



HEB 100 BIBLICAL HEBREW (3)

Fall 2012

Instructor: R. R. Remin

Contacting the Instructor and Class Schedule

Office: L2981

Class Times: W F 11:15-12:30

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Office Phone: 410-2000 ext. 7906

Class Location: L2100

Course Description

An introduction to the grammar, syntax and vocabulary of biblical Hebrew taught inductively from the Book of Esther.

A beginning course in biblical Hebrew and its grammatical structure. Some attention is given to the oral reading of Hebrew. Students will be introduced to hard copy and electronic resources available to assist their study of biblical Hebrew.

Student Outcomes

Primary Outcomes

1. The student will learn and then review the grammatical elements of biblical Hebrew by observation of the Hebrew text so that the student will be able to identify correctly the morphological patterns of the verbs and nouns as well as translate Hebrew text into meaningful English. Students are required to learn the structural markers (morphemes) of the Hebrew language rather than the rote memorization of the same. The emphasis falls soundly on learning to understand the Hebrew text and not necessarily the translation of the text *per se*. The pedagogical methodology of the course presents the student with the opportunity to learn inductively and deductively.
2. From the first lesson the student will be reading Hebrew Biblical text. The student will read in Hebrew the first two chapters of Esther in this semester and more of Esther and the first chapter of Genesis. As time permits selected portions of Amos, Micah, Hosea and the Psalms will be read.
3. The student will commit to memory in this semester a minimum vocabulary of approximately 250 words of Hebrew vocabulary all of which occur more than forty times in the Old Testament or are of particular theological interest.

4. The student will be taught the major reading markers (accents) of Hebrew so that the student can learn to read the texts out loud, discerning the meaningful units in each case.
5. The student will learn how to read and regularly use the Hebrew lexicon which is referred to by the names of its editors, namely, *Brown-Driver-Briggs* and which is abbreviated *BDB*.
6. The student will be introduced to the major reference grammars for biblical Hebrew (Gesenius-Kautzsch-Cowley, Jouon, Waltke-O'Connor) as well as theological dictionaries such as *TWOT*, *TDOT*, *DOTT*, *DBI*, *ABD*, and *IDB*. Some time will be spent discussing computer and internet resources.

Secondary Objectives

7. The student will learn how to observe and how to learn by observation.
8. The student will be introduced to those aspects of Persian culture which are evident in the story of Esther and which are distinct from the Jewish culture of the Old Testament and our modern culture. Thus the need for cross-cultural awareness even within the Old Testament will be demonstrated.
9. The student will read *Tall Tales* which are childrens' stories told in biblical Hebrew. This reading facilitates learning to read more quickly and to read for amusement and pleasure.
10. The student will be introduced to the basic principles of the contextual-syntactical-verbal-theological method of exegesis.

Required Texts

The required texts for this course are:

W.S. LaSor, *Handbook of Biblical Hebrew, an Inductive Approach Based on the Hebrew Text of Esther*, 2 Vol. (W.B. Eerdmans, Grand Rapids, 1978). (Please note that various re-printings of this text have rendered it a one volume text which students will inevitably render a two volume text. This often the Hebrew student's first creative act by division which is usually followed by other less beneficial "creative acts" in a first year Hebrew course when practicing syllabification.)

Brown, Francis, Driver, S.R., Briggs, Charles A. *A Hebrew and English Lexicon of the Old Testament* (Clarendon Press, 1907). There is no value to having an edition with "Strong's numbers" as Strong's dictionary is inaccurate to the point of being dangerous and in any case has been replaced.

Ethelyn Simon, Irene Resnikoff, Linda Motzkin and Susan Noss. *Tall Tales Told in Biblical Hebrew* (EKS Publishing Co., Oakland, CA, 1994).

There are several tools available to help memorize vocabulary. How to memorize vocabulary will be discussed in class. However you need to choose one of the following.

- a. *FlashWorks* via an internet connection.
- b. R.B. Dillar, *Hebrew Vocabulary Cards* (Vis-Ed, Springfield, 1981).
- c. A purchased computer program or something off of the internet. E.g. *Biblical Hebrew Vocabulary* produced by Memorization Technology.
- d. Make your own cards. Be accurate!

The following items are highly recommended to those students who wish to begin using their knowledge of Hebrew in Old Testament exegesis immediately.

Walter Kaiser, *Toward an Exegetical Theology* (Baker, 1981).

Douglas Stuart, *Old Testament Exegesis: A Primer for Students and Pastors* (Westminster Press, 1984).

Course Schedule

This course meets on Wednesday and Fridays from 11:15 a.m. to 12:30 p.m. in one of the classrooms of the Ambrose Seminary.

Special dates to remember are:

September 26 (Wednesday)	No Class -- Community / Spiritual Emphasis Days
November 9 (Friday)	Two Part Test
November 21 (Wednesday)	Word Study / Reference Works Project is due.
November 30 (Friday)	Last Class in this course (Last Day of Classes December 4)
December 12, 9-12 a.m. A2210	Final Examination Seminary
December 13, 9-12 a.m. A2210	Final examination Undergrad
December 14	Last Day of Semester – Very Important!

For other important dates see the Academic Calendar or “Important Information” section below in this syllabus.

Course Requirements

1. Each student will attend all scheduled sessions of this course. Students will not receive marks for attendance but absences will result in deductions from their final grade.

Each class builds on the previous and so missing a class leaves the student at a disadvantage and questions raised because of an absence inconvenience the rest of the class. Moreover the purpose of this course is not to facilitate “an information dump” from the textbook. Learning language requires repetition, hearing, and learning from other students, all of which cannot be done in isolation. Moreover

Hebrew exegesis is a skill and an art both of which improve as a result of the interaction in class between instructor and students and between students. It is in the class that students learn the methodology and catch the passion for the task at hand.

2. Each student will prepare each lesson from the textbook in advance of the class in which it is discussed. Complete assignments as instructed.
3. Each student will write weekly quizzes testing vocabulary and points of grammar.
4. Each student will write a two part mid-term test (in class closed book and open book take-home) as scheduled in the semester.
5. Each student will complete “word study / reference works project” which is a study of a Hebrew word in the various selected reference works available for studying Hebrew and write an evaluation of the works used (A list of possible Hebrew words, the selected reference works and criteria for grading this assignment will be made available.). See “Very Important Notes,” number 2 below for more details.
6. Each student will compile and regularly revise their own synthesis of Hebrew grammar which they are learning.
7. Each student will write the two part final examination (in class closed book and open book take-home) as scheduled by the Registrar during the scheduled examination week.
8. Investigate software options to assist their study of the Greek and Hebrew Testaments. (There is no software package for just one of these languages.) Which program is immaterial. Invest in one is essential. Try out these websites for the best programs. The programs will be discussed in class. But as you investigate ask these simple questions.
 - Which Greek and Hebrew texts are included in the program?
 - Which translations are included – *LXX, Vulgate, RSV, NRSV, NIV, NASB, etc.*?
 - What can be added to this platform? *BDB, Word Biblical Commentary, Bauer-Ardnt-Gingrich, TDNW, Van Gemeren*?
 - All of these programs have “tagged text.” All of them do concordance type searches. But do they have GRAMCORD? What’s GRAMCORD?
 - Do they have a simple mouse click or macro to link to commentaries and lexicons which come with the software package or can be added to the platform?

Here are the three most commonly used programs. All three provide on line demos.

Bibloi 8.0 -- <http://www.silvermnt.com/bibloi.htm> This is the one used in class.

Logos Bible Software -- <http://www.logos.com/> Special rates? Many variations.

