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  (Homework + material on 1st exam)

2) To begin to build a modest vocabulary of Hebrew words. (Several specific vocabulary quizzes and vocabulary portions on 3 major exams)

3) To gain understanding of basic grammatical points by seeing them applied in assigned translation exercises.  (Daily homework assignments covered in class)

4) To know the paradigms for the noun and the verbal system (esp. Qal stem) -- essential for parsing and translation.  a) Teaching of diagnostic patterns from Pratico-VanPelt (PVP) and mechanical parsing system from Ross (weekly exercises from both books)  b) specific verbal paradigm quizzes and portions for paradigm reproduction and/or parsing required on each of last 2 major exams

5) To acquire and develop skill in translating elementary Hebrew exercises. (Daily homework + portions on each major exam)

III. Requirements

A. Textbooks


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1 [Syllabus date: 8-30-2015—May be slightly changed if necessary]

2 Contact Information for Dr. Greg W. Parsons:  E-mail:  greg.parsons@bmats.edu

Office phone:  903-586-2501, ext. 212. **Americans With Disabilities Act (ADA):** Baptist Missionary Association Theological Seminary supports the Americans with Disabilities Act (ADA). (See details at the last section of this syllabus below.)
Suggested helps in Hebrew alphabet and pronunciation:

   Good basic pronunciation of all consonants (but both aleph and ayin completely silent)-- with clickable letters which show how to correctly write or them in book print, block print (manual) and cursive + pronunciation

2) Helpful introduction to all consonants and all vowels using typical Sephardic pronunciation; [http://www.youtube.com/watch?v=Uz_m118Yheg&feature=related](http://www.youtube.com/watch?v=Uz_m118Yheg&feature=related)

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 selected bibliography below (7-8. especially websites).

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 especially from Ross in correlation with teacher’s class notes). Then scan Pratico & Van Pelt [PVP]. 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.

Note: Some students find it beneficial to examine what will be lectured on a particular day and to read over quickly the new material (which is listed on the following day).

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), 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 (2015)

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.

Lecture: Maqqeph & mappiq; gutturals; quiescent letters; daghesh lene and daghesh forte; qāmes-ḥātūp.

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]

Lecture: Maqqeph & mappiq; gutturals; quiescent letters; daghesh lene and daghesh forte; qāmes-ḥātūp.

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.

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3 For example, see Pennington, *OT Hebrew Vocabulary* whose pronunciation is only slightly different than that practiced in this class (see above, top of p. 2 for this +2 other listed resources).
Sept. 17 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). Also read Weingreen, p. 28 (#6 & #7). Lecture: Hebrew nouns; the conjunction; note on verb (3cpl).

Sept. 24 Thurs. **Assignment:** Study Ross, 71-75, 76-79 (#7.1--7.5; #8.1--8.3 & #8.5) and do exercises pp. 74-75 #7.6a (all#) & b (all odd#) 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 [= the construct chain]

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.66-- #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 Tues. **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 type 1 [=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 Tues. **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 homework in Weingreen, 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; #21.1--22.3, #22.5). Do Weingreen, p. 68 (#5, #7 and #13).

Lecture (first): plural nouns with suffixes (including with type 2 prepositions [pl. noun suffixes]), irregular nouns and segholate nouns

Oct. 27 Tues. **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.

Oct. 29 Thurs. **Assignment:** Study Ross, 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, 8, 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. Review for exam. **Lecture:** waw consecutive (brief lecture)

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

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 הַנִּקְהָנְךָ: Excused absence for BMA OF TEXAS [in Houston] but only for necessary session.

Nov. 12 Thurs. **Assignment:** Study Ross, pp. 143-147, 156-157, 204 (#19.1--19.6; #21.1; #28.3) and do ex. 19.7 a(#2, 8-9, 12) ex. 19.7b (all odd# plus #10). Study P/VP, pp. 143-147, 149-150 & 169-170 (#13.10, 13.13; 13.16 & #15.6). Study Weingreen, pp. 254-255 (3 Qal columns). **Lecture:** Volitives (including cohortative & jussive). 

Nov. 17 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 ptp.)

Nov. 19 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 and #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 verbal stems (Ross, 187 & P/VP, 124-128); focus on Niphal stem.

26 Thurs. **NO CLASS. HAPPY THANKSGIVING**

Dec. 1 Tues. **Vocabulary Quiz** Ten: **Ross #22.6, #23.6 & #26.4 & P/VP #21.9 & 22.13** Assignment: Study Ross, 187-191 (#26.1--26.4) and do #26.5a (p. 191--odd#1-9) and 26.5b (all odd#). Study P/VP, 124-128 (#12.5--12.10) & 289-298 (#24.1--24.17) and do workbook 191-192 (diagnostic plus parsing all #1-11) and translate p. 193 (#1-9) & 194-195 (#1, 2, 5, 8, 9).
Review for quiz. Brief orientation to final exam.

