SYLLABUS
Heb 511: HEBREW GRAMMAR I
B.M.A. Theological Seminary  Fall Semester 2009
Professor--Dr. Greg W. Parsons

I. Course Description

This is an introduction to basic Hebrew grammar and syntax. Emphasis is placed on acquiring a vocabulary, developing various grammatical skills by doing translation exercises, and learning the paradigms of the Qal verb stem.

II. Course Objectives

The two primary objectives for Hebrew grammar are as follows: (1) To acquire a working knowledge of the basic principles of Hebrew grammar and syntax (the way words function in a sentence) including the ability to parse. (2) To apply these principles in developing the ability to translate Hebrew exercises including portions of the Hebrew Old Testament. Thus the student (in this first semester) will be expected:

1) To learn the basic structure of the consonants, vowels and syllables with their pertinent rules and exceptions.
2) To begin to build a modest vocabulary of Hebrew words.
3) To gain understanding of basic grammatical points by seeing them applied in assigned translation exercises.
4) To know the paradigms for the noun and the verbal system (esp. Qal stem)—essential for parsing and translation.
5) To acquire and develop skill in translating elementary Hebrew exercises.

III. Requirements

A. Textbooks


Suggested helps in pronunciation are (1) Menahem Mansoor, Biblical Hebrew Step by Step, Vol. 1 & accompanying cassette tape; (2) Ethelyn Simon, Nanette Stahl, Linda Motzkin, & Joseph [Syllabus date: 6-30-2009]
Anderson, *Teach Yourself to Read Hebrew*, a booklet with cassette tape, using the official modern pronunciation; & (3) Jonathan T. Pennington, *OT Hebrew Vocabulary* (Zondervan 2003)—two CD ROM’s with modified traditional pronunciation of all words used over 20 times (by frequency).

For other grammatical helps, see brief bibliography (p. 7).

B. Exams

Three major exams are scheduled this semester as well as several periodic quizzes on vocabulary words and various crucial grammatical paradigms. (See the Class Schedule below.) None of these assigned quizzes may be made up unless there is an excused absence. Also, the student is responsible for a "pop" quiz at other times if the teacher feels that this is appropriate.

C. Grading

First exam--20% Second exam--20%; Final exam--30%, Quizzes 25%; Daily class preparation including attendance- 5%.

D. Tips for class preparation

Class preparation should be consistent and thorough. The work required to learn a language is considerably more than for other classes. Consider the following guidelines:

1) Time. The most effective way to learn a language is to spend time regularly studying the material. The optimum time is to study shortly after class when the instructions are fresh in your mind. Instead of waiting until the last moment to do an assignment, budget your time to allow for several opportunities to work. A shorter period each day is far more profitable than a longer period the night before.

2) Attendance It is important for the student to attend every class. Even if your homework is not finished, the exposure to Hebrew in class should not be missed.

3) Homework and study Utilize the following approach to the assignments to promote maximum learning. In preparation for class, first learn the new material covered in the lesson (by studying from Ross in correlation with teacher’s class notes). Then scan Pratico & Van Pelt [P/VP]. Try to memorize the vocabulary words for lesson assigned; next try to do the assigned lesson in PVP first without consulting the material (i.e., by merely recalling it from memory); and finally check your work by consulting the answer key or notes to see that it is done correctly. Then do Ross (section B—Hebrew to English) before trying to do Ross (section A—English to Hebrew). Sometimes the student may not be able to finish every part of the homework. If this occurs, concentrate on the purpose of the assignment and do as much as possible. Try to do at least a little on each separate part/section of assignment. The homework should be written out at least at first--so that it may be collected and recorded. The assignments will not be collected every day; When occasionally asked for, this work will not be graded according to whether or not it is correct. However, it will serve to help in the evaluation of the student’s daily work and for spotting possible problem areas to be reviewed.

4) Vocabulary. Because there is almost no correlation between Hebrew and English (in contrast to Greek and English), special attention must be given to learning vocabulary. When memorizing vocabulary, be sure to speak the words out loud precisely (and correctly),

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3 For example, see Pennington, *OT Hebrew Vocabulary* (page 1 of this syllabus) whose pronunciation is only slightly different than that practiced in this class.
to write them out in Hebrew repeatedly; and to try to associate the words with something meaningful (cf. the various comments on particular words in Ross). Furthermore remember to memorize the vocabulary words before trying to do the lesson assignment (see above).

