COURSE DESCRIPTION

A continuation of Hebrew 1 (OT 502), an introduction to the language of Biblical Hebrew, including basic grammar, syntax and vocabulary. 2 credit hours. Prerequisites include Hebrew 1 (OT 502) or the passing of the Hebrew language competency exam.

LEARNING OBJECTIVES

This course is designed to be the second course of a two part study of the Hebrew language. Our goal is to master the fundamentals of biblical Hebrew grammar (textbook) and to apply those skills to the art of translating the biblical text (workbook). After the successful completion of Hebrew 1 and 2, students will be able to:

1. Translate into English all Hebrew words that occur in the Old Testament 70 times or more.

2. Locate all Hebrew words that occur 69 times or less in the Hebrew Bible in any one of the three standard lexicons used in this class and identified in the bibliography of this syllabus.

3. Analyze (parse) Hebrew words in the categories of (1) parts of speech (noun, verb, etc.) and (2) word inflection (masculine, feminine, singular, plural, etc.).

4. Given the first three objectives listed above, with the use of a standard lexicon and occasional reference to the grammar text, the student will be able to translate Hebrew verses (sentences) from the Old Testament into modern and idiomatic English.

METHOD OF INSTRUCTION

The emphasis in this class is student performance. Students must come prepared to class each day ready to participate in the instructional process. This means that all of the assigned reading from the grammar and all of the assigned homework from the workbook must be completed by the beginning of the class period for which it is assigned (see COURSE SCHEDULE below). Failure to comply will inhibit acceptable performance and impede the benefit of the classroom experience for other students.
COURSE PROTOCOLS

1. **Grading Schedule.** The letter grading scale for this course is summarized below.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-94%</td>
<td>A-</td>
</tr>
<tr>
<td>86-89%</td>
<td>B+</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>0-79%</td>
<td>F</td>
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</tbody>
</table>

2. **Attendance and Late Assignments.** Language acquisition can be a difficult task and requires constant vigilance in the beginning stages. Students are required to be ready and in their seats by 7:55 am. Students are also required to sit as close to the front of the classroom as possible with no empty seats remaining. Additionally, there are absolutely no make-up quizzes. In the instance of a missed quiz, students may drop their two lowest quiz scores during the semester.

3. **Special Needs.** In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g. tape recorders, special adaptive equipment) is strongly encouraged to contact the professor at the beginning of the course.

4. **Electronic Aids.** No computers are permitted in class. No audio recordings of the class are permitted.

5. **Seating.** Do not sit in the back of the classroom and do not leave empty seats up front. Sit as close to the front as possible and, at the very least, pretend that you like your classmates and that you are actually interested in the course.

6. **Disclaimer.** This syllabus is intended to reflect the learning objectives, instructional format and other information necessary for students to appraise the course. However, during the course of the semester, the instructor reserves the right to modify any portion of this syllabus as may appear necessary during the course of the semester.

COURSE REQUIREMENTS

1. **Homework.** There will be daily assignments from your workbook (see schedule below). Each day, individuals will be selected to answer questions from the homework or grammar lesson. Weekly quizzes (see below) are derived primarily from the homework assigned in the workbook. Additionally, there will be regular assignments for memorizing Bible verses in Hebrew. Both homework and verse memorization will be evaluated during the weekly quizzes.

2. **Quizzes.** There will be a quiz each day of class (except when major exams are scheduled). These quizzes will focus on the information learned during the previous day. However, due to the very nature of learning a language, quizzes are, in essence, cumulative. Students scoring below 80% on a given quiz will be required to attend scheduled tutoring sessions. There are no make-up quizzes, but the lowest quiz grade will be dropped. Total quiz scores constitute 70% of the semester grade.

3. **Tests.** There will be two major examinations during the term. All exams are cumulative. Total test scores constitute 30% of the semester grade (Day One Exam = 15%; Final Exam = 15%).
TEXTBOOKS

*The grammar and workbook must be brought to class every day. Supplemental materials are available to students at www.basicsofbiblicalhebrew.com.

REQUIRED


RECOMMENDED


COURSE SCHEDULE

January
9  Hebrew 1 Final Exam and More!
10  BBH 24
11  Quiz 24; BBH 25
12  Quiz 25; BBH 26
13  Quiz 26; BBH 27
16  Quiz 27; BBH 28
17  Quiz 28; BBH 29
18  Quiz 29; BBH 30
19  Quiz 30; BBH 31
20  Quiz 31; BBH 32
23  Quiz 32; BBH 33
24  Quiz 33; BBH 34
25  Quiz 34; BBH 35
26  Quiz 35; Review
27  Final Exam
## Course Objectives Related to MDiv Student Learning Outcomes

**Course:** Hebrew 1  
**Professor:** Miles V. Van Pelt, Ph.D.  
**Campus:** RTS Jackson  
**Date:** Fall 2011

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.

<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Minimal</td>
<td>1. Learn English grammar while learning Hebrew grammar</td>
</tr>
<tr>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
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</tbody>
</table>
| **Scripture** | Strong | 1. Working with Hebrew OT Grammar  
2. Intro to exegetical skills |
| 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.) | | |
| **Reformed Theology** | Minimal | 1. Discuss the Reformed tradition’s view of use of original languages |
| Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | | |
| **Sanctification** | Moderate | 1. Scripture memorization in class  
2. Weekly chapel required |
| Demonstrates a love for the Triune God that aids the student’s sanctification. | | |
| **Desire for Worldview** | Minimal | 1. Better skill with Scripture enhances ability to conform life to God’s Word. |
| Burning desire to conform all of life to the Word of God. | | |
| **Winsomely Reformed** | Minimal | 1. Hebrew I introduces students to the RTS academic program |
| 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.) | | |
| **Preach** | Minimal | 1. Occasionally show exegetical and preaching angles while working on grammar  
2. Hebrew grammar ultimately should affect sermon preparation |
| Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | | |
| **Worship** | None | *Though all of life is worship. So, studying Hebrew is an act of worship!* |
| Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | | |
| **Shepherd** | Minimal | 1. An increase in ability to read and interpret Scripture should promote shepherding. |
| Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | | |
| **Church/World** | Minimal | 1. An increase in ability to read and interpret Scripture should promote better interaction with the world. |
| Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | | |