

Essentials of Hebrew I BLA-205

Point Loma Nazarene University
Fall 2014
Mon., Wed., Fri., 10:55am-12:05pm

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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 ☺

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

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. E. Würthwein, *The Text of the Old Testament: An Introduction to the Biblia Hebraica* (2d ed.; trans. E. Rhodes; Grand Rapids: Eerdmans, 1995).

5. 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 old ladies 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!). NOTE: *Six (6) unexcused absences will result in de-enrollment from the course.*

In the event of absence, it is the student’s responsibility to obtain notes, homework, handouts, etc. from fellow students. *No late work will be accepted more than ONE week after the original due date* (see Late Work policy below). All attendance policies of the institution apply. (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 3 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 first will be on Wednesday October 29, 2014. The second will be on Friday December 5, 2014. The third will be the final during *final exams week*. The format of (and party favors, er, I mean "study guides" for☺) these celebrations will be given out in class.

5. Group Presentations from Würthwein, *The Text of the Old Testament*: Each student will participate in a small group of 4-5 people and prepare and deliver a class presentation on an assigned topic from the Würthwein book. The goal of this exercise is to expose the student to a range of critical issues and manuscript traditions used in the study of the text of the Hebrew Bible. *See course schedule for due dates. See instructions sheet attached to back of syllabus.*

6. 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 his or her visit to the service.

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 Friday November 21, 2014.

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 3 lowest)	20%
Celebrations of Learning (3)	30% (10% each)
Group Presentation	10%
Synagogue Visit Paper	5%

2. 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.

3. 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.

4. Academic Accommodations: While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

A Word about Expectations and Anxiety

;yT!k=r^b@W yk!na* ;T=a!-yK! ar*yT!-la^ (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 vocabulary when you least expect it. Plus, it's a real conversation piece (I met my wife this way! ☺).
- d. Audio files/cds and 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!

Tentative Course Schedule #hebrewneverstops

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

1. Wed. Sept. 3

Starting Points for OT Hebrew and Lesson 1: The Alphabet

2. Fri. Sept. 5

Lesson 1 (con't): The Alphabet

*DUE: 1) Read lesson 1 in Kelley

2) Memorization of first half of alphabet

3. Mon. Sept. 8

Lesson 1 (con't): The Alphabet

Introductory Matters for Hebrew

- *DUE: 1) Lesson 1 exercises 1-5, 7-9
2) Memorization of whole alphabet

4. Wed. Sept. 10

Lesson 2: Vowels

- *DUE: 1) Lesson 1 exercise 10 (#1-23 only)
2) Read Lesson 2 (and bring questions to ask in class)

5. Fri. Sept. 12

Lesson 2 (con't): Vowels

- *DUE: 1) Lesson 2 exercises 1, 2, 4, 5, 7(odd), 8(even)

6. Mon. Sept. 15

Quiz Day and Discussion of *How Biblical Languages Work* ch. 8

- *QUIZ: alphabet, vowels (short or long), BGDKFT letters
*DUE: 1) Read *How Biblical Languages Work*, ch. 8

7. Wed. Sept. 17

Lesson 3: Signs and Markers

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) Read Lesson 3 and bring any questions to ask
3) Make flashcards and begin studying vocabulary for lesson 3 (start doing this from here on for each lesson's vocab)

8. Fri. Sept. 19

Lesson 4: Accents/Syllables

- *DUE: 1) Lesson 3 exercises 1, 2, 5
2) Read Lesson 4 and bring any questions to ask

9. Mon. Sept. 22

Lesson 4 (con't): Accents/Syllables

Excursus: "What is the Hebrew Language and Where Did It Come From?"

