

Essentials of Hebrew II BLA-206

Point Loma Nazarene University
Spring 2013
MWF 11:00am-12:05pm

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See schedule on office 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

Course Description and Purpose

This course is designed to continue the study of biblical Hebrew as it was begun in the course “Essentials of Hebrew I” in order that the student may work with more complex grammatical and syntactical features and move toward extended translation and exegesis of Old Testament texts. The course continues the introduction 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 second 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 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. demonstrate competency in **reading and translating** the Hebrew Bible’s prose and poetry;
3. use various **research resources and reference works** for biblical exegesis;
4. appreciate the **significance** of Hebrew language study for theological **exegesis/interpretation**.

Course Texts

**New Textbooks for Second Semester:*

1. Bruce Einspahr, *Index to Brown, Driver, and Briggs Hebrew Lexicon* (Chicago: Moody, 1976).
2. Gary D. Pratico and Miles V. Van Pelt, *Zondervan Get an A! Study Guides: Biblical Hebrew* (Grand Rapids: Zondervan, 2005).
3. Bill T. Arnold and John H. Choi, *A Guide to Biblical Hebrew Syntax* (Cambridge: Cambridge University Press, 2003).

**Repeated from First Semester:*

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).

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 in exams* (though excellence in this area is desirable as well!). In the event of absence, it is the student’s responsibility to obtain notes, homework, handouts, etc. from fellow students or the professor. Late work will be accepted only in the terms of the Late Work Policy (see below). *NINE (9) unexcused absences will result in de-enrollment from the class.* 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!)

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 FOUR such celebrations (often called, erroneously, "examinations"). See course schedule for dates for the first three exams. The fourth 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. Outside Project Synagogue Visit Paper: Because the study of Hebrew is not simply a cognitive experience but also involves social and spiritual aspects, each student will undertake an outside project that explores the connections between the Hebrew Bible and the ancient and modern cultures and faiths which it sustains. The student will engage in the following project and writing assignment:

Local Synagogue Experience and Reflection Paper: The student will attend a service at a local Jewish synagogue of his or her choosing and write a brief reflection paper that considers the experience. The student may locate various synagogues from the phonebook or internet or see the professor for assistance. 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 reflection paper 4-5 pages in length, typed, double-spaced, with 1-inch margins on all sides.* The paper is due at the start of class on **Mon. March 11, 2013**. In the reflection paper, the student should address at least the following three questions:

- i. Briefly describe the various elements of the service and your overall visit, as well as your response to these elements.
- ii. How did your knowledge of Hebrew thus far add to your experience at the synagogue?
- iii. What did you learn about Jewish faith and culture and how they connect with the literature of the Hebrew Bible? AND

How does this shape your thinking about the ways in which *Christian* faith and culture relate to the literature of the Hebrew Bible/Old Testament?

6. Memorization Exercise: When a student moves from simply “analyzing” a language to expressing it verbally, language acquisition enters a new realm. Pronouncing a language and learning it verbally move language knowledge to a higher level. In order to facilitate this movement, each student will select one OT passage of their choosing, memorize the passage in Hebrew, and “perform” their memorized recitation for the class. *The student’s passage should be approximately two verses in length (depending on size and complexity) [i.e. not too long and not too short], and he or she should be prepared to share why that passage is significant to them.* The student will submit their passage selections in advance for approval by the professor. The memorized Hebrew recitations will take place in class on **Fri. April 26, 2013.**

[NOTE: this activity is designed to be fun and not to be a high-pressure thing! The point is not how much (or how little) you can memorize but the chance to engage a favorite or meaningful passage at a deeper level of familiarity. Even if you forget the verse in a few days, you will have encountered another level of Hebrew knowledge. So, in short, enjoy! And let the gutturals fly!☺]

