

Biblical Hebrew I
(HEB 2005)
 School of Theology and Christian Ministry

Point Loma Nazarene University
 Fall 2023
 Mon., Wed., Fri., 10:55am-12:05pm
 Location: Ryan Learning Center 110

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 Office Hours: See schedule on door

“If I do not practice one day, I know it. If I do not practice the next, the orchestra knows it. If I do not practice the third day, the whole world knows it” -Ignac Paderewski

#hebrewneverstops 😊



PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Foundational Explorations Learning Outcomes

1. FELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

2. FELO 1d. Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Course Texts (you will need all books for both semesters)

*Assessed by signature assignment final exam (Celebration of Learning)

***Course Description and Purpose**

This course is designed to introduce the student to the basic vocabulary and grammar of classical Hebrew in order that the student might be able to have a working knowledge of the language and be able to work directly with the Hebrew text of the Old Testament (OT). This course is the first of two; together they comprise a year-long introduction to biblical Hebrew.

Cognitive development will be encouraged through textbook readings, classroom lectures/discussions, outside projects, and periodic examinations. Social development will be encouraged through small group interactions and projects. While the study of a language might focus primarily upon cognitive development, spiritual development will also be encouraged as the student is enabled to work with narrative and poetic artistry of an ancient culture, thereby gaining a deeper appreciation for that ancient society as well as a deeper appreciation for the faith reflected in the Hebrew Bible.

***Course Learning Outcomes**

The professor brings to this class the following intentions for personal and corporate learning. They establish an initial framework for the development of individual and group learning goals. The class sessions, readings, and assignments should enable the student to:

1. possess a functional knowledge of Biblical Hebrew **grammar, syntax, and vocabulary**;
2. begin developing competency in **reading and translating** the Hebrew Bible's prose and poetry;
3. be exposed to various **research resources and reference works** for biblical exegesis;
4. explore the **significance** of Hebrew language study for theological **exegesis/interpretation**.

***Course Texts (you will need all books for both semesters)**

1. E. Simon, I. Resnikoff, and L. Motzkin, *The First Hebrew Primer, 3rd Edition* (Oakland, CA: EKS Publishing, 2005).
2. K. Elliger and W. Rudolph, eds., *Biblia Hebraica Stuttgartensia* (5th ed.; student ed.; Stuttgart: Deutsche Bibelgesellschaft, 1997, 2001).
3. F. Brown, S.R. Driver, and C.A. Briggs, *The Brown-Driver-Briggs Hebrew and English Lexicon* (repr. ed.; Peabody: Hendrickson, 1996) ["*BDB*"]
4. Peter James Silzer and Thomas John Finley, *How Biblical Languages Work: A Student's Guide to Learning Hebrew and Greek* (Grand Rapids: Kregel, 2004).



*Course Requirements

1. Class Participation and Attendance: Language acquisition requires consistency (see Ignac Paderewski quote!). Attendance and consistent preparation are absolutely vital to your success in this class. In fact, the serious language student will miss class only in the case of extreme emergency or illness (as a famous Hebrew scholar once said, “I always helped older people across the street, unless I was on my way to Hebrew class!”). The grading procedures reflect this importance; emphasis is on homework and regular quizzes. *The goal here is to reward the student’s regular investment of time in studying Hebrew rather than perfection on exams* (though excellence in this area is desirable as well!).

If the student is absent from more than 10 percent of class meetings (more than THREE [3] classes), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (more than SIX [6] classes), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade. See [Academic Policies](#) in the Undergraduate Academic Catalog. In the event of absence, it is the student’s responsibility to obtain notes, homework, handouts, etc. from fellow students.