- *DUE: 1) Lesson 4 exercises 1, 2, 3(odd), 5, 6

10. Wed. Sept. 24

Lesson 5: Gutturals and the Definite Article

- **DUE*: 1) Lesson 4 exercise 3(even)
 2) Read Lesson 5 and bring any questions to ask
 3) Read *How Biblical Languages Work*, ch. 2

11. Fri. Sept. 26

Lesson 6: Prepositions

- **DUE*: 1) Lesson 5 exercises 2, 4, 5, 6(#1-10)
 2) Read Lesson 6 and bring any questions to ask

12. Mon. Sept. 29

Catch-up Day (a.k.a. "Take-a-Breath Day"☺)

Sign up for Groups/Topics for Presentations

- ***QUIZ**: vocabulary lessons 3 & 5
 **DUE*: 1) Lesson 6 exercises 1, 2, 3, 4(even), 5(odd)

13. Wed. Oct. 1

Lesson 7: Nouns

- **DUE*: 1) Read *How Biblical Languages Work* ch. 3
 2) Read Lesson 7 and bring any questions to ask
 3) Bring composition notebook (purchased from bookstore)

14. Fri. Oct. 3

Lesson 7 (con't): Nouns

- **DUE*: 1) Lesson 7 exercises 1, 2, 3(odd)
 2) Read *How Biblical Languages Work*, ch. 4

15. Mon. Oct. 6

Lesson 8: Adjectives

- ***QUIZ**: Vocab lessons 6&7 will be featured but also review of previous words (all vocab quizzes will be cumulative from this point on)
 **DUE*: 1) Lesson 7 exercises 3(even) and 4 (even)
 2) Read Lesson 8 and bring any questions to ask

16. Wed. Oct. 8

Review of Nouns and Adjectives

Discussion of Marcus and Sanders, "What's Critical about a Critical Edition of the Bible?"

- **DUE*: 1) Lesson 8 exercises 1(odd), 2(odd), 4(odd)
 2) Read Marcus and Sanders, "What's Critical about a Critical Edition of the Bible?" (copied)

17. Fri. Oct. 10

Lesson 9: Pronouns

***QUIZ:** noun forms (masc/fem; sing/plural/dual) and adjectives (gender, number, attributive, predicative)

***DUE:** 1) Lesson 8 exercises 1(even), 2(even), 3(even), 4(even)
2) Read Lesson 9 and bring any questions to ask

***MON. OCT. 13: Special Session: Wiley Lectures**

We will meet at and attend as a class the Wiley Lecture in Crill Performance Hall at 11:00am (look for sign-in sheet in the foyer of Crill)

WED. OCT. 15: NO CLASS: Wiley Lectures*18. Fri. Oct. 17**

Lesson 10: Segholates and Constructs

***DUE:** 1) Lesson 9 exercises 1, 2, 3

2) Read Lesson 10 and bring any questions to ask

19. Mon. Oct. 20

Lesson 10 (con't): Segholates and Constructs

Excursus: "Introduction to the Hebrew Bible: Canons and Versions"

***QUIZ:** vocab lessons 8-10 featured but also cumulative

***DUE:** 1) Lesson 10 exercises 1, 2, 4

20. Wed. Oct. 22

Lesson 11: Pronominal Suffixes

***DUE:** 1) Read Lesson 11 and bring any questions to ask

***FRI. OCT. 24: 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! ☺*

21. Mon. Oct. 27

Practice Exam ("Celebration") and Review Day (a.k.a. "The Pre-party Party")

***This will not count toward your grade!* The first half of class will be spent on the mini-celebration (mini-test). The second half of class will be spent going over your work together. This exercise is intended to help you gauge your progress as you prepare for the first exam.

22. Wed. Oct. 29

***First Celebration of Learning (a.k.a. Exam 1)*

***FRI. OCT. 31: NO CLASS (I will be out of town)**

23. Mon. Nov. 3

Review Day

Discussion of Parker, "Blaming Eve Alone" article

- **DUE*: 1) Read Parker, "Blaming Eve Alone" article (copied) and type a one-paragraph summary of the main arguments of the article (counts as a homework grade)

24. Wed. Nov. 5

Lesson 12: Overview of the Hebrew Verbal System

- **DUE*: 1) Lesson 11 exercises 1, 2, 3
2) Read Lesson 12 and bring any questions to ask

25. Fri. Nov. 7

Lesson 12 (con't): Hebrew Verbal System

**Group Presentation*: "The Masoretic Text"

- **DUE*: 1) Lesson 12 exercises 1, 2, 3, 4(odd)
2) Read Würthwein ch.2

26. Mon. Nov. 10

Lesson 13: Interrogatives and Numbers

- ***QUIZ**: vocab lessons 11-12 featured plus Qal perfect verb paradigm (p.83)
**DUE*: 1) Lesson 12 exercises 5, 6, 7
2) Read Lesson 13 and bring any questions to ask