****Optional EXTRA-CREDIT Exercise:** *Book Review of Athol Dickson, The Gospel According to Moses*: Any student who wishes may submit a book review of this book for up to a possible 40 points to be added onto a weak exam score. The student must secure a copy of Athol Dickson, *The Gospel According to Moses: What My Jewish Friends Taught Me About Jesus* (Grand Rapids: Brazos, 2002) and write a brief book review paper that engages the book as an example of the intersections among Christianity, Judaism, and the Hebrew Bible/Old Testament. The paper should be **4-5 pages in length, typed, double-spaced, with 1-inch margins on all sides**. The paper is due at the start of class on **Mon. April 15, 2013.** In the paper, the student should address at least the following issues:

- i. Briefly summarize the main argument and points of the book as a whole (i.e. what is the author up to and how does he go about it?).
- ii. What do you think are the strengths AND weaknesses of this work and WHY?
- iii. What is at least one question that you want to ask after reading this book? (be sure to give at least one!)

- iv. What does this book say about Jewish faith and culture and how they connect with the literature of the Hebrew Bible? AND How does this book shape your thinking about the ways in which *Christian* faith and culture relate to the literature of the Hebrew Bible/Old Testament?

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	30%
Quizzes (drop 2 lowest)	25%
Celebrations of Learning (4)	20% (5% each)
Outside Project (synagogue paper)	15%
Memorization Exercise	10%

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. Attendance Policy: Attendance is a necessity. Excessive absences will have a direct effect on the final grade. Late work will be accepted only in the terms of the Late Work Policy (see below). All attendance policies of the institution apply. *NINE (9) unexcused absences will result in de-enrollment from the class.*

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. Academic Honesty: 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. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course.

6. 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 *flashcard/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. Cassette Tapes 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. Chadish Media (www.chadishmedia.com) offers cassette tapes of Torah being read in Modern Israeli Hebrew pronunciation. A cantor sings some of the books. You may also want to watch an Israeli movie or two. Or, try attending a service at a synagogue (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:

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

1. Tuesday Jan. 8 (special Tuesday class meeting)

***Welcome-Back Celebration of Learning (a.k.a. Exam 1): Covers all material presented last semester*

2. Wed. Jan. 9

Starting Points of Hebrew II

Advice from Previous Hebrew Survivors (er, “Students”)

**DUE*: none

3. Fri. Jan. 11

Lesson 20: Participles

**DUE*: 1) Read Lesson 20 and bring any questions to ask

4. Mon. Jan. 14

Lesson 20 (con’t): Participles

**DUE*: 1) Lesson 20 exercises 2(odd), 3(odd), 4(odd), 5(odd)

5. Wed. Jan. 16

Lesson 20 (con’t): Participles

***QUIZ**: parsing all verb forms covered thus far and vocabulary Lesson 20

**DUE*: 1) Lesson 20 exercises 2(even), 3(even), 4(even), 5(even)

6. Fri. Jan. 18

Translation Day: Exodus 3:1-5

**DUE*: Translation Assignment on Exodus 3:1-5

***MON. JAN. 21: NO CLASS (MLK Day):** **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! ☺*

7. Wed. Jan. 23 (*TNU course)

Translation Day: Exodus 3:6-10

**DUE*: Translation Assignment on Exodus 3:6-10

8. Fri. Jan. 25

Lesson 21: Verb Sequences

**DUE*: 1) Parsing & Translation Exercise Sheet (provided in class)

2) Read lesson 21 and bring any questions to ask

9. Mon. Jan. 28

Lesson 22: Weak Verbs Overview & Pe Guttural Weak Verbs (part 1)

- **DUE*: 1) Lesson 21 exercises 1 & 2
 2) Read lesson 22 and bring any questions to ask

10. Wed. Jan. 30

Lesson 22: Pe-Guttural Weak Verbs (part 2)

- ***QUIZ**: vocab lessons 21 & 22 featured but also cumulative
 **DUE*: 1) Lesson 22 exercises 3(odd), 4(odd), 5(odd), 6(odd), 7(odd)