(OK- a final word on all this: language acquisition is much more fun and doable when done *with others* than in isolation!) **#hebrewneverstops**

2. Homework Assignments: *Homework assignments will be graded (and will count) every day!* This will primarily be done together as a group in class during the first part of the period before moving on to new material. Homework assignments will be given out in the class period before they are due. *You can relax (☺); there will be no surprises here. You will know exactly what you need to do to be successful every day!* Plus, there will be plenty of opportunities for extra-credit! **Each student will receive a Homework Log on which to record their scores for the professor’s review (**detach from back of syllabus).**

**NOTE: How to Score Homework:* Each question, blank, answer, etc. is worth 3 points. To score: totally correct answer= 3 pts; mostly correct answer= 2 pts; mostly incorrect answer= 1 pt; totally incorrect answer or left blank= 0 pts. Extra-credit questions should be scored the same way. Yes, this grading relies on an honor code and involves some subjectivity. That’s ok! However, abuse of this honor code will subject one to the curses of Deuteronomy 28!

3. Quizzes: Vocabulary and grammar quizzes will be given at the rate of about one per week. These are opportunities for the student to reinforce (read: “rejoice in”!) those things he/she has been learning. The student will drop the 2 lowest quiz grades. *Once again, you can relax (☺); you will know exactly what you need to do to be successful on each occasion.* These quizzes will take place during the regular class times.

4. Celebrations of Learning: There will be three such celebrations (often called, erroneously, “examinations”). The days for the celebrations appear on the course schedule in this syllabus (**one of them is the final exam**). The format of (and party favors, er, I mean “study guides” for☺) these celebrations will be given out in class. ***NOTE: The Final Celebration (final exam) is Friday Dec. 15, 2023 at 10:30am.**

5. Synagogue Visit and Reflection Paper: Because the study of Hebrew is not simply a cognitive experience but also involves social and spiritual aspects, each student will attend a service at a local Jewish synagogue and write a brief reflection paper that considers the experience. **I recommend the students attend a Friday evening Shabbat service at Congregation Beth Israel in La Jolla (9001 Towne Centre Drive, San Diego, CA 92122).** It is recommended that the student call the synagogue in advance to discuss to check on scheduling, timing, health and safety protocols, etc.

Following the visit, the student will write a *2 to 3 pages, double-spaced* reflection paper (typed, with 1-inch margins on all sides). *The paper should describe two things: 1) what specific things the student observed while in the service and 2) what the student learned from his or her visit.* The paper is due at the start of class on **Wednesday Nov. 15, 2023.**

*Course Policies

1. Grading: The student’s grade will be based on a combination of class participation, reading, assignments, and exams as follows:

Homework Assignments	35%
Quizzes (drop 2 lowest)	25%
Celebrations of Learning (3)	30% (10% each)
Synagogue Visit Paper	10%

*Grading Scale:	93-100 A	84-86 B	74-76 C	64-66 D
	90-92 A-	80-83 B-	70-73 C-	60-63 D-
	87-89 B+	77-79 C+	67-69 D+	50s F

2. Attendance: If the student is absent from more than 10 percent of class meetings (more than THREE [3] classes), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (more than SIX [6] classes), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade. See [Academic Policies](#) in the Undergraduate Academic Catalog. In the event of absence, it is the student’s responsibility to obtain notes, homework, handouts, etc. from fellow students.

3. Inclusivity: The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English

language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. This course will strive to practice sensitivity toward and foster respect for issues of inclusivity in matters of language and conduct. Each student should seek to enrich this inclusive atmosphere in both their class contributions and personal interactions.

4. Late Work Policy: In order not to be considered “late,” all assignments must be submitted **in person, in hard copy, in class** on the day listed as the due date. *NO assignment may be submitted electronically (by email, etc.) for full credit.* If the student “forgets” an assignment, he or she may submit it after class (either electronically or in hard copy) for no more than half credit. Any assignment submitted electronically (whether late or on-time) will receive no more than half credit. *No assignment will be accepted for credit of any kind more than one week after the original due date.*

5. State Authorization: State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student’s responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

6. PLNU Copyright Policy: Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

7. PLNU Academic Honesty Policy: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

8. Artificial Intelligence (AI) Policy: You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

9. Academic Accommodations: PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student’s eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the

EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

10. Final Examination Policy: Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

A Word about Expectations and Anxiety

אֶל-תִּירָא כִּי-אֶתְךָ אָנֹכִי וְיִבְרַכְתִּיךָ (Gen 26:24)

("Do not fear for I am with you and I will bless you.")