27. Wed. Nov. 12

Lesson 14: Verbal Stems

- **DUE*: 1) Lesson 13 exercises 1, 2, 4(#1-8 only), 5
2) Read Lesson 14 and bring any questions to ask

28. Fri. Nov. 14

Lesson 14 (con't): Verbal Stems

- **DUE*: 1) Lesson 14 exercises 1, 3, 4

29. Mon. Nov. 17

Lesson 15: The Qal Imperfect

- ***QUIZ**: vocab lessons 13-14 featured but also comprehensive
**DUE*: 1) Lesson 14 exercises 2, 5, 6(#1-7 only)
2) Read Lesson 15 and bring any questions to ask

30. Wed. Nov. 19

Lesson 15 (con't): The Qal Imperfect

**Group Presentation: "The Septuagint"*

- *DUE:* 1) Lesson 15 exercises 1, 2, 3(odds)
2) Read Würthwein ch.5

31. Fri. Nov. 21

Lesson 16: Other Imperfects

**QUIZ:* Piel perfect, Hiphil perfect, and Qal imperfect verb paradigms

- *DUE:* 1) Lesson 15 exercises 3(even), 4, 5
2) Read Lesson 16 and bring any questions to ask

***MON. NOV. 24: NO CLASS (Society of Biblical Literature Conference)**

***WED. NOV. 26 & FRI. NOV. 28: 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! ☺*

32. Mon. Dec. 1

Lesson 16 (con't): Other Imperfects

Discussion of Synagogue Visit Reflection Papers

- *DUE:* 1) Lesson 16 exercises 1, 2(odd), 3(odd), 4(odd)
2) **Synagogue Visit Reflection Paper**

33. Wed. Dec. 3

Lesson 16 (con't): Other Imperfects

**Group Presentation: "Aramaic Targums, Syriac Version, Samaritan Pentateuch"*

- *DUE:* 1) Lesson 16 exercises 2(even), 3(even), 4(even), 5
2) Read Würthwein ch. 3,6,7

34. Fri. Dec. 5

Review Day (a.k.a. another "Pre-party Party"!))

- *QUIZ:* all parsing covered thus far (perfects and imperfects of all stems) and vocabulary lessons 15-16 featured but also cumulative
**DUE:* 1) Parsing Worksheet (given out in class)

35. Mon. Dec. 8

Second Celebration of Learning (comprehensive thus far)

36. Wed. Dec. 10

Lesson 17: Pronominal Suffixes on Verbs

**Group Presentation: "Old Latin, Vulgate, Coptic, Ethiopic, Armenian, Arabic Version"*

- *DUE:* 1) Read Lesson 17 and bring any questions to ask
2) Skim Würthwein ch.8-13

37. Fri. Dec. 12

Lesson 17 (con't): Pronominal Suffixes on Verbs

Review Day

DUE*: 1) Lesson 17 exercises 1, 2(even), 3**FINAL CELEBRATION OF LEARNING DURING FINALS WEEK****

****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!).*

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Instruction Sheet for Group Presentations From Würthwein, *The Text of the Old Testament*

Each student will participate in a small group of 3-4 people and prepare and deliver a class presentation on an assigned topic from the Würthwein book. The goal of this exercise is to expose the student to a range of critical issues, especially “textual criticism,” and manuscript traditions used in the study of the text of the Hebrew Bible. Each member of the group will receive the same grade for the assignment. See course schedule for due dates.

Instructions for Presentation: The presentation should be **15** minutes in length. The group should rely on the assigned portion from Würthwein (as well as the supplementary outside resources). Feel free to use powerpoint, multi-media, etc., but be aware that the group must take responsibility for securing the equipment needed and setting it up in advance of the class session.

**The presentation should consist of three elements:*

- 1) a summary of the topic(s) or issue(s) (i.e. a summary presentation of the material in Würthwein and the other sources)
- 2) examples to illustrate the concepts/items involved
- 3) an evaluation of how/why this issue, version, tool, etc. is significant for the study and interpretation of the Hebrew Bible in general (or why you think it isn't!)

