seek membership in the society. Please contact me for more details toward the end of the term.

Student Evaluation:

Participation	10%
Exercises	15%
Worksheets	15%
Quizzes	15%
Midterm Exam	20%
Word Study	10%
Gramm. Analysis	15%

Course Schedule and Outline:

Module 01 (11-18 February)

Module Topics: Hebrew alphabet, writing/typing Hebrew, dagesh and begadkephat letters

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 1
Arnold & Choi, *A Guide to Biblical Hebrew Syntax*, Section 1.0
Lesson 01 in Module 01

Assignments Due Tuesday, 19 February, 8:00 am (ET):

Seow, 1.b, c
Quiz #01

Module 02 (19-25 February)

Module Topics: Vowels, accents, syllabification

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 2
Lesson 02

Assignments Due Tuesday, 26 February, 8:00 am (ET):

Seow, 2.a (odd), b (odd)
Quiz #02 (Vocabulary: Seow, chapter 2)

Module 03 (26 February – 3 March)

Module Topics: Nouns, word patterns, Hebrew roots

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lessons 3-5
Arnold & Choi, *A Guide to Biblical Hebrew Syntax*, 2.0; 2.1; 2.1.1-2
Lesson 03

Assignments Due Tuesday, 4 March, 8:00 am (ET):

Seow, 3.a (even), .b (odd)
Seow, 4.a
Quiz #03 (Vocabulary: Seow, chapters 3-4)

Module 04 (4-10 March)

Module Topics: Definite article, Prepositions, conjunctions, Holladay lexicon

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 6
Arnold & Choi, 2.6; 4.1.5, 9, 10; 4.3.3
Lesson 04

Assignments Due Tuesday, 11 March, 8:00 am (ET):

Seow, 6.c (odd)
WS 01 (Holladay Lexicon - Nouns)
WS 02 (Prepositions)
Quiz #04 (Vocabulary: 5-6)

Module 05 (11-17 March)

Module Topics: Adjectives, reading markers, Tetragrammaton

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 7; Excursus B
Scott, pp. 3-5; 25-27
Arnold & Choi, 2.5; 2.5.1-4
Lesson 05

Assignments Due Tuesday, 18 March, 8:00 am (ET):

Seow, 7.b (odd)
WS 03 (Adjective)
Quiz #05 (Vocabulary: 7)

Module 06 (18-24 March)

Module Topics: Verbal derived stems, Qal and Niphal stems, Qal participle

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 8; Excursus C
Arnold & Choi, 3.0; 3.1; 3.1.1; 3.1.2; 3.4.3
Lesson 06

Assignments Due Tuesday, 25 March, 8:00 am (ET):

Seow, 8.d (odd)
WS 04 (Niphal)
Quiz #06 (Vocabulary: 8)

Module 07 (25-31 March)

Module Topics: Pronouns, Piel, Pual and Hithpael stems

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 9
Arnold & Choi, 3.1.3-5

Lesson 07

Assignments Due Tuesday, 8 April, 8:00 am (ET):

Seow, 9.d (odd)
WS 05 (Factitive-Causative)
Midterm Exam (Vocabulary: 9)

Reading Week: 31 March – 7 April

Module 08 (8-14 April)

Module Topics: Demonstratives, interrogatives, Hiphil and Hophal stems

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 10
Arnold & Choi, 3.1.6-7; 4.3.4
Lesson 08

Assignments Due Tuesday, 15 April, 8:00 am (ET):

Seow, 10.b (#s 1-10)
WS 06 (Causative)
Quiz #07 (Vocabulary: 10)

Module 09 (15-21 April)

Module Topics: Construct chains, nouns with pronominal suffixes

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lessons 11-12
Arnold & Choi, 2.2; 2.2.1-13
Lesson 09

Assignments Due Tuesday, 22 April, 8:00 am (ET):

Seow, 11.c (#s 4-6); 12.c (#s 4-6)
WS 07 (Genitive)
Quiz #08 (Vocabulary: 11-12)

Module 10 (22-28 April)

Module Topics: Perfect aspect, Qal Perfect verbs, weak roots

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 13
Arnold & Choi, 3.2; 3.2.1
Lesson 10

Assignments Due Tuesday, 29 April, 8:00 am (ET):

Seow, 13.b (odd)
WS 08 (Perfect Aspect)
Quiz #09 (Vocabulary: 13)

Module 11 (29 April – 5 May)

Module Topics: Weak roots

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 14
Lesson 11

Assignments Due Tuesday, 6 May, 8:00 am (ET):

Seow, 14.c (odd)
WS 09 (Parsing Weak Roots)
Quiz #10 (Vocabulary: 14)

Module 12 (6-12 May)

Module Topics: Imperfect aspect, volitionals

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 18
Arnold & Choi, 3.2.2; 3.3; 3.3.1; 3.3.3
Lesson 12

Assignments Due Tuesday, 13 May, 8:00 am (ET):

WS 10 (Imperfect Aspect)
Word Study Assignment
Quiz #11 (Vocabulary: 18)

Module 13 (13-19 May)

Module Topics: Infinitives, preterite, narrative discourse

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Lesson 20, sections of 22-23
Arnold & Choi, 3.4; 3.4.1-2; 3.5; 3.5.1-2
Lesson 13

Assignments Due Tuesday, 20 May, 8:00 am (ET):

WS 11 (Infinitive)
WS 12 (Holladay Lexicon - Verbs)
Quiz #12 (Vocabulary: 20)

Module 14 (20-23 May)

Module Topics: Introduction to *BHS*, textual criticism

Assigned Reading:

Seow, *A Grammar for Biblical Hebrew*, Excurses E-F
Scott, p. 4, chs. 1 & 3
Lesson 14

Grammatical Analysis Assignment due Friday, 23 May, 8:00 am (ET)