

BIHE 411 / GOT 511 Hebrew Grammar 1

Fall 2021

Instructor Information

Dr. Andrew Goodwill

Email: andrew.goodwill@mbu.edu

Cell Phone: (920) 545 0232

Office Hours: Tue-Thu 1:30-2:00pm

Office Location: Student Life Office

The best way to connect with Dr. Goodwill is through email. He will check email daily and do his best to respond within 24 hours. If you do not receive a respond within 24 hours, please assume that the email was accidentally overlooked and send a follow-up email.

If your question needs a response sooner than 24 hours, please call/text.

Course Description: An introductory course in Hebrew Old Testament, including the study of word forms, sentence structure, and basic vocabulary. (4 credit hours)

Prerequisite: none

Textbook Information:

Required Texts/Materials

Gary D. Pratico and Miles V. Van Pelt. [*Basics of Biblical Hebrew Grammar*](#), 3rd ed. Grand Rapids: Zondervan. (*the 3rd edition is necessary for the course*)

Gary D. Pratico and Miles V. Van Pelt. [*Basics of Biblical Hebrew – Workbook*](#), 3rd ed. Grand Rapids: Zondervan.

Miles V. Van Pelt. [*Old Testament Hebrew Vocabulary Cards*](#). Grand Rapids: Zondervan.

Students joining the class virtually must have a computer, internet connection, video camera, and a headset with a microphone.

Extra Helps

- Alphabet [Song](#)
- Electronic vocab program: <https://www.billmounce.com/flashworks>
- BBH3 Vocab Helps
 - [Audio Files](#) by chapter
 - [Quizlet](#) folder by BibTheo
- Mnemonics: http://www.hebrewsyntax.org/bbh2/bbh2_vocabulary.pdf
- Help with similar words: http://www.hebrewsyntax.org/bbh2/bbh2_similar_words.pdf

MBU Institutional Outcomes supported by this course:

- **Written Communication.** Students will write correctly and cohesively with compelling argumentation.
- **Critical Analysis.** Students will evaluate concepts from a biblical worldview with logical reasoning and intellectual honesty.
- **Quantitative Reasoning.** Students will apply quantitative skills to interpret data and solve problems.
- **Biblical Interpretation.** Students will interpret Scripture using the historical-grammatical method with careful attention to the immediate and broad biblical context.

Course Goals: By the end of this class, I desire the student to...

1. Have a working knowledge of the grammatical forms of the Hebrew Bible.
2. Possess the necessary foundation for advanced studies in Biblical Hebrew.
3. Better use Old Testament commentaries and Hebrew study helps.
4. Appreciate the grammatical/syntactical differences between the Hebrew and English languages.
5. Posses a growing appreciation for the role of Hebrew in ministry.

Course Objectives: By the end of this class the student will be able to...

1. List from memory the noun endings, strong verb endings, and basic English glosses for common Hebrew words.
2. Parse any weak or strong verb learned during the semester.
3. Translate basic Hebrew narrative passages without the aid of digital tools.
4. Communicate the importance and role of Hebrew in ministry.

Course Participation

Learning a language is journey. If you decide to take a “day off,” you will have twice as far to travel the next. Falling behind is the worst thing you can do in Hebrew Grammar 1 because you may never catch up again. Here are a few strong suggestions to help you be a wise steward of your God-given opportunity to learn Hebrew:

1. **Recognize the stewardship.** God has given you the opportunity to gain a tool that may benefit hundreds of people over the decades that you serve God.
2. **Count the cost.** Hebrew Grammar 1 will likely be the most challenging course you take in Seminary. You will likely need to devote 8–10 hours outside of class per week.
3. **Schedule your study.** A goal without a plan is just a wish. If you want to learn Hebrew, you must set aside daily time and keep that daily time. Studying for 90 minutes a day is much better than studying for 7 hours on Saturday.
4. **Don’t cut corners.** This course is Hebrew Grammar 1, not Hebrew Logos-use 1. I praise the Lord for excellent language tools, but those same tools will harm your learning if you use them outside the bounds to be discussed in class.
5. **Do the little things.** The quizzes and tests are weighted heavier than the weekly reports, but do not underestimate the value of the oral and aural exercises. Your grade may not suffer from slacking in those areas but your foundation in Hebrew will.

Course Requirements

Content Engagement Report (CER)

Aural, oral, and visual interaction with Hebrew is critical to a student's success. The weekly CER is due on Thursday and includes a variety of exercises that may change from week to week (see individual coursework assignments for details). Core exercises include listening to Hebrew while following along with the text, vocalizing the Hebrew text, and memorization drills of key Hebrew paradigms (e.g., vowel chart, verb stem/theme chart).

Homework Checks

Homework is due the class period for which it is assigned (see schedule below and coursework page). A homework check may be given during any class period that has a workbook assignment or translation assignment. Check questions will be given on a the screen and may include content and completion questions. Students answer the check on their own piece of paper, grade their check, and submit it to the instructor. Virtual students may take a photo and email their check to the instructor.

Quizzes

Periodic quizzes are given over textbook content and vocabulary. Vocab review quizzes cover all of the learned vocab to date. These quizzes are given in class.

Tests

This course includes two tests that cover all of the textbook content learned to date. Tests are taken in class.

Final Exam

The final exam is two-part and given in-class during the last two class periods. Details for the final exam will be given in class as the semester progresses.

Outside Reading Journal

Hebrew Grammar does not naturally lend itself to outside reading. However, there is benefit in stepping away from the content details and remembering the purpose for learning Hebrew. The outside readings are relatively short. The journal should answer the question given in the requested word amount (250-300 words).

Tutorial Class Attendance

Tutorial classes for Hebrew Grammar 1 are held virtually during the class hour on Fridays. Tutorial class is option for students who have a B- or higher in the class. Students with C+ or below grades must attend tutorial class. Attendance requirements are reevaluated every two weeks.

Grading Policy

1. Grading scale:

94–100	A	84–87	B+	72–75	C+	55–64	D
88–93	A–	80–83	B	69–71	C	0–54	F
		76–79	B–	65–68	C–		

Scale is an approximate. The instructor reserves the right to broaden the letter grade range

2. Grade weighting:

Content Engagement Report	20%
Homework Checks	20%
Quizzes	20%
Tests	20%
Outside Reading	5%
Final Exam	15%

3. Late work policy: All reading reports and quizzes will receive a 4% late penalty per day after the due date. Extensions will be given on a case-by-case basis. *No late penalties will be forgiven if the student does not communicate with the instructor before a due date.*

Homework checks cannot be made up. The three lowest grades on checks will be dropped. A missed check will count toward the lowest grade.

Deadline extension requests (requests to complete course after the semester ends) will only be considered for serious extenuating circumstances such as lengthy illness or death in the family (Seminary Catalogue for more information).

4. Program Grade Requirements: In order to graduate, a student must earn a minimum grade point average of 3.0 (including a maximum of two Cs) in any MA program, or a minimum grade point average of 2.5 in the MDiv program.
5. Attendance Expectations: Students in traditional or virtual classes are expected to attend a minimum of 80% of the class sessions (in this case 45 of 56 class sessions). Failure to attend 80% of the class sessions will result in a failing grade for the course.

Makeup Policies

Quizzes/Tests must be taken when scheduled or in advance of an absence. Quizzes missed due to absences will be assessed the standard seminary 4% per day late penalty.

Course Calendar

Date	BBH3 Chapter	Workbook / Activity	Misc. Assignments	Quiz/Tests
8/30	<i>Course Introduction</i>			
8/31	Chapter 1: Hebrew Alphabet			
9/1	Chapter 2: Hebrew Vowels	Workbook 1: I (#1-25), II, III		
9/2		W2: I, II	Content Engagement Report 1 (<i>due Sat</i>)	Quiz 1: vowel chart
9/6	Chapter 3: Syllabification and Pronunciation		Outside Reading Journal, "Why Study Hebrew"	
9/7		W3 I, II		
9/8	Chapter 4: Hebrew Nouns			
9/9		W4 I, II, III, IV (#3-8)	CER 2 (<i>due Sat</i>)	Quiz 2 (BBH 1-4)
9/13	Chapter 5: Definite Article and Conjunction Waw	W4 IV (#9-18), 6		
9/14		W5 I, II,	Outside Reading Journal, "Should I Learn Hebrew..."	
9/15	Chapter 6: Hebrew Prepositions	W5 III, IV		
9/16		W6 I, II	CER 3 (<i>due Sat</i>)	
9/20	Chapter 7: Hebrew Adjectives	W6 III, IV		
9/21	Chapter 8: Hebrew Pronouns	W7 I, II, III, V		
9/22		W8 I (#1-5), II (#1-5), III		Quiz 3 (BBH 5-8)
9/23	Chapter 9: Hebrew Pronominal Suffixes	W8 V	CER 4 (<i>due Sat</i>)	
9/27		W9 I, II		
9/28	Chapter 10: Hebrew Construct Chain	W9 III		
9/29		W10 I, II, III (#1-5), V (#1-4)		
9/30	Chapter 11: Hebrew Numbers		CER 5 (<i>due Sat</i>)	Vocab Review Quiz
10/4		W11 I		Test 1
10/5	Chapter 12: Introduction to Hebrew Verbs			
10/6		W12 I, II		
10/7	Chapter 13: Qal Perfect Strong Verbs		CER 6 (<i>due Sat</i>)	
10/11		W13 I, II, III		
10/12	Chapter 14: Qal Perfect Weak Verbs	W13 V / Qal paradigm chart (perfect)		
10/13	Chapter 15: Qal Imperfect Strong Verbs	W14 I, II, IV		

