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Dallas Theological Seminary

OT 101B
Elements of Hebrew I
Fall 2018
TR 1:00-2:15 pm
Todd 215

ELEMENTS OF HEBREW I COURSE SYLLABUS

COURSE DESCRIPTION

An introduction to the basic principles of Hebrew phonology and morphology.

COURSE OBJECTIVES

Cognitive Objectives. The distinctive goal of this course is to teach you the basic principles of Hebrew grammar, which you will continue to study in the second semester (OT102). An understanding of the elements of Hebrew is essential if you are to make proper use of Hebrew study tools and do competent exegesis and biblical theology. Such competence is essential if you intend to teach God's word to others. In other words, knowledge of Hebrew grammar is foundational to biblical exegesis and theology, which in turn are foundational to credible exposition of God's word.

Affective Objectives. Beyond the cognitive goals outlined above, my hope is that you will gain confidence in your ability to grasp the principles of Hebrew grammar.

VALUE OF COURSE

Contribution to the ThM Curriculum. The purpose of the Th.M. program is in part “to produce competent Bible expositors” (see DTS catalog). Biblical interpretation in the original text is foundational to Bible study, theology, preaching, and the other practical dimensions of pastoral ministry. This course lays a foundation for interpretation by introducing you to the basics of Hebrew grammar. Consequently, it is essential to the program goal stated above.

Contribution to Future Ministry. Competent Bible expositors, who have assumed the grave responsibility of teaching God’s inspired word to God’s people, must be able to work effectively in the original languages. Such skill gives one’s ministry credibility. This course helps build the foundation needed to do this work in the original text.

COURSE TEXTBOOKS

Required Text

Ross, Allen P. *Introducing Biblical Hebrew*. Grand Rapids: Baker, 2001.

Supplementary Bibliography: Other Elementary Grammars

Futato, Mark D. *Beginning Biblical Hebrew* (Winona Lake, IN: Eisenbrauns, 2003)

Garrett, Duane A., and Jason S. DeRouchie. *A Modern Grammar for Biblical Hebrew* (Nashville: Broadman & Holman, 2009) (grammar and workbook)

Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew* (Revised ed.; Grand Rapids: Zondervan, 2007) (grammar and workbook)

Webster, Brian. *The Cambridge Introduction to Biblical Hebrew* (New York: Cambridge University Press, 2009) (grammar and workbook, including CD)

COURSE REQUIREMENTS

(1) Quizzes will be given according to the schedule below. The average of these quiz scores will comprise 10% of the course grade. Quizzes may not be made up, nor will low quiz scores ordinarily be dropped. Any quiz missed due to tardiness or an unexcused absence will be counted as a zero. Quizzes missed due to an excused absence will not be assigned a zero. In this case, your quiz grade will be computed on the basis of the quizzes you are able to take.

(2) You are responsible for reading the assigned lessons in the Hebrew grammar and completing the written exercises according to the schedule listed below. I do not expect you to complete the written exercises in their entirety, but it will be difficult for you to pass the exams if you neglect the exercises or do them improperly. To get credit for this written work, you must complete **on time** at least 50% of the assigned material for each lesson. If you fail to complete this requirement, your course grade will be reduced by 1% for each lesson missed.

(5) There will be three Hebrew exams, the first will count 25% of the course grade; the second 30% of the course grade, and the third 35% of the course grade.

SUPPLEMENTAL INFORMATION

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination, the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

COURSE POLICIES

The homework assignments you submit must be your own work. You may work together with other students when doing the assignments, but only if in good conscience you can conform to the policy stated in the previous sentence. Something can be said for the benefits of teamwork, but in a ministry context, which we are attempting to simulate, you will rarely have the opportunity to consult with others when studying for your next

sermon or lesson. You must develop a certain degree of independence in your research and work. If you enjoy and benefit from studying with someone else or in a small group setting, I encourage you to meet regularly with one of our departmental tutors, whose names and contact information can be found on the OT departmental bulletin board located outside the OT office on second floor Todd. This service is provided to you free of charge, thanks to one of our generous donors, Mr. Harold Gretzinger.

GRADE SCALE

A+ 99-100 A 96-98 A- 94-95 B+ 91-93 B 88-90 B- 86-87
 C+ 83-85 C 80-82 C- 78-79 D+ 75-77 D 72-74 D- 70-71 F 0-69

COURSE REQUIREMENTS FOR GRADING

Quizzes	10%
First Hebrew exam	25%
Second Hebrew exam	30%
Third Hebrew exam	35%

*Failure to complete the written assignments, as well as excessive absences can affect one's grade negatively. See the policies stated elsewhere in the syllabus under the headings Course Requirements and Absences, respectively.