11. Fri. Feb. 1

Lesson 23: Pe ‘Alef Weak Verbs

- **DUE*: 1) Lesson 22 exercises 3(even), 4(even), 5(even), 6(even), 7(even)
 2) Read lesson 23 and bring any questions to ask

12. Mon. Feb. 4

Lesson 24: ‘Ayin Guttural Weak Verbs

- **DUE*: 1) Lesson 23 exercises 1(#1-5), 2, 3(#1-5), 4(#1-5)
 2) read lesson 24 and bring any questions to ask

13. Wed. Feb. 6

Lesson 25: Lamed Guttural Weak Verbs

- **DUE*: 1) Lesson 24 exercises 1, 2, 3(even), 4(even), 5
 2) Read lesson 25 and bring any questions to ask

14. Fri. Feb. 8

Translation Day: Joseph (part 1)

- ***QUIZ**: all weak verbs covered thus far and vocab lessons 23-25 featured (but cumulative)
 **DUE*: 1) Lesson 25 exercises 2 & 3(#1-5 only)
 2) Joseph story translation part 1

15. Mon. Feb. 11

Translation Day: Joseph (part 2) & Lesson 26: Lamed ‘Alef Weak Verbs

- **DUE*: 1) Joseph story translation part 2
 2) Read lesson 26 and bring any questions to ask

***WED. FEB. 13: WILEY LECTURE (we will attend the Wiley Lecture in Crill together as a class. Look for the sign-in sheet on the table in the foyer)**

16. Fri. Feb. 15

Review for Celebration of Learning (“Pre-party Party” ☺)

- **DUE*: 1) Lesson 26 exercises 1 & 4
 2) Bring Hebrew Bible (BHS) to class

17. Mon. Feb. 18

****Second Celebration of Learning (a.k.a. Exam 2):** cumulative but with special focus on lessons 20-26

18. Wed. Feb. 20

Lesson 27: Lamed He Weak Verbs (part 1)

**DUE*: 1) Read lesson 27 and bring any questions to ask

19. Fri. Feb. 22

Lesson 27: Lamed He Weak Verbs (part 2)

**DUE*: 1) Lesson 27 exercises 1, 2, 3(#1-6 only)

20. Mon. Feb. 25

Translation Day: Joseph & Lesson 28: Pe Nun Weak Verbs

**DUE*: 1) Joseph story translation
2) Read lesson 28 and bring any questions

21. Wed. Feb. 27

Lesson 29: ‘Ayin Vav/ ‘Ayin Yod Weak Verbs (part 1)

**DUE*: 1) Lesson 28 exercises 1, 2, 4, 5
2) Read lesson 29 and bring any questions

22. Fri. Mar. 1

Lesson 29: ‘Ayin Vav/ ‘Ayin Yod Weak Verbs (part 2)

**DUE*: 1) Lesson 29 exercises 1(odd), 2(odd), 3(#1-5), 5(#1-5)

***MAR. 4, 6, 8: NO CLASS (Spring Break!)**

**Once again, 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! ☺*

23. Mon. Mar. 11

Outside Project: Synagogue Visit Papers Discussion

***QUIZ**: vocab lessons 27-29 and all parsing/translation thus far

DUE*: 1) **Synagogue visit paper
2) Lesson 29 exercises 1(even) & 2(even)

24. Wed. Mar. 13

Lesson 30: Pe Vav/ Pe Yod Weak Verbs

**DUE*: 1) Genesis 1 translation assignment (part 1)
2) Read lesson 30 and bring any questions

25. Fri. Mar. 15

Lesson 31: Double-‘Ayin Weak Verbs (☺the final lesson!)