E. Use of class time

Class time will be divided between the introduction of the new material and the review of the lesson and homework. Although it will not normally be possible to cover every detail of the day’s assignment, the most difficult areas will be explored. The student is encouraged to ask questions so that help can be given and time devoted to beneficial discussion.

IV. Class Schedule (2009)

Sept. 1 Tues. Brief review of course syllabus. Hebrew amongst the Semitic languages. Discussion of consonants. Assignment: Read Ross, pp. 11-16, 19-27; Pratico & Van Pelt, ix-xi. If time permits, consult alphabet and transliteration resources from websites listed in bibliography (see p. 8 below).

Thurs. Assignment: Learn Hebrew alphabet (consonants), pronunciation, transliteration, identification of, and how to write them. Study Ross, pp. 16, 19-32 and do exercise #1.8 (p. 32--odd numbers); read Pratico & Van Pelt[P/VP], pp. 1-7 & do P/VP workbook pp. 1-4 (all) and odd # on p. 5. Perhaps utilize alphabet and transliteration drills from websites (p. 8 below). Review of consonants and drill on pronunciation. Lecture on the vowel points, vowel letters (matres lectionis), and syllable structure (including accents and metheg).

Sept. 8 Tues. Assignment: Study Ross, pp. 33-41, 49-51, 83-84 (#2.1--2.7, #2.9; #4.1--4.2, #9.4--9.5) and do exercises in Weingreen pp. 5 and 6. Read P/VP, pp. 8-17 and do workbook pp. 7-8 only (odd#). *Learn vowel points & letters.

Thurs. Assignment: Study Ross, pp. 43-47 (#3.1--3.6) and do transcription exercises in Weingreen, p. 11. Read P/VP, pp. 13, 20-21, 38-39 [#2.11, 3.6, 4.12]. If time permits, study Vasholz, pp. 6-10. Lecture: Maqqeph & mappiq; gutturals; quiescent letters; daghesh lene and daghesh forte; q*m#x-TWp.

Sept. 15 Tues. Assignment: Vocabulary Quiz One (on Ross, #2.9, #3.6 & P/VP, #3.12). Study Ross, pp. 24-25 (#1.3.6 and #1.4), 40 (#2.8), 51-53 (#4.3--4.5); 56-58 (#5.1--5.4); 63-64 (#6.1--6.2) & also p. 60 (#5.8) and do transcription exercises in Weingreen, pp. 13-14 (including daghesh lene/forte exercises on same page handout?). Read P/VP, pp. 19-20, 22-23, 25-26 (#3.5, #3.7, #3.8--3.9, #3.13) and do ex. in workbook (p. 13 only--odd#).

Lecture: the article.

Thurs. Assignment: Study Ross, pp. 59, 64-65 (#5.5, #5.7, #5.9, #6.3) and do 2nd part of exercise 1 in Weingreen [p. 26--English-Heb. only (#1, 3, 7, 11, 13)]. Read P/VP, pp. 40-43, 46-49 [#5.1--5.6, #5.9--5.12] and do workbook exercise on the article p. 21 [all #1-20]. Lecture: Hebrew prepositions (esp. inseparable ones)
Sept. 22      Tues. **Vocabulary Quiz Two** (on Ross, #4.5; #5.9; #6.5 and P/VP, #4.10 & 5.9).  
**Assignment:** Study Ross, pp. 45-46, 59, 66, 78-79, 83 (#3.4, 5.6, #6.4--6.5, #8.4 & #9.3). Study P/VP, pp. 50-54, 56-57 [#6.1--6.6, #6.8--6.9] and do exercise 6 in workbook (all on pp.25 & 27; for pp. 26 & 28--odd# only). If time permits, study Vasholz, pp. 14-15 and 19-21. Also read Weingreen, p. 28 (#6 & #7).  
Lecture: Hebrew nouns; the conjunction; note on verb (3cpl).

