

Biblical Hebrew I HEB 2005

Point Loma Nazarene University
Fall 2019
Mon., Wed., Fri., 10:55am-12:05pm

Rev. Dr. Brad E. Kelle
Email: bradkelle@pointloma.edu
Office: Smee Hall
Phone: 849-2314
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. 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 drop date or, after that date, receive the appropriate grade for their work and participation. 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 first will be on Mon. October 14, 2019. The second will be on Wed. November 6, 2019. 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. 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 Wed. November 20, 2019.

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% |

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

לֹא תִירָא לִי אִם אִתְּךָ אֶהְיֶה וְאֶבְרַכְךָ (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. 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. Wed. Sept. 4

Starting Points for Old Testament Hebrew

***DUE:** none

2. Fri. Sept. 6

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. Mon. Sept. 9

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.*

4. Wed. Sept. 11

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. 13

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. 16

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. 18

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. 20

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. 23

Chapter 6: Nouns and Verbs: Plural

***CHECK-UP QUIZ:** alphabet and vowels

**DUE:* 1) Ch. 5 exercises 6 & 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. 25

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

***FRI. SEPT. 27: NO CLASS (Dr. Kelle teaching M.A. course)**

11. Mon. Sept. 30

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. Wed. Oct. 2

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. Fri. Oct. 4

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. Mon. Oct. 7

Chapter 9: Word Pairs: Singular

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

15. Wed. Oct. 9

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. Fri. Oct. 11

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. Mon. Oct. 14

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

18. Wed. Oct. 16

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. Fri. Oct. 18

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. Mon. Oct. 21

Chapter 11 (con’t): The Imperfect Tense

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

21. Wed. Oct. 23

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

***FRI. OCT. 25: 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*

22. Mon. Oct. 28

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

23. Wed. Oct. 30

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. Fri. Nov. 1

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. Mon. Nov. 4

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 through the Ruth Guided Reading p. 137
 3) Study vocabulary and verb paradigms

26. Wed. Nov. 6

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

27. Fri. Nov. 8

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. Mon. Nov. 11

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. Wed. Nov. 13

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. Fri. Nov. 15

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

31. Mon. Nov. 18

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. 20

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. 22 & MON. NOV. 25: NO CLASS (Society of Biblical Literature Mtg)**

***WED. NOV. 27 & FRI. NOV. 29: 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. Dec. 2

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. Dec. 4

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. 6

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. 9

Chapter 19 (con't): Commands and Numbers

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

37. Wed. Dec. 11

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. 13

Final Celebration of Learning Review Day

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

*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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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).

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.
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