Instructions for Preparation: The primary source of information for the presentation should be the relevant sections of the Würthwein book. However, the group should also explore their topic in at least the following other resources to see if there is relevant information to be included:

- 1) *The Anchor Bible Dictionary* (6 vols; New York: Doubleday, 1992) (is there a dictionary article on your topic?)
- 2) Emmanuel Tov, *The Textual Criticism of the Bible: An Introduction* (Eng. trans.; Philadelphia: Fortress, 1992).
- 3) P. K. McCarter, *Textual Criticism: Recovering the Text of the Hebrew Bible* (Guides to Biblical Scholarship; Philadelphia: Fortress, 1986).

Presentation Topics:

- 1) “The Masoretic Text” (Würthwein ch.2)
- 2) “The Septuagint” (Würthwein ch. 5)
- 3) “The Aramaic Targums,” “The Syriac Version,” “The Samaritan Pentateuch” (Würthwein chs. 3, 6, 7)
- 4) “The Old Latin,” “The Vulgate,” “The Coptic Versions,” “The Ethiopic Versions,” “The Armenian Version,” “The Arabic Versions,” (Würthwein chs. 8-13)
- 5) The Aims, Methods, and Significance of “Textual Criticism” (Würthwein chs. 14-17)

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 [do not use for this course! Sorry! ☹]

*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).

Volumes on BHS, the Masorah, and the Apparatus:

A. Philip Brown II and Bryan W. Smith, *A Reader's Hebrew Bible* (Grand Rapids: Zondervan, 2008).

Page H. Kelley, Daniel S. Mynatt, and Timothy G. Crawford, *The Masorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary* (Grand Rapids: Eerdmans, 1998).

*William R. Scott, *A Simplified Guide to BHS* (Berkeley: BIBAL, 1987). Very useful!
Explains all the abbreviations, sigla, markings, etc. in *BHS*. A must-have!

Reinhard Wonenberger, *Understanding BHS: A Manual for the Users of Biblia Hebraica Stuttgartensia* (Subsidia Biblica 8; Roma: Editrice Pontificio Istituto Biblico, 1990).

*Israel Yeivin, *Introduction to the Tiberian Masorah* (trans. and ed. E. J. Revell; Masoretic Studies 5; Missoula: Scholars Press, 1980).

Lexica:

J. Botterweck, et al. *Theological Dictionary of the Old Testament* (Eerdmans, 1978-).

*F. Brown, S.R. Driver, and C.A. Briggs, *The Brown-Driver-Briggs Hebrew and English Lexicon* (repr. ed.; Peabody: Hendrickson, 1996). Abbreviated *BDB*. Organized by roots.

*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).

*Ludwig Koehler and Walter Baumgartner (et al.), *The Hebrew and Aramaic Lexicon of the Old Testament* (trans. and ed. M.E.J. Richardson; 5 vols.; Leiden: Brill, 1994-2000). Abbreviated *HALOT*. The standard dictionary in English. It is organized alphabetically, not by roots (so *BDB*) but is quite extensive and multi-volume (recently released in a two-volume “study” edition).

Advanced/Reference Grammars:

*Bill T. Arnold and John H. Choi, *A Guide to Biblical Hebrew Syntax* (Cambridge: Cambridge University Press, 2003). An exceedingly helpful and brief introduction to Hebrew syntax; a distillation of the main syntaxes with plenty of examples.

John C. Gibson, *Davidson's Introductory Hebrew Grammar: Syntax* (4th ed.; Edinburgh: T & T Clark, 1997).

Malcolm J.A. Horsnell, *A Review and Reference Grammar for Biblical Hebrew* (Hamilton, Ontario: McMaster University, 1999).

*Paul Joüon and T. Muraoka, *A Grammar of Biblical Hebrew* (2 vols.; Subsidia Biblica 14/I-II; Roma: Editrice Pontificio Istituto Biblico, 1993). A recent classic.

E. Kautzsch, ed., *Gesenius' Hebrew Grammar* (2d ed. rev. by A.E. Cowley; Oxford: Clarendon, 1910). The old standard.

Christo H.J. van der Merwe, Jackie A. Naudé, and Jan H. Kroeze, *A Biblical Hebrew Reference Grammar* (Biblical Languages: Hebrew 3; Sheffield: Sheffield Academic Press, 1999).

P. Overland, "Can Communicative Methods Enhance Ancient Language Acquisition?"
TeachTheolRel 7 (2004): 51-57.

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