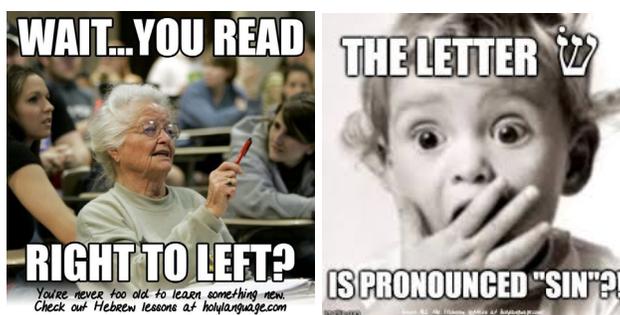


## Biblical Hebrew II HEB 2006

Point Loma Nazarene University  
Spring 2020  
MWF 10:55am-12:05pm

The Rev. Dr. Brad E. Kelle, Ph.D.  
Office: Sme Hall  
Phone: 619-849-2314  
Email: bradkelle@pointloma.edu  
Open-door Office Hours:  
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 **#hebrewneverstops** 😊



### Course Description and Purpose

This course is designed to continue the study of Biblical Hebrew as it was begun in the course “Biblical 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).

#### \*Repeated from First Semester:

1. E. Simon, I. Resnikoff, and L. Motzkin, *The First Hebrew Primer, 3<sup>rd</sup> Edition* (Oakland, CA: EKS Publishing, 2005).
2. K. Elliger and W. Rudolph, eds., *Biblia Hebraica Stuttgartensia* (5<sup>th</sup> 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 in 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 or the professor.*

(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!* **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 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 check the synagogue's website prior to her or his 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 **Wednesday April 8, 2020**. 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 **Friday May 1, 2020**.

[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 25 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 **Wednesday April 22, 2020**. 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:** *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 or the professor.

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* (NOTE: any extra-credit assignments must be submitted on the due date and will not be accepted late for credit).

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

kl̄yt@ik;rab'w@ ykino)f Kl̄t@;)i-yk@i )rfyt@i-l)a (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. Recordings 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 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:

**#hebrewneverstops**

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

#### 1. Tues. Jan. 14 (\*special Monday session on Tuesday)

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

#### 2. Wed. Jan. 15

Starting Points for Biblical Hebrew II

Introducing *Brown, Driver, Briggs* Lexicon (“BDB”)

\**DUE*: none but **bring *Brown, Driver, Briggs* Lexicon to class**

### 3. Fri. Jan. 17

Chapter 20: The Infinitive

\***Review QUIZ**: alphabet and vowels

\**DUE*: none

\***MON. JAN. 20: NO CLASS (MLK holiday)**: *\*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! ☺*

### 4. Wed. Jan. 22

Chapter 20 (con't): The Infinitive

\**DUE*: 1) Ch. 20 exercises 1(evens), 2(odds), 4(#1-3), 5(odds)

### 5. Fri. Jan. 24

(Re)Introducing *Biblical Hebraica Stuttgartensia (BHS)*: The Hebrew Bible

\***Review QUIZ**: noun endings (regular and word pair)

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

### 6. Mon. Jan. 27

Chapter 21: Hollow Verbs

\**DUE*: 1) Ch. 20 exercises 2(evens), 5(evens), 9(#1-5)

### 7. Wed. Jan. 29

Chapter 21 (con't): Hollow Verbs

\***Grammar QUIZ**: chs. 20-21

\**DUE*: Ch. 21 exercises 1(#5-8), 6(#1-4), 7(#1-4), 9(#1)

### 8. Fri. Jan. 31

Introducing *Brown, Driver, Briggs* Lexicon (“*BDB*”) and Einspahr *Index*

\**DUE*: 1) Ch. 21 exercises 3(#1-3), 5(#1-3), 9(#2)

### 9. Mon. Feb. 3

Chapter 22: Possessive Endings: Plural Nouns

\***Review QUIZ**: adjective endings and translating adjectives (attributive & predicative)

\**DUE*: 1) Ch. 21 exercises 8(#1 only), 9(#3-4)

### 10. Wed. Feb. 5

Chapter 23: The Piel Verb Pattern

\***Vocabulary QUIZ**: chs. 20-22 (but also cumulative)

\**DUE*: 1) Ch. 22 exercises 1(evens), 3(#4-7), 6(#4 only), 7(#5-6)

### 11. Fri. Feb. 7

Chapter 23 (con't): The Piel Verb Pattern

\**DUE*: 1) Ch. 23 exercises 1(odds), 3(odds), 4(#1 & #10), 5(#1-3)

### 12. Mon. Feb. 10

Chapter 24: The Hiphil Verb Pattern

\***Grammar QUIZ**: chs. 22-23

\**DUE*: 1) Ch. 23 exercise 8(verses 1-10)

### \*Wed. Feb. 12: Special Session

*We will attend the Wiley Lecture together as a class during our regular class period. Report to Crill Performance Hall at 10:55am. Look for the class sign-in sheet on the table in the foyer.*

\***FRI. FEB. 14: NO CLASS** (Wiley Lectures)

### 13. Mon. Feb. 17

Chapter 24 (con't): The Hiphil Verb Pattern

Practice Using *BDB* Lexicon

\**DUE*: 1) Root Finding with *BDB* Worksheet (given out last class)

2) Ch. 24 exercises 1(evens), 3(all), 4(#3 only)

### 14. Wed. Feb. 19

Translation Day: Jonah 1:1-6

\**DUE*: Translation Assignment on Jonah 1:1-6

### 15. Fri. Feb. 21

Chapter 25: The Hiphil Variations

\***Review QUIZ**: parsing from the original verb paradigms (perfect: p. 52 & imperfect: p.95)

\**DUE*: Ch. 24 exercises 6(#3-4), 7(#5 only)

### 16. Mon. Feb. 24

Chapter 25 (con't): The Hiphil Variations

\***Grammar QUIZ**: chs. 24-25 (parsing all forms of the Hiphils)

\**DUE*: 1) Ch. 25 exercises 1(#1-7), 4(#1-3), 5(all), 6(#1-3)

### 17. Wed. Feb. 26

Review Day ("Pre-Party Party!")

\***Vocabulary QUIZ**: chs. 23-25 (but also cumulative)

\**DUE*: 1) Ch. 25 exercise 9(all)

### 18. Fri. Feb. 28

*Celebration of Learning (a.k.a. Exam 2): Covering chs. 1-25*

### 19. Mon. Mar. 2

Chapter 26: The Hollow Verbs

\**DUE*: none

**20. Wed. Mar. 4**

Chapter 27: Verbs with Object Suffixes

\**DUE*: 1) Ch. 26 exercises 1(#1, 7, 9), 2(all), 4(#2, 4, 6)

\***FRI. MAR. 6: NO CLASS** (Dr. Kelle at Wesleyan Theological Society Conference)

\***MON., WED., FRI., MAR. 9, 11, 13: 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! ☺*

\***MON. MAR. 16: NO CLASS** (Dr. Kelle at Society of Biblical Literature Pacific Coast Regional Meeting)

**21. Wed. Mar. 18**

Chapter 28: The Niphal Verb Pattern

\***Vocabulary QUIZ**: chs. 26-27 (but also cumulative)

\**DUE*: 1) Ch. 27 exercises 1(odds), 3(all), 5(all)

**22. Fri. Mar. 20**

Chapter 28 (con't): The Niphal Verb Pattern

\**DUE*: 1) Ch. 28 exercises 1(#1-2 &10-12), 3(all), 4(#4-5)

**23. Mon. Mar. 23**

Practice Using *BDB* Lexicon

\***Grammar QUIZ**: chs. 26-27

\**DUE*: 1) *BDB* worksheet (given out last class)  
2) Ch. 28 exercise 6(all)

**24. Wed. Mar. 25**

Translation Day: Jonah 1:7-12

\**DUE*: 1) Translation assignment: Jonah 1:7-12

**25. Fri. Mar. 27**

Chapter 29: The Hitpael Verb Pattern (the last chapter! ☺)

\***Vocabulary QUIZ**: ch. 28 (but also cumulative)

\**DUE*: 1) Translation assignment: Genesis 1:1-7

**26. Mon. Mar. 30**

Chapter 29 (con't): The Hitpael Verb Pattern (the last chapter! ☺)

\**DUE*: 1) Ch. 29 exercises 1(evens), 3(#5-6), 7(all)

**27. Wed. Apr. 1**

Chapter 29 (con't): The Hitpael Verb Pattern (the last chapter! ☺)

Practice Using *BDB* Lexicon

\***Vocabulary QUIZ:** ch. 29 (but also cumulative)

\**DUE:* 1) *BDB* worksheet (given out last class)

2) Ch. 29 exercise 6(all)

3) \***Submit passages for memorization exercise**

**28. Fri. Apr. 3**

Review and Translation Day

\***Grammar QUIZ:** chs. 28-29

\**DUE:* 1) Translation assignment: Jonah 3:1-6

**29. Mon. Apr. 6**

*Celebration of Learning (a.k.a. Exam 3): Covering chs. 1-29*

**30. Wed. Apr. 8**

Synagogue Visit Reflection Paper Discussion

\**DUE:* 1) \***Synagogue Visit Reflection Paper**

\***FRI. APR. 10 & MON. APR. 13: 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; eat dinner, parse some verbs; take a nap, study grammar...you get the idea!*

☺

**31. Wed. Apr. 15**

Translation Day: Genesis 1:8-13

\**DUE:* 1) Translation assignment: Genesis 1:8-13

\***FRI. APR. 17: NO CLASS** (Dr. Kelle at Wheaton College)

**32. Mon. Apr. 20**

Translation Day: 2 Chronicles 7:1-5

\***Vocabulary QUIZ:** *Comprehensive vocab quiz over all words, all chapters!*

\**DUE:* 1) Translation assignment: 2 Chronicles 7:1-5

**33. Wed. Apr. 22**

Translation Day: Psalm 100

\**DUE:* 1) Translation assignment: Psalm 100

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

**34. Fri. Apr. 24**

Translation Day: Genesis 39:1-8

\**DUE:* 1) Translation assignment: Genesis 39:1-8

**35. Mon. Apr. 27**

Translation Day: Genesis 39:9-13

**\*Vocabulary QUIZ:** *Comprehensive vocab quiz over all words, all chapters!*

**\*DUE:** 1) Translation assignment: Genesis 39:9-13

**36. Wed. Apr. 29**

Translation Day: Exodus 3:6-10

Memorization Exercises (Pt. 1)

**\*DUE:** 1) Translation assignment: Exodus 3:6-10

2) Memorization exercises (pt. 1)

**37. Fri. May 1**

Memorization Exercises (Pt. 2)

Final Review Day

**\*DUE:** 1) Ch. 29, "A Tall Tale"- translate the first two paragraphs on p. 352

2) Memorization exercises (pt. 2)

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