Sept. 24    Thurs. **Assignment:** Study Ross, pp. 71-75, 76-79 (#7.1--7.5; #8.1--8.3 & #8.5) and do exercises #7.6(pp. 74-75—all odd+#12) and # 8.6b (p. 80—Heb.-Engl. odd #). Study P/VP, pp. 28-36, 43-45 [#4.1--4.10; #5.7] & do ex. 4—all # on pp. 15-16; for p. 17 *advanced part 1 -do all but omit "segholate" nouns*. Read Weingreen p. 38 (note to ex. 4).  
Lecture: adjectives

Sept. 29    Tues. **Vocabulary Quiz Three;** [on Ross #7.5, #8.5, #9.6 and P/VP, #6.9 & #7.8.  
**Assignment:** Study Ross, pp. 81-82, 83-84 (#9.1-9.2 & #9.5) and do p. 85 exercises #9.7a (#1, 2, 4, 9, 11) and #9.7b (all odd #). Study P/VP, pp. 60-69 [#7.1--7.5, #7.7--7.10] and do ex. 7 in workbook (pp. 29-33--odd#; plus p. 30, #8, p. 31, #4).  
Lecture: Absolute & construct states.

Thurs. **Assignment:** Study Ross, pp. 98-106 (#12.1--12.8). Also see Ross #9-4 & 9.5. Study P/VP, pp. 95-112 (#10.1--10.9) and do PVP workbook exercise 10 (pp. 49-55, all odd# and p.56-- #1, 3, 5, 6-10, 14, 16, 17-18); Ross, # 12.9(b), #1 and 3.  
Lecture: Pronominal suffixes of the masc. & fem. singular noun; sign of definite object

Oct. 6   Tues. **Assignment:** Quiz Four--**Pronominal suffixes of masc & fem. singular Type 1** P/VP, pp. 80, 82, 83 or Weingreen, pp. 50 & 60. Study Ross, pp. 90, 108-109, 113-115, 116-118 (#10.6; #13.1--13.2; #14.1--14.3, #14.6-14.7) and do ex. 14.8a (#1, 3, 4, 6-8, 13) & 14.8b (#2, 3, 7, 8, 10). Study P/VP, pp. 54-55, 80-86 [#6.7; #9.1-9.11 (type 1 suffixes only)]. Read Weingreen, pp. 50-53 (#25-27) & 60-61.  
Lecture: Personal pronouns & the paradigm of the regular verb (Qal perfect). Brief orientation to exam expectations.

Thurs. **Assignment:** Study Ross, pp. 86-93, 94, 128 (#10.1--10.8; #11.1 & #16.4) and do exercises #10.9a & 10.9b (all odd#) & 11.5 (b) #2 (p. 97). Study P/VP, pp. 70-71, 87-88, 139-142, 148-149 (#8.1--8.4; #9.14; #13.1--13.7, #13.15) and do exercises #12a in workbook pp. 60-61(#1, 4, 6, 10, 12) & exercise #13 pp. 67-68 (odd #). Also do odd # in PVP lesson 8(p. 35). For review, study Ross, 427-439.  
Brief lecture: demonstrative adjectives & two prepositions with suffixes. Review for exam.
Oct. 13: **FIRST EXAM**  *Start early at 12:15.* (1) Grammar--ability to transliterate and list guttural peculiarities; know rules for article and how to apply them; be able to construct a noun chart for absolute and for construct states; know pronominal suffixes for singular; plus other odds & ends (definitions of metheg, mappiq, & maqqeph & “passive” knowledge of Qal perfect). (2) All vocab. for semester including material covered for previous quizzes (*plus Ross #10.8; #11.4; #12.8 & #14.7 and P/VP #10.7; #12.18 & #13.15*). (3) Translation: Possibly about one-half of exam from previous examples and the rest consisting of new translation examples (perhaps open textbook).

Thurs. Brief review of Qal perfect (strong verb) paradigm; brief introduction to basic use of lexicon. **Assignment:** Study Ross, pp. 94-96, 159 (#11.2--11.4, 21.5) and do ex. #11.5a (odd#1-17) & #11.5b (odd#). Study P/VP, pp. 71-74 (#8.5--8.7) & 87 (#9.12--9.13) & do exercises in PVP workbook [pp. 37-38 Bible translation (odd #--1-11 plus # 10 & #14)]. Read Weingreen, p. 63 & read P/VP workbook ex. 12b concerning a Hebrew lexicon (pp. 63-66). Lecture: So-called relative pronoun, interrogative pronouns (plus he interrogative), and idiom for possession in point of time.

