

I. Course Description

This course is designed to help students gain a working facility with beginning Hebrew Grammar and syntax with a view toward translation and sermon preparation so that students may be equipped to rightly handle God's word.

II. Course Objectives

1. The student will be able to identify Hebrew nominal and strong verbal forms, as well as other basic particles.
2. The student will be able to read and translate short passages of biblical prose.
3. The student will begin developing Hebrew vocabulary.
4. The student will become familiar with the tools of Hebrew exegesis, including BHS, grammars, and lexicons.

III. Course Guidelines

1. There is no shortcut to learning languages. Most students struggle with them, and it can be easy to become frustrated or overwhelmed. **Consistent, daily work is the key to success.** Work out a schedule now to set aside daily time for Hebrew review.
2. **Attendance is mandatory.** Please contact the instructor as quickly as possible in the event of an emergency that prevents your attendance. Any unexcused absences may result in a reduction of your grade.
3. Please **prepare prior to each class**; this includes reviewing past material, reading new material, and preparing exercises for class discussion and perusing vocabulary. If you are not prepared *please still come to class*, but consistent unpreparedness may result in some reduction of grade.
4. **You may not use Bible software** – you earn the right to use software by making your way through Hebrew I and II, but using it at this stage will significantly undercut the learning process.
5. Consistently **remind yourself of why** you're doing this: you've heeded a call to handle God's word before his people. Search out your motivation from this calling.
6. With this end in mind, **start cultivating both your short- and long-term commitment to learning Hebrew.** Despite how formidable learning a language is, remind yourself that pastors have been doing it for centuries. Few, if any, ever picked it up overnight. This is the first step in what ought to be a lifetime of sustained effort toward learning. the benefit of which cannot be overstated.

IV. Assignments

Assignment	Description		
Weekly Quizzes	Each week, class will begin with a quiz reviewing the previous weeks material. Vocabulary, paradigms, and short translations will be on these quizzes. (10 total)	Weekly	20 %
In-class review quizzes	We will regularly review material in-class for graded assessments	Weekly	15%
Homework	All weekly homework will be submitted for a completion grade	Weekly	20%
Mid-Term Exam	A short midterm will be held in class	Oct 2	20%
Short “Extra-curricular” assignments	See Below	Aug 28 Sept 11 Oct 16	5%
Final Exam	Cumulative Final Exam	Dec 4	20%

V. Grade Scale

A	100-97	B-	87-86	D+	77-75
A-	96-94	C+	85-83	D	74-72
B+	93-91	C	82-80	D-	71-70
B	90-88	C-	79-78	F	Below 70

VI. Required Texts

William Fullilove, *Introduction to Hebrew: A Guide for Learning and Using Biblical Hebrew*, (Phillipsburg, NJ: P&R Publishing, 2017)

William A. Holladay, *Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1988.

Biblia Hebraica Stuttgartensia (Note: with apparatus; not a reader's version)

Other Recommended Texts

Ronald J. Williams and John C. Beckman, *Williams Hebrew Syntax*, 3rd Ed. Toronto. University of Toronto Press, 2007.

Bill T. Arnold and John H. Choi, *A Guide to Biblical Hebrew Syntax*, 2nd Ed. Cambridge: Cambridge University Press, 2018.

Christo H.J. van der Merwe, Jacobus A. Naudé, and Jan H. Kroeze, *A Biblical Hebrew Reference Grammar*, 2nd Ed. Bloomsbury: T&T Clark, 2017.

VII. Course Schedule

Date	Content	Homework
Aug 21	Chapters 1 & 2 (Alphabet, Vowels, Adjectives)	1.8, A-C; 2.10, A-D
Aug 28	Chapters 3 & 4 (Qal Perfect, Nouns)	3.9, A-D; 4.8, A-D
Sept 4	LABOR DAY – NO CLASS	
Sept 11	Chapters 5 & 6 (Qal Imperfect, Segolate and Geminate Nouns)	5.6, A-D; 6.6, A-C
Sept 18	Chapters 7 & 8 (Qal Volitives, Particles)	7.7, A-D; 8.11, A-B, 8.12
Sept 25	Chapters 9 & 10 (Ind. Pers. Pronouns, Qal Participles, Construct Phrases)	9.8, A-B; 10.9, A-C
Oct 2	Chapter 11 (Suffixed Pronouns) In-class Midterm	11.7, A-C
Oct 9	FALL BREAK - NO CLASS	
Oct 16	Chapter 12 (Qal Narrative and Converted Perfect)	12.6, A-B, 12.7
Oct 23	Chapter 13 (Qal Infinitives, Demonstratives)	13.7, A-B, 13.8
Oct 30	Chapters 14 & 15 (Piel and Pual)	14.9, A-B; 15.7, A-B
Nov 6	Chapters 16 & 17 (Hiphil and Hophal)	16.9, A-B; 17.7, A-B
Nov 13	Chapters 18 & 19 (Numbers, Niphal)	18.5 (first 50; 19.8 A-B
Nov 20	Chapters 20 & 21 (Hithpael, Pronominal Suffixes on Verbs)	20.9, A-B (first 4), 20.10; 21.6, A-B
Nov 27	Review and Practice	

Assignment 1 (Due Aug 28) – Articulating Goals: We have already stressed the importance of daily work in Hebrew. Your instructor is dedicated to helping you succeed, but he can't be there all the time. For this assignment, discuss with those that have some claim on your time (job, ministry, family) your plan to carve out dedicated time for Hebrew, identify obstacles, and make a *written* commitment to share with your instructor.

Assignment 2 (Due Sept 11) – Discuss with someone in pastoral ministry the role of languages in ministry. Ask them about their experience with languages (Hebrew especially) and how often they use original language exegesis in sermon preparation and pastoral ministry. Do they wish they had spent more time on the languages or less? Do they feel languages should be emphasized more or less in pastoral education?

Assignment 3 (Due Oct 16) – Write a short third-person narrative (5-6 sentences) in Hebrew using the vocabulary and verbals we have learned so far. Focus on using active verbs (tell a story!), both perfect and imperfect. Feel free to pull in additional vocabulary if your story needs it.

Zoom Policy

Your professor may allow you to Zoom into class or watch Zoom recordings for excused absences based on the professor's discretion and subject to the availability of equipment. Students should contact their professor well in advance of the class meeting. For a third absence the Registrar should be consulted. Your professor may require additional interactive assignments to offset the absence of classroom interaction. Sync or Remote Live courses have priority for the limited Zoom equipment.

Extension Policy

All assignments and exams are to be completed by the deadlines announced in this syllabus or in class.

Extensions for assignments and exams due within the normal duration of the course must be approved beforehand by the Professor. Extensions of two weeks or less beyond the date of the last deadline for the course must be approved beforehand by the Professor. A grade penalty may be assessed.

Extensions of greater than two weeks but not more than six weeks beyond the last deadline for the course may be granted in extenuating circumstances (i.e. illness, family emergency). For an extension of more than two weeks the student must request an Extension Request Form from the Student Services Office. The request must be approved by the Professor and the Academic Dean. A grade penalty may be assessed. (RTS Catalog p. 46 and RTS Atlanta Student Handbook p. 18) Any incompletes not cleared six weeks after the last published due date for course work will be converted to a failing grade. Professors may have the failing grade changed to a passing grade by request. (RTS Catalog p. 49)

Course Objectives Related to MDiv* Student Learning Outcomes

Course: 04OT5100
 Professor: Benjamin Starr
 Campus: Atlanta
 Date: Fall 2023

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	Students engage in grammatical analysis of text and
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Students will be equipped to understand the Scripture in original language
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	Reformed theology is an exegetical theology; <i>ad fontes!</i>
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	Language learning humbles us and requires perseverance
Desire for Worldview	Burning desire to conform all of life to the Word of God.	None	
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Minimal	"Knowledge puffs up, but love builds up." Temper your study with love for those for whom you do it.
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading, and shepherding the local congregation, aiding in spiritual maturity, concern for non-Xns.	Moderate	Deeper knowledge of the Scripture should equip students to pastor well