10/14		W15 I, II / Qal paradigm chart (perfect-imperfect)	CER 7 (<i>due Sat</i>)	Quiz 4 (BBH 12–15)
10/18	Chapter 16: Qal Imperfect Weak Verbs	W15, III, V		
10/19		W16a I, II, III		
10/20	Chapter 17: Waw Consecutive	W16b I, II		
10/21		W17 I, II,	CER 8 (<i>due Sat</i>)	Quiz 5 (Qal)
10/25	Chapter 18: Qal Imperative	W17 III, IV		
10/26	Chapter 19: Pronominal Suffixes on Verbs	W18 I (#1-15), II, IV (#1-5)		
10/27		W19 I, II,		
10/28		W19 III, IV	CER 9 (<i>due Sat</i>)	Quiz 4 (BBH 16–19)
11/1	Chapter 20-21: Qal Infinitives			
11/2		W20 I (#1-10), II (#1-5), III W21 I (#1-10), II		
11/3	Chapter 22: Qal Participle	W20 IV / W21 III		
11/4	Chapter 23: Sentence Syntax	W22 II	CER 10 (<i>due Sat</i>)	Vocab Review Quiz
11/8		W23 I		Test 2
11/9	Chapter 24–25: Niphal Stem			
11/10	Chapter 26–27: Hiphil Stem	W24 II / W25 II (#1-14)		
11/11	Chapter 30–31: Piel Stem	W26 II (#1-10) / W27 II (#1-14)	CER 11 (<i>due Sat</i>)	
11/15		Hebrew Reading 1 (1 Kings 8:22–26)		
11/16		Hebrew Reading 2 (Genesis 9:8–13)	Outside Reading Journal, <i>God, Language, and Scripture</i> (11–17)	
11/17		Hebrew Reading 3 (Deuteronomy 10:12–14)		
11/18		Hebrew Reading 4 (1 Kings 8:55–58)	CER 12 (<i>due Sat</i>)	
11/29	Reading: Genesis 37:1–3			
11/30	Reading: Genesis 37:4–6			
12/1	Reading: Genesis 37:7–9			
12/2	Reading: Genesis 37:10–13		CER 13 (<i>due Sat</i>)	
12/6	Review			
12/7	Review			
12/8	Final Exam			Exam (part 1)
12/9	Final Exam			Exam (part 2)
12/13–15 Open Finals Exams				

Appendix A

Academic Dishonesty. Academic dishonesty is a serious offense, and it can exist in many forms. For example, the following would be considered a sample of academically dishonest activities that might occur in this class:

- ◆ Sharing advance information regarding the content or answers for a test or quiz.
- ◆ Receiving advance information regarding the content or answers for a test or quiz.
- ◆ Using a previous student's old tests or quizzes as a study guide for this semester's tests and quizzes.
- ◆ Handing in the same paper or substituting a similar paper in more than one class without permission.
- ◆ Plagiarism. Representing the words or unique thoughts of another as your own.
- ◆ Submitting as your own, materials that have been enhanced by another.

Academic penalties for academic dishonesty range from an F grade on the particular evaluation to an F grade in the course. Also, a range of serious disciplinary penalties may apply.

Academic Success Center. Once source for academic help in any course is the Academic Success Center. If you require specific targeted academic help for any reason contact the Academic Success Center located in the Cedarholm Library. If you would like more information regarding targeted academic help, please contact the Academic Success Center director at academicsuccess@mbu.edu.

The Americans with Disabilities Act (ADA) The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the law requires that all students with disabilities be given a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Academic Success Program Director, in the Library, (ph. 920/206-2340) or email academicsuccess@mbu.edu.

Library Services. The Maranatha Cedarholm Library is committed to providing services to distance education students that are equivalent to residential students. Read about the library services that are available to you through Cedarholm Library. You can search the library resources by clicking on the Library link found under Quick Links on the sidebar in MyMaranatha.

Netiquette: Netiquette refers to the standards of behavior for online communication.

- All communication in discussion forums and through email should be respectful and professional.
- If someone asks you a question in a discussion forum, take the time to respond.
- If a coursemate or the instructor sends you an email, acknowledge that you received it by responding with a quick email.
- Your posts should be related to the course content. If you would like to chit-chat with someone, use email or the Virtual Café
- found on the Collaboration page.
- Don't type your posts in ALL CAPS. This makes the reader think you are yelling.

Technology Problems:

Technology problems are not an acceptable excuse for missing an assignment. Technology will break down and fail at some point. Its failure is a normal process life, not an emergency. As you plan ahead

and manage your time, assume that technology will fail, especially if you wait until the last minute to do an assignment!

When you have a problem with MyMaranatha or any other MBU website, please contact support@mbu.edu. If you are having difficulties navigating this course or have questions about how to use technology required for this course, please send me a quick email (andrew.goodwill@mbu.edu).