**DUE*: 1) Lesson 30 exercises 1, 2(even), 3(#1-5), 4(#1-5), 6
2) Read lesson 31 and bring any questions

26. Mon. Mar. 18 (*TNU course)

Translation Day: Genesis 1 (part 2) & Review for Celebration of Learning

- *DUE:* 1) Lesson 31 exercises 1-4 (do #1-3 only of each exercise)
2) Genesis 1 translation assignment (part 2)

27. Wed. Mar. 20 (*TNU course)

**Third Celebration of Learning (a.k.a. exam 3): covers everything you know about Hebrew...but no pressure! ☺*

***FRI. MAR. 22: NO CLASS** (WTS meeting)

***MON. MAR. 25: NO CLASS** (regional SBL meeting)

Once again, 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! ☺

28. Wed. Mar. 27

Fun Day ☺: The Art/Science of Text Criticism

- *DUE:* 1) **Submit passages for memorization exercise*
2) Read/review Würthwein, *Text of the Old Testament*, ch.14-17

Bring Würthwein book to class

***FRI. MAR. 29 & MON. APR. 1: NO CLASS** (Easter break): **Once again, I urge you not to stop studying over this break! Continuity is crucial at this point! See a movie, study flashcards; hunt some eggs, parse some verbs; go to church, study grammar...you get the idea! ☺*

29. Wed. Apr. 3

Kelley Grammar Review Pt. 1

- *QUIZ:** comprehensive vocab quiz
**DUE:* 1) Jonah 3:1-4 translation
****Bring Kelley grammar book to class**

30. Fri. Apr. 5

Kelley Grammar Review Pt. 2

- *DUE:* 1) Jonah translation part 4
****Bring Kelley grammar book to class**

31. Mon. Apr. 8

Kelley Grammar Review Pt. 3

- *DUE:* 1) Ruth translation part 1
****Bring Kelley grammar book to class**

32. Wed. Apr. 10

“The Hebrew Noun”: Arnold & Choi ch.1-2

***QUIZ:** cumulative vocab quiz

***DUE:** 1) Read Arnold and Choi ch.1-2

2) Bring Arnold and Choi book to class

33. Fri. Apr. 12

“The Hebrew Verb”: Arnold and Choi ch.3

***DUE:** 1) Ruth translation part 2

2) Read Arnold and Choi p.36-66 (skim pp.66-94)

34. Mon. Apr. 15

Translation Day: Ruth (part 3)

***DUE:** 1) Ruth translation part 3

***Optional Extra-Credit Paper (*Gospel Acc. to Moses*) Due**

35. Wed. Apr. 17

“Hebrew Clauses and Sentences”: Arnold and Choi ch.5

***DUE:** 1) Read Arnold and Choi ch.5

2) Translation assignment on Genesis 2:15-20

36. Fri. Apr. 19

“The Hebrew Particle”: Arnold and Choi ch.4

***DUE:** 1) Translation assignment on Judges 6:1-5

2) Read Arnold and Choi p.95-127 (skim rest of ch.4)

37. Mon. Apr. 22

Mini-celebration of Learning & English Translations of the Bible (*Fun Day*☺)

***QUIZ:** mini-test over Arnold and Choi chapters

***DUE:** none

38. Wed. Apr. 24

Overall Review

***QUIZ:** Overall review quiz of everything

***DUE:** 1) Pre-final Exercises #1

39. Fri. Apr. 26

Friday Fun Day☺: “Memorization Celebration” & Review Day

***DUE:** 1) Memorization exercise

2) Pre-final Exercises #2

***Final Celebration of Learning during final exams week**

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* (Waco: Baylor University Press, 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* (2d ed.; Grand Rapids: Zondervan, 2007).

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.

*Bruce K. Waltke and M. O'Connor, *An Introduction to Biblical Hebrew Syntax* (Winona Lake: Eisenbrauns, 1990). An exhaustive treatment with extensive and useful indices.

Ronald J. Williams, *Hebrew Syntax: An Outline* (2d ed.; Toronto: University of Toronto, 1976). A very helpful outline of syntax. Now superseded by Arnold and Choi (see above).

See also Lambdin above.

General Overviews of the Hebrew Language:

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