I WANT YOU TO SUCCEED AT LEARNING HEBREW! Language work can be intimidating and stressful but is doable. Take comfort; many have done it before you and many will do it after you! Language-acquisition experts tell us that the number one element in succeeding in this venture is to lower anxiety. In this class, we are all about that! It is my goal that this class be our community of Hebrew learners, where we work together, enjoy ourselves, and support one another. So my best advice: Have fun with this! You will know exactly what you need to do and when (no tricks!). If you work hard and stay on top of the assignments, you WILL succeed in this class.

Here are some concrete tips for succeeding *and* lowering anxiety along the way:

- a. Don't be afraid to make mistakes, especially in class! Remember, this is OUR group; we support each other and work together. Also remember, this class is designed to reward your consistent efforts and not simply perfection!
- b. Do homework assignments (and study for quizzes, tests, etc.) in groups. Work on them together, share answers, problems, etc. THIS IS NOT "CHEATING"! ☺ Perhaps have "Hebrew lunches" (or dinners) where you talk about what we're doing (a date??-- ok, so we're "Bible Nerds"!).
- c. Make *flashcards/notecards* for vocabulary study. This tool is invaluable. Keep them with you everywhere and you will find opportunities to practice vocabularly when you least expect it. Plus, it's a real conversation piece (I met my wife this way! ☺).
- d. Podcasts, music, & Israeli Movies: I encourage you to listen to Hebrew, even if you cannot understand it. It is simply good to have the sounds in your ear for purposes of pronunciation and development of a sense of the "flow" of the language. You may also want to watch an Israeli movie or two. Or, try attending multiple services at different synagogues (you may want to call them first for information). Anything you can do in these areas will be beneficial (and fun!). Please let me know if you run across anything interesting in the way of Hebrew media!



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Tentative Course Schedule

*Note: Exercises and reading assignments are due on the day they are listed. Depending on our progress, listed assignments may be altered.

1. Mon. Aug. 28

Starting Points for Old Testament Hebrew

**DUE*: none

2. Wed. Aug. 30

Chapter 1: The Beginning of the Alphabet

**DUE*: 1) Read ch. 1 in *Primer*

2) Begin memorizing the Hebrew alphabet

3) *Wikipedia* (“*Biblical Hebrew*”) *Assignment*: After reading through the *Wikipedia* entry “*Biblical Hebrew*” (just read casually through it; don’t read it in great detail), **type out on a separate sheet of paper 3 things you learned about Biblical Hebrew from the entry** (describe each thing with at least 2 sentences). Print this out and bring it with you to turn in at the beginning of the class session today.

****NOTE**: You may listen to the pronunciation of the alphabet and vowels at the following site to help you learn how to pronounce them correctly: University of Washington Biblical Hebrew Resources:

<http://depts.washington.edu/hbanes/bibhebtools.html>

3. Fri. Sept. 1

Chapter 2: The Last Half of the Alphabet

Introductory Matters for Hebrew

**DUE*: 1) Ch. 1 exercises 1, 3, 4, 7

2) Memorize the whole alphabet

3) Read ch. 2 in *Primer*

****NOTE**: As you read chapters and do the exercises, *be sure actually to practice reading aloud using the “Reading Practice” portions scattered throughout each chapter.*

***MON. SEPT. 4: NO CLASS (Labor Day Holiday)**

4. Wed. Sept. 6

Chapter 3: The Sheva, Odd Vowels, and the Dagesh

- **DUE*: 1) Be sure to have the whole Hebrew alphabet memorized!
 2) Ch. 2 exercises 1, 2, 3, 6, 7
 3) Read ch. 3 in *Primer* (and bring questions to ask in class)

****NOTE: As you read chapters and do the exercises, be sure actually to practice reading aloud using the “Reading Practice” portions scattered throughout each chapter.**

5. Fri. Sept. 8

Chapter 3 (con’t): The Sheva, Odd Vowels, and the Dagesh

Discussion of *How Biblical Languages Work* ch. 8

- ***QUIZ**: alphabet and vowels (chs. 1—3)
 **DUE*: 1) Ch. 3 exercises 1, 3, 4, 5
 2) Read *How Biblical Languages Work* ch. 8

6. Mon. Sept. 11

Chapter 4: Nouns and Verbs: Masculine

Excursus: Hebrew’s Bigger Picture: Writing in the Ancient Near East

- **DUE*: 1) Ch. 3 exercises 6 & 9
 2) Read ch. 4 in *Primer*
 3) Start studying vocabulary (start making your vocabulary flashcards!)

****NOTE: As you read chapters and do the exercises, be sure actually to practice reading aloud using the “Reading Practice” portions scattered throughout each chapter.**

7. Wed. Sept. 13

Chapter 5: Nouns and Verbs: Feminine

Excursus: “What Is the Hebrew Language and From Where Did It Come?”

- **DUE*: 1) Ch. 4 exercises 1, 2, 3, 4
 2) Read ch. 5 in *Primer*
 3) Keep studying vocabulary

****NOTE: As you read chapters and do the exercises, be sure actually to practice reading aloud using the “Reading Practice” portions scattered throughout each chapter.**

8. Fri. Sept. 15

Chapter 5 (con’t): Nouns and Verbs: Feminine

Discussion of *How Biblical Languages Work* ch. 1

- ***QUIZ**: *How Biblical Languages Work* ch. 1
 **DUE*: 1) Read *How Biblical Languages Work* ch. 1 and be ready for a five-question quiz
 2) Ch. 5 exercises 1 (odds), 2 (odds), 3 (odds), 4 (odds)
 3) Keep making vocabulary flashcards and keep studying vocabulary

9. Mon. Sept. 18

Chapter 6: Nouns and Verbs: Plural

***CHECK-UP QUIZ:** alphabet and vowels**DUE:* 1) Ch. 5 exercises 6(#2 & #4 only) & 8(odds)2) Read ch. 6 in *Primer* and bring any questions to ask

****NOTE: As you read chapters and do the exercises, be sure actually to practice reading aloud using the “Reading Practice” portions scattered throughout each chapter.**

10. Wed. Sept. 20

Chapter 6 (con’t): Nouns and Verbs: Plural

Discussion of *How Biblical Languages Work* ch. 2***QUIZ:** vocabulary chs. 4—6**DUE:* 1) Ch. 6 exercises 2, 4(evens), 5(evens)2) Read *How Biblical Languages Work* ch. 2**11. Fri. Sept. 22**

Chapter 7: The Perfect Tense

***CHECK-UP QUIZ:** alphabet and vowels**DUE:* 1) Ch. 6 exercises 7(odds) & 8(odds)2) Read ch. 7 in *Primer* and bring any questions to ask

****NOTE: As you read chapters and do the exercises, be sure actually to practice reading aloud using the “Reading Practice” portions scattered throughout each chapter.**

12. Mon. Sept. 25

Chapter 8: The Direct Object

Excursus: “The Transmission of the Old Testament”**DUE:* 1) Ch. 7 exercises 1, 2, 3(odds), 6(odds), 8(odds)

2) Memorize the Perfect Tense verb paradigm p. 52

3) Read ch. 8 in *Primer* and bring any questions to ask**13. Wed. Sept. 27**

Chapter 8 (con’t): The Direct Object

Discussion of *How Biblical Languages Work* ch. 3***QUIZ:** vocabulary chs. 4—8**DUE:* 1) Ch. 8 exercises 1, 2(evens), 3(evens), 5(evens)2) Read *How Biblical Languages Work* ch. 3

3) Keep memorizing the Perfect Tense verb paradigm p. 52

14. Fri. Sept. 29

Chapter 9: Word Pairs: Singular

**DUE:* 1) Ch. 8 exercises 4(just root מַלְאֵךְ), 6(#2 only), 7(odds)2) Read ch. 9 in *Primer* and bring any questions to ask

3) Keep studying vocabulary

15. Mon. Oct. 2

Chapter 10: Word Pairs: Plural

Excursus: “Hebrew Texts of the Old Testament”

- **DUE*: 1) Ch. 9 exercises 1, 2, 4(#1-3 only), 5(#1-3 only)
2) Read ch. 10 in *Primer* and bring any questions to ask

16. Wed. Oct. 4

Review Day (Pre-Party Party!) & Practice Celebration of Learning

- **DUE*: 1) Ch. 10 exercises 1, 2(evens), 4(evens)
2) Be studying for the Celebration of Learning

17. Fri. Oct. 6

**First Celebration of Learning* (exam covering chs. 1—10)

18. Mon. Oct. 9

First Ruth Guided Reading ☺

Introduction to *Biblia Hebraica Stuttgartensia* (BHS) (Hebrew Bible)

- **DUE*: 1) Read through and practice on your own “Ruth: Guided Reading” pp. 91-92
2) Bring your *BHS* (Hebrew Bible) to class

19. Wed. Oct. 11

Chapter 11: The Imperfect Tense

Discussion of *How Biblical Languages Work* ch. 4

- **DUE*: 1) Read *How Biblical Languages Work* ch. 4
2) Read ch. 11 in *Primer* and bring any questions to ask

20. Fri. Oct. 13

Chapter 11 (con’t): The Imperfect Tense

- **DUE*: 1) Ch. 11 exercises 1, 2(just root מָלַךְ), 4(odds), 6
2) Memorize the Imperfect Tense verb paradigm p. 95

21. Mon. Oct. 16

Chapter 12: Drop Letter Imperfects

Excursus: “Introduction to the Hebrew Bible: Canons and Versions”

- **DUE*: 1) Ch. 11 exercises 4(evens)
2) Read ch. 12 in *Primer* and bring any questions to ask
3) Memorize the Imperfect Tense verb paradigm p. 95

22. Wed. Oct. 18

Chapter 12 (con’t): Drop Letter Imperfects

***QUIZ**: vocabulary chs. 4—11

- **DUE*: 1) Ch. 12 exercises 1, 2(#1-5), 3(#1 only), 6(odds)
2) Read through and work through the Ruth Guided Reading pp. 103-104
3) Memorize the Imperfect Tense verb paradigm p. 95

***FRI. OCT. 20: NO CLASS (Fall Break):** **I urge you not to stop studying over this break! Continuity is crucial at this point! See a movie, study flashcards; eat dinner, parse some verbs; take a nap, study grammar...you get the idea! ☺ #hebrewneverstops*

23. Mon. Oct. 23

Chapter 13: Sentences Without Verbs

- *DUE:* 1) Work through for yourself the Ruth Guided Reading pp. 113-114
 2) Read ch. 13 in *Primer* and bring any questions to ask
 3) Keep memorizing vocabulary and the Perfect and Imperfect Verb paradigms

24. Wed. Oct. 25

Chapter 14: The Adjective

- *DUE:* 1) Ch. 13 exercises 1, 2(#1 only), 4
 2) Read ch. 14 in *Primer* and bring any questions to ask

25. Fri. Oct. 27

Chapter 14 (con't): The Adjective

Review for Celebration of Learning (Pre-Party Party!)