Accordance Bible Soft. -- <http://www.accordancebible.com/> MAC platform,

9. A note on the methodology and values adopted in the teaching of this course.
 - a. The instructor recognizes and tries to maintain a sensitivity to the fact that more mature adult learners have a different learning style than undergraduates and that individual students have different learning styles. And so, for example, examinations have two parts – an open book take home and a closed book section written in confinement.
 - b. Patience and repetition are by-words in this course.
 - c. The emphasis falls on learning and understanding as opposed to rote memorization; on recognition as opposed to the ability to reproduce information and data. The ability to reproduce tables and charts does not guarantee that learning and understanding have been achieved.
 - d. The focus is on learning to read and understand as opposed to writing which is a very different skill.
 - e. The instructor is aware that fear (in moderation) may be a motivator to learning but fear in immoderate degrees prevents learning, and will try to set an atmosphere accordingly.
 - f. The instructor assumes that all students have forgotten all of the grammar they had ever been taught and will teach accordingly. The instructor is not as cynical on this point as the author of your text who states that this is a polite way of saying that students weren't taught any.
 - g. Students are encouraged to work together in learning groups.
 - h. To these ends the instructor has adopted certain rules for the class.

The Rules For The Class

Have fun!

Make mistakes!

Ask dumb questions!

Cheat! (Except on the tests and the final.)

Consider this classroom a safe zone!

There are no dumb questions!

There are no topics which are off limit.

Course Grade

The final grade will be determined as follows:

- 15% -- weekly vocabulary/grammar quizzes
- 15% -- Mid-Term Test
- 20% -- Word Study / Reference Works Project
- 10% -- Student's own synthesis of Hebrew grammar and demonstration of knowledge of Hebrew in class.
- 40% -- Final Examination

Although marks are not given for attendance, marks will be deducted for absences. See below for more explanation of the grading system.

Important Notes

1. לֹק הַשְּׂמֵר לְךָ וְשָׁמֵר (Deut 4.9) All hand written tests, examinations, or any other hand written thing you hand to your professor must be written in ink! Your professor cannot and will not read anything written in pencil.
2. לֹק הַשְּׂמֵר לְךָ וְשָׁמֵר All other assignments must be submitted in hard copy. (Do not submit electronic copies and expect me to print them.) Follow these guidelines!
 - All printing is in black ink and on white paper. Twelve point font. There are no other colors or shading. No borders around pages.
 - The cover page will have this information in this order, centered on the page, and nothing else at all.
 - The name of the assignment at the top of the page.
 - Student's name two thirds of the way down the page. Student number is optional, but if included should be on the next line immediately below the name.
 - At least three quarters of the way down the page the words "Ambrose Seminary" or "Ambrose University College" must appear and on the next line the date on which the assignment was handed in.
 - The fonts used must be twelve point standard fonts. The basic fonts such as Calibri, Times New Roman, Arial, etc.
 - Any Greek and/or Hebrew in the assignment must be in a Greek or Hebrew font. Do not put quotation marks around nor italicize any Greek or Hebrew words in Greek or Hebrew fonts. Transliteration is not acceptable except in a direct quotation or a title of a published work. Students will be provided with fonts upon request. However, it is the student's responsibility to ensure that the fonts are correctly printed before the paper is handed in. (Not all printers will correctly print all fonts.) This is the student's responsibility. Papers with incorrectly printed fonts will not be read. In the effect of "font printing failure" the Greek or Hebrew words may be hand printed in black ink. (This was how it was done from the time of the invention of the type writer until the passing of the same when the personal computer was invented.)
 - Footnotes and bibliography must be consistent and in an acceptable format which identifies who wrote what, when and where it was published.
 - One (and only one) staple in the upper left corner. Do not use plastic covers, rings, binders, etc. Think "Adam's ale!"
3. You may **contact your professor** by various means.
 - a. Office Hours. These Office Hours on campus are subject to meetings called by higher authorities (president, dean, registrar), previously scheduled meetings with

other students, the instructor's health (doctors' appointments, medical emergencies), snow storms, ice storms, highway closures, automobile failure, and/or "the crick didn't rise." Book an appointment via email to ensure that I'm here, that you will receive notification of cancellation or you will not be preempted by another appointment (the above notwithstanding) .