Oct. 20: **Quiz Five--paradigm of regular verb (Qal perfect).** **Assignment:** For review of regular verb, do exercises in P/VP workbook, p. 72 (#1-9 all). Study Ross pp. 109-111, 145-147 (#13.3--13.6; #19.5--19.6) and do ex. #13.7b only (odd #) and #19.7a(p. 147--#1 and 3 only). Study P/VP, pp. 74-80(#8.8--8.14), p. 94 (#9.20) and do portion of workbook exercise p. 38 (#12 and 13). Read Weingreen pp. 72-73 (#38) and do portion of workbook exercise p. 73 (#1 and 3 only) & p. 81 (#5 and #7 only).

Lecture: Qal active participle; he directive (or terminative).

Thurs. **Assignment:** **Quiz 5a--Qal active Participle.** Study Ross, pp. 126-128, 129, 133 (#16.1--16.3, #16.5, 17.4) and do ex. #16.6a (only #1,4, 5, 9, 13) & #16.6b (odd # 1-5 plus # 8 & 10). Study P/VP, pp. 63-64, 259-260, 262-264 (#7.6; #22.1--22.3, #22.5). Do Weingreen, p. 68 (#5, #7 and #13).

Lecture (first): plural nouns with suffixes (including prepositions with pl. noun suffixes), irregular nouns and segholate nouns.

Oct. 27: **Assignment:** **Quiz 6: Vocab.** on Ross #11.4; #13.6; #15.9; #16.5 & P/VP, #8.12; #9.17. Study Ross, pp. 115-116, 119-124, 133 (#14.4--14.5, #15.1--15.9; #17.5) and do ex. #14.8a (#2, 5, 7, 12, 14, 17-19) #14.8b (#1, 4-6, 10) and ex. #15.10a (#1, 3, 10, 11, 12, 13, 17) & #15.10b (odd #). Study P/VP, pp. 80-87 (#9.2--9.13--type 2 suffixes plus #9.17--9.19) and do exercises in workbook pp. 45-48 (odd #). Study Weingreen, pp. 69-70, 72, 82-84.

Lecture: Imperfect and imperative of Qal regular verb.
Assignment: Study Ross, pp. 131-134, 149-150, 151-152 (#17.1--17.6, 20.1--20.2, #20.5--20.6) and do exercise #17.7a--only #1-13(odd) & #17.7b (odd #). Study P/VP, # 15.1—15.5; 15.7-11 & #18.1--18.7, #18.17); do workbook exercises #15 (pp. 89-91 all odd # plus p. 90--#4) & #18a (pp. 135 -136 all except omit # 5, 9, 13 & 17); & p. 139--all odd #). Review paradigm of imperfect and imperative. Overview of exam expectations.

Nov. 3 Tues. (1) Quiz Seven on paradigm of imperfect (2) Quiz Eight on imperative paradigm. (3) Cumulative Vocabulary Quiz for whole semester [all previous vocab. plus Ross #17.6 and P/VP, #15.11 & #18.18[17]] which counts at least 3 times as much as regular quiz. Review for exam. Assignment: for review, study Ross, 434, 440-442, 444. If time permits, prepare progress tests 1, 2, 3, and 4 in Vasholz, pp. 30, 62-63, 75-76, & 82; see also Vasholz, pp. 83-85. Review for exam. Lecture: waw consecutive (brief lecture)

Thurs. SECOND EXAM: Start 12:15? Approximately one-half of exam from previous examples and the rest consisting of new translation examples (perhaps open textbook). [Responsible for all verb paradigms. Otherwise primarily covers material since last exam in Ross & P/VP; probably omit separate vocab. section; cf. also corresponding material in Weingreen & Vasholz.]

Nov. 10 Tues. Assignment: Study Ross, pp. 136-140 (#18.1--18.5) and cf. pp. 156-157 (#21.1) and do ex. #18.6c -odd#) & 18.6d(odd#). Study P/VP, pp. 195-207 (#17.1--17.11) and do exercises in workbook (pp. 125--#1-2, 9; pp. 126-127 (#1-4, #7-8) & p. 132 (#7). Review of waw consecutive. Lecture: stative verbs; waw disjunctive; the particle hN@h!

Lecture: Volitives (including cohortative and jussive).

Nov. 10 Tues. Assignment: Study Ross, pp. 149-154 (#20:1--20.8) and do ex. #20.9a (#2-5, #7-9, 14) & ex. 20.9b (#2-10). Study P/VP, pp. 209, 217-223 (#18.1, #18.13--18.18) and do ex. #18a (pp. 135-136--#5, 9, 13, 17; p. 142--#5& #6; p. 143--#2). Also translate Genesis 1:3-4a from Hebrew Bible Lecture: Qal passive participle (plus brief review of Qal active ptcp.) Partially excused absence for BMA OF TEXAS--(only if attend necessary session).