- *DUE:* 1) Ch. 14 exercises 1(#1-3), 4(#1 only), 5(#1-4), 8
 2) Work though the Ruth Guided Reading p. 137
 3) Study vocabulary and verb paradigms

26. Mon. Oct. 30

**Second Celebration of Learning (exam covering chs. 1—14)*

27. Wed. Nov. 1

Chapter 15: Possessive Endings: Singular Nouns

Excursus: "Ancient Translations of the Old Testament (part 1)"

- *DUE:* 1) Read ch. 15 in *Primer* and bring any questions to ask
 2) Make new vocabulary flashcards and keep studying

28. Fri. Nov. 3

Chapter 15 (con't): Possessive Endings: Singular Nouns

Excursus: "Ancient Translations of the Old Testament (part 2)"

- *DUE:* 1) Ch. 15 exercises 1, 2, 6(odds)

29. Mon. Nov. 6

Chapter 16: Prepositions with Pronoun Endings

- *QUIZ:* vocabulary chs. 15-16 (also cumulative) plus some grammar elements
**DUE:* 1) Work through Ruth Guided Reading pp. 149-150
 2) Read ch. 16 in *Primer* and bring any questions to ask

30. Wed. Nov. 8

Chapter 17: The Reversing Vav

- *DUE: 1) Ch. 16 exercises 1(#1-5), 2(#5-9), 4(#1-5)
2) Read ch. 17 in *Primer* and bring any questions to ask

***FRI. NOV. 10: NO CLASS**

31. Mon. Nov. 13

Chapter 17 (con't): The Reversing Vav

- *DUE: 1) Ch. 17 exercises 1(#2 & #4), 2(#1-9), 3(#1 only), 4(#1 only)
2) Work through Ruth Guided Reading pp. 163-164

32. Wed. Nov. 15

Chapter 17 (con't): The Reversing Vav

Discussion of Synagogue Visit Reflection Papers

- *DUE: 1) Translations on p. 177
2) **Synagogue Visit Reflection Paper**

***FRI. NOV. 17 & MON. NOV. 20: NO CLASS (Society of Biblical Literature Mtg)**

***WED. NOV. 22 & FRI. NOV. 24: NO CLASS (Thanksgiving Break)**

*NOTE: *Once again, I urge you not to stop studying over this break! Continuity is crucial at this point! Eat some turkey, study flashcards; eat some pie, parse some verbs; take a nap, study grammar...you get the idea! ☺#hebrewneverstops*

33. Mon. Nov. 27

Chapter 18: The Participle

- *QUIZ: grammar elements and vocabulary chs. 1—18
*DUE: 1) Work through Ruth Guided Reading p. 178
2) Read ch. 18 in *Primer* and bring any questions to ask

34. Wed. Nov. 29

Chapter 18 (con't): The Participle

Introduction to *Brown, Driver, Briggs Lexicon* ("BDB")

- *DUE: 1) Ch. 18 exercises 2 & 5(#1-4)
2) Bring the *Brown, Driver, Briggs Lexicon* ("BDB") with you to class

35. Fri. Dec. 1

Chapter 19: Commands and Numbers

- *DUE: 1) Ch. 18 exercise 8
2) Work through the Ruth Guided Reading pp. 192-193
3) Read ch. 19 in *Primer* and bring any questions to ask

36. Mon. Dec. 4

Chapter 19 (con't): Commands and Numbers

- *DUE: 1) Ch. 19 exercises 1, 2(#1-7), 3(#1-5), 4(#1)

37. Wed. Dec. 6

Chapter 19 (con't): Commands and Numbers

***QUIZ:** grammar elements and vocabulary chs. 18—19 (but also cumulative)

***DUE:** 1) Ch. 19 exercise 7

2) Work through Ruth Guided Reading pp. 206-207

38. Fri. Dec. 8

Final Celebration of Learning Review Day

***DUE:** 1) Review Worksheet (distributed in previous class session)

***FINAL CELEBRATION OF LEARNING: Friday Dec. 15, 2023 at 10:30am**

****VERY IMPORTANT NOTE:** *“Welcome Back Celebration of Learning”* (a.k.a. *“Start-of-the-Semester Review Exam”*) will occur on the first day of class next semester! This *will* be one of the *exams* (not a quiz) next semester that will count toward a significant percentage of your grade and cannot be dropped. A study guide (“party favor”) for the celebration will be given out on the day of the final exam. *You will need to study (read: “rejoice in”!) Hebrew over the break.* Eat some turkey; study flashcards; open some gifts, study grammar; etc. etc.! In other words: have a Merry *Hebrew* Christmas (and come back prepared to celebrate!).