- i. Monday Afternoons
- ii. Tuesday Not on campus. By appointment only
- iii. Wednesday Before class; after lunch.
- iv. Thursday After chapel after my morning block class.
- v. Friday Before class; after lunch.

b. Email in the office: rremin@ambrose.edu

c. Voice in the office: 410-2000 ext 7906

4. **Absences** are intolerable because of the nature of the subject being learned and the manner in which this course is taught, namely the inductive method. If you must miss a class please work through the lesson(s) missed and then come to the instructor with any problems or questions. In the event you cannot be prepared, you are better being in class unprepared than not in class at all. Too many absences will affect your final grade (either by examination or adjustment by the instructor.)

5. **Classroom Etiquette.** The following activities are considered poor classroom etiquette:

- Coming in late,
- Talking while someone else is talking,
- Disruptive behavior,
- Consumption of meals as opposed to minor snacks,
(Definition. If a knife, fork, spoon or sticks are required it's a meal!)
- Consumption of snacks in a noisy, smelly and/or disruptive manner,
- Personal grooming,
- Use of electronic devices such as cell phones, *i-pods, etc.*,
- Use of laptops for purposes (*e.g.* watching videos, playing solitaire) not directly connected to the class, and
- The practice of any behaviours considered impolite in adult company or in contravention of the laws of Alberta, specifically those prohibited while driving a motor vehicle.

Depending on the degree and/or frequency of the breach(es) of etiquette, the professor may display his displeasure in any one or more of the following manners:

- Frown, scowl, rolling eye balls (his not yours),
- Utterance of sounds of disgust,
- Sarcastic comments,
- Utterance of specific prohibitions,
- Dismissal of a student from the class,

- Ending the class prematurely, or
- In extreme cases the professor's immediate departure from the classroom.

In extreme cases, in cases where the professor determines that a student's behaviour, attitude or consumables are affecting other student's negatively, the offensive individual and "theirs" will be summarily dismissed from the classroom for a "time out" the length of which will be determined unilaterally by the professor.

6. **Grades for the course.** The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An **appeal for change of grade** on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

7. **Examinations.** Final examinations are held during a scheduled time period at the end of the semester for regular semester classes and are scheduled by the Registrar. Please indicate if this course will have a final examination.

Please note: Students may request revised final exams if they have three exams in one 24-hour period or two exams at the same time. Final exam schedule revision request forms are available at the Registrar's Office and must be handed in by Monday, October 29, 2012 (Fall semester). If you do not have your request in by this date, all exams within a 24-hour period will have to be written as scheduled. If you have two exams at the same time, you will be given four hours to write both exams.

Graded final examinations will be available for supervised review at the request of the student. Please contact your instructor.

8. **Grades for the course.** The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An **appeal for change of grade** on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

9. **Some more very important dates.**

The **last day to enter** a course without permission and /or **voluntary withdrawal** from a course without financial penalty (**drop**) – **Sunday, September 16, 2012** (Fall semester). These courses will not appear on the student’s transcript.

*Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, beginning in the 2010-2011 academic year.*

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to **voluntarily withdraw from a course without academic penalty (withdraw)** – **Monday, November 12, 2012** (Fall semester). A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to

withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

10. It is **the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar**. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.
11. **Extensions and Alternative Examination Dates.** Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period **unless they have received permission for a “Course Extension” from the Registrar’s Office**. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar which is available on line through www.ambrose.edu. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.” The deadline this semester is **November 26**.
12. **Plagiarism and Cheating.** We at Ambrose are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.
13. Students are advised to retain this syllabus for their records.