Thurs. Vocabulary Quiz Nine: Ross #18.5; #19.6; #20.8, #21.6 and P/VP, #17.10. Study Ross, pp. 157-160 (#21.2--21.6) and do #21.7a (#1 and #3) & 21.7b (odd#). Study P/VP, pp. 264-273 (#22.6--22.14) and do workbook (pp. 182-183--#9 and #11
Lecture: Infinitives (Ross, pp. 161-71).
Nov. 24 Tues. Assignment: Study Ross, pp. 161-171 (#22.1-22.6 #23.1-23.6) and do ex. #22.7a (#1, 4, 7, 9); ex. 22.7b (odd#); ex. #23.7a (#1, 4 & 7) & #23.7b (odd #). Study P/VP, pp. 237-238, 241-250 (#20.1-20.2, #20.8-#20.15) and pp. 251, 253-258 (#21.1-21.2, #21.5-21.10) and do ex. in workbook pp. 167-168 (odd#1-11) & pp. 175-176 (#2, 4, 5, 10 only).

Lecture: Brief look at 7 verb al stems (Ross, 187 & P/VP, 124-128); focus on Niphal stem.

Thurs. Assignment: NO CLASS. HAPPY THANKSGIVING.

Dec. 1 Tues. Vocabulary Quiz Ten: Ross #22.6, #23.6 & #26.4 and P/VP #21.9 & 22.13

Assignment: Study Ross, pp. 187-191 (#26.1-26.4) and do #26.5a (p. 191-odd#1-9) and 26.5b (all odd#). Study P/VP, pp. 124-128 (#12.5-12.10) & pp. 289-298 (#24.1-24.17) and do workbook pp. 191-192 (diagnostic plus parsing all #1-11) and translate p. 193 (#1-9) & pp. 194-195 (#1, 2, 5, 8, 9). If time permits, study Vasholz, pp. 118-22. Review for quiz.

Brief orientation to final exam.

3 Thurs. Parsing Quiz on Qal & Niphal with emphasis on basic similarities and differences between infinitives, Qal and Niphal imperatives (esp. m.sg.), Qal active & passive participle plus Niphal participle. [Probably also include other forms such as Qal stative, Niphal imperfect, etc.] Be sure to finish any left-over work from last class assignment. Review for exam. Fill out evaluation forms (if applicable)

Dec. 8 (or 10??) FINAL EXAM. A two-part comprehensive exam. Part 1: All verb paradigms (cf. PVP 416-417 Qal & Niphal plus Ross, pp. 544-45) and all vocabulary from whole semester—see all previous quizzes plus P/VP #20.14. Part 2: Translation—primarily covering concepts in Ross & P/VP since last exam plus corresponding material in Vasholz. Emphasis to be on new material translated "open book" (i.e., Ross & P/VP [vol. 1 only]). See Ross p. 190 (for translation guide). Be sure to know the diagnostic pattern for the Niphal (see PVP, 438-39) and be able to parse any form of Qal or Niphal.

V. Selected Bibliography

(A partial list of other best basic grammars and resources)


Software:

Gary D. Pratico and Miles Van Pelt, Basics of Biblical Hebrew Grammar. 2nd ed. Grand Rapids: Zondervan, 2007. Textbook comes with CD ROM which has answer key for exercises in the workbook as well as other helps.

Websites:
http://biblical-studies.ca/blog/wp/2006/09/07/abbott-costello-learn-hebrew/

http://biblical-studies.ca/hebrew/pdfs/Hebrew_Alphabet.pdf
Excellent alphabet with transliteration (including vowels)

http://home.pacbell.net/meldridg/songofthelamb/hebrew/alephbet.html
Alphabet drill

http://www.netwaysglobal.com/cgi-bin/HebrewFlashCards.cgi
Flashcards of Hebrew “alephbet” (+quizzes of transliteration?)

http://home.pacbell.net/meldridg/songofthelamb/hebrew
Alphabet, verb parsing, vocabulary based on The First Hebrew Primer, by Simon, Resnikoff, and Motzkin.

http://www.animatedhebrew.com/lectures/index.html
Lectures based on Ross’s grammar