#hebrewneverstops

Starter Bibliography for Hebrew Study

*An * indicates an especially helpful resource. Some entries have been annotated.*

Introductory Grammars:

Joshua Blau, *A Grammar of Biblical Hebrew* (Porta Linguarum Orientalium NC 12; Wiesbaden: Otto Harrassowitz, 1976).

Frank X. Braun, *English Grammar for Language Students* (Ann Arbor: Ulrich's Books, 1947).

Robert Ray Ellis, *Learning to Read Biblical Hebrew: An Introductory Grammar* (London: T&T Clark, 2006).

Russell Fuller and Kyoungwon Choi, *Invitation to Biblical Hebrew: A Beginning Grammar* (Invitation to Theological Studies; Kregel, 2006).

Duane Garrett, *A Modern Grammar for Classical Hebrew* (Broadman and Holman, 2002).

*Page H. Kelley, *Biblical Hebrew: An Introductory Grammar* (Grand Rapids: Eerdmans, 1992).

Page H. Kelley, Terry L. Burden, and Timothy G. Crawford, *A Handbook to Biblical Hebrew: An Introductory Grammar* (Grand Rapids: Eerdmans, 1994). An answer-key and supplement to Kelley's textbook

*Thomas O. Lambdin, *Introduction to Biblical Hebrew* (Upper Saddle River, NJ: Prentice Hall, 1971). A classic in this field. Very extensive.

George M. Landes, *Building Your Biblical Hebrew Vocabulary* (rev ed.; Resources for Biblical Study; Atlanta: SBL, 2001).

Gary A. Long, *Grammatical Concepts 101 for Biblical Hebrew: Learning Biblical Hebrew Grammatical Concepts through English Grammar* (Peabody: Hendrickson, 2002).

James D. Martin, *Davidson's Introductory Hebrew Grammar* (27th ed.; Edinburgh: T & T Clark, 1993).

Gary D. Pratico and Miles V. Van Pelt, *Basics of Biblical Hebrew Grammar* (Grand Rapids: Zondervan, 2001).

Alan Ross, *Introducing Biblical Hebrew* (Grand Rapids: Baker, 2001).

C. L. Seow, *A Grammar for Biblical Hebrew* (rev. ed.; Nashville: Abingdon, 1995).
Modeled on Lambdin's classic but less extensive.

*Peter James Silzer and Thomas John Finley, *How Biblical Languages Work: A Student's Guide to Learning Hebrew and Greek* (Grand Rapids: Kregel, 2004).

Arthur Walker-Jones, *Hebrew for Biblical Interpretation* (Resources for Biblical Study; Atlanta: SBL, 2003).

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*David J. A. Clines, ed. *The Dictionary of Classical Hebrew* (5 vols. to date; Sheffield: Sheffield Academic Press, 1993-). Abbreviated *DCH*. A multi-volume dictionary that distinguishes itself by the use of linguistic data (syntactical construction, etc.) and the inclusion of Late and Post-Biblical Hebrew forms (esp. Dead Sea Scrolls data). Weak on cognate evidence (i.e. comparative philology).

Karl Feyerabend, *Langenscheidt's Pocket Hebrew Dictionary to the Old Testament* (Berlin: Langenscheidt, n.d.). Yep, the little yellow one! Organized alphabetically.

Georg Fohrer, ed., *Hebrew and Aramaic Dictionary of the Old Testament* (Berlin: Walter de Gruyter, 1973). A very handy, one-volume dictionary (almost a word-list); organized alphabetically.

William L. Holladay, ed., *A Concise Hebrew and Aramaic Lexicon of the Old Testament* (Grand Rapids: Eerdmans and Leiden: Brill, 1988). Abbreviated *CHALOT*. A one-volume abridgment of the earlier, German edition of Koehler-Baumgartner (see below).

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See also Lambdin above.

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