Dec. 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. [Study Ross, "Lesson(s) at a Glance" and study charts in Ross & PVP.]

V. Selected Bibliography


Van Pelt, Miles V. and Pratico, Gary D. Biblical Hebrew Survival Kit. Zondervan. 3 resources: Study guide laminated sheet; Hebrew vocabulary cards; and vocabulary audio CD.


Software or electronic resources:


Thigpen, Michael J. and Hoffeditz, David M. iVocab Biblical Hebrew 2. 0: Vocabulary for Eight Beginning Grammars, IVocab Series (Grand Rapids: Kregel Publications, 2008) ISBN 0825427444, 9780825427442 Among other things, it can make “smart lists” in order to drill you more on the words that you have had trouble with.
Websites:
http://biblical-studies.ca/blog/wp/2006/09/07/abbott-costello-learn-hebrew/

http://www.youtube.com/watch?v=X-R_zO_KAKQ&feature=related  Children’s Aleph-beth song (in order with modern Hebrew names included yud (for yodh); quf for qoph, etc.
http://www.youtube.com/watch?v=MD2AGCXqpr4  same children’s song

*http://www.youtube.com/watch?v=Uz_m118Yheg&feature=related  Quite helpful introduction to all consonants and all vowels by Sephardic pronunciation (including explaining 2 ways to pronounce hireq and hireq yodh & tsere and tsere yodh, etc.). Typical names of yodh and qoph (as in Israel). See visual written summary by same author Tracey Rich at http://www.jewfaq.org/alephbet.htm

*https://mail-attachment.googleusercontent.com/attachment/?ui=2&ik=6ed5c6491c&view=att&th=140071fea48826e8&attid=0.2&disp=inline&safe=1&zw&saduie=AG9B_P8HsXq8g2xeJcn11a2_bSLV&sadet=1374873199894&sads=L1Lhh_i_gL6aRFByvq6u4Uasy2_o&sadscc=1
Good names and transliteration of all letters of alphabet

**http://www.hebrew4christians.com/Grammar/Unit_One/Letter_Chart/letter_chart.html  Good basic pronunciation of all consonants (but both aleph and ayin completely silent)-- with clickable letters which show how to correctly write them in book print, block print (manual) and cursive). [By John J. Parsons]
http://www.hebrew4christians.com/Grammar/Unit_Two/unit_two.html  vowels and syllables

http://www.youtube.com/watch?v=d6-9bciSB3Y&feature=related  Hebrew alphabet with modern pronunciation (e.g., silent aleph and silent ayin)

*http://www.youtube.com/watch?v=_kfSHI1XiVQ  Aleph Beis Song by Rabbi Shalom Gold of Jerusalem.-- modern Hebrew pronunciation of letters (with English words to tie to form of each letter). 12.5 min. Illustration: tzade  like a tsunami. Repetition of aleph bais (better alephbets) and pronunciation of last letter (tav  or sav---w/o daghesh Ashkenazi pronunciation?)  a little confusing.

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

**http://www.animatedhebrew.com/lectures/index.html  Lectures based on Ross’s grammar. a nice interactive program for Ross’s vocabulary, verb paradigms, and lessons (with flash). It downloads freestanding for a PC, but Macs can access an online version. Online, you have to wait a minute for some modules to load.” This site has lectures that you can watch and listen to plus other features. Several students have spoken highly of this site. Note also audio files for the exercises: http://www.animatedhebrew.com/ross_audio/index.html

*http://www.creativemargin.com/learn/iParsing/* Ross’s vocabulary with quizzes (divided by chaps.), vocabulary according to frequency of use (per Mitchel), parsing, and other features [including vocabulary grouped by sections of Ruth and Jonah] Free 30-day trial, then small fee charged.

http://www.aoal.org/hebrew_audiobible.htm OT read aloud in Hebrew. Easy to use as one looks at a Hebrew Bible (see 2nd semester).

VI. **Americans With Disabilities Act (ADA):**

Baptist Missionary Association Theological Seminary supports the Americans with Disabilities Act (ADA). Students with physical or learning disabilities desiring additional assistance must consult with the Dean’s office prior to enrollment or as early as possible after the disability is diagnosed. Procedures for assisting students will require a physician’s written verification of the disability and probable benefit(s) of specific assistance for student learning, a student’s specific written request(s) for assistance from the seminary, and the informing of the seminary faculty. Reasonable accommodations will be given in accordance with the federal and state laws though the Dean’s Office. Contact the Dean’s Office in the main administration building in person or:

- by mail: Post Office Box 670 (1530 East Pine Street) Jacksonville, TX 75766-5407
- by phone: 800/259-5673
- by email: bmatsem@bmats.edu

Baptist Missionary Association Theological Seminary is dedicated to helping all students we serve to achieve her or his Christian, educational, and life goals.