CLASS PARTICIPATION

Students are encouraged to participate in the class discussion. However, try to make your questions/comments concise and to the point. Please do not use valuable class time with questions/comments that are not directly applicable to the issue being discussed.

ABSENCES

Four unexcused absences are allowed without penalty. Each unexcused absence beyond this number will result in a reduction of the final grade in accordance with the student handbook policy. If a prolonged illness keeps you from attending class, or work and ministry responsibilities conflict with the scheduling of this course, you should drop the course and take it at a more convenient time. Every three classes for which you are late will count as an absence. You are considered late if you enter the classroom five or more minutes after the starting time.

COURSE LECTURES AND ASSIGNMENTS SCHEDULE

<i>Class</i>	<i>Date</i>	<i>Class discussion/Assignment(s) due</i>
1	T 8/28	Intro to course READ Ross, lessons 1-2
2	R 8/30	Lesson 1 (p. 32) due

- 3 T 9/4 **READ** Ross, lesson 3
Lesson 2 (pp. 41-42) due
- 4 R 9/6 **READ** Ross, lessons 4-5
Lesson 3 (pp. 47-48) due
- 5 T 9/11 **READ** Ross, lessons 6-7
Lessons 4-5 (pp. 54-55, 62) due (NOTE: For 5c, start with the answer key [available on the course website] and translate into English.)
Vocab quiz lessons 2-5
- 6 R 9/13 **READ** Ross, lessons 8-9
Lessons 6bc-7 (pp. 67, 74-75) due (NOTE: For 6b, start with the answer key and translate into English.)
- 7 T 9/18 **READ** Ross, lesson 10
Lesson 8 (p. 80) due (NOTE: For 8a, start with the answer key and translate into English.)
Vocab quiz lessons 6-8
- 8 R 9/20 **READ** Ross, lessons 11-12
Ross, lessons 9-10 (pp. 85, 92-93) due (NOTE: For 9a and 10a, start with the answer key and translate into English.)
Vocab quiz lessons 9-10/**Quiz** on perfect paradigm
- 9 T 9/25 Lessons 11-12 (pp. 96-97, 106-07) due (NOTE: For 11a and 12a, start with the answer key and translate into English.)
Vocab quiz lessons 11-12
- 10 R 9/27 **Hebrew exam one (lessons 1-12)**
- 11 T 10/2 **READ** Ross, lessons 13-14
- 12 R 10/4 **READ** Ross, lesson 15
Lesson 13 (pp. 111-12) due (NOTE: For 13a, start with the answer key and translate into English.)
- 13 T 10/9 **READ** Ross, lesson 16
Lessons 14-15 (pp. 117-18, 124-25) due (NOTE: For 14a and 15a, start with the answer key and translate into English.)
- 14 R 10/11 **READ** Ross, lesson 17
Lesson 16 (pp. 129-30) due (NOTE: For 16a, start with the answer key and translate into English.)
Vocab quiz lessons 13-16

- 15 T 10/16 **READ** Ross, lesson 18
Lesson 17 (pp. 134-35) due (NOTE: For 17a, start with answer key and translate into English)
Quiz on imperfect paradigm
- 16 R 10/18 **READ** Ross lesson 19
Lesson 18cd (pp. 141-42) due (NOTE: For 18c, start with the answer key and translate into English.)
- 17 T 10/23 **READ** Ross lesson 20
Lesson 19 (pp. 147-48) due (NOTE: For 19a, start with the answer key and translate into English)
- 18 R 10/25 Lesson 20 (pp. 154-55) due (NOTE: For 20a, start with the answer key and translate into English.)
Vocab quiz lessons 17-20
- 19 T 10/30 **Hebrew exam two (lessons 13-20)**
- 20 R 11/1 **READ** Ross, lesson 21
- 21 T 11/6 **READ** Ross, lesson 22
Lesson 21 due (p. 160) due (NOTE: For 21a, start with the answer key and translate into English.)
- 22 R 11/8 **READ** Ross, lesson 23
Lesson 22 (pp. 165-66) due (NOTE: For 22a, start with the answer key and translate into English)
- 23 T 11/27 **READ** Ross, lessons 24-25
Lesson 23 (p. 171) due (NOTE: For 23a, start with the answer key and translate into English)
- 24 R 11/29 **READ** Ross lesson 26
Lesson 24 (p. 179) due (WE ARE NOT DOING 25)
Vocab quiz lessons 21-25
- 25 T 12/4 **READ** Ross, lessons 27-28
Lesson 26 (pp. 191-92) due (NOTE: For 26a, start with the answer key and translate into English)
- 26 R 12/6 **READ** Ross, lesson 29
Lesson 27 (pp. 198-99) due (NOTE: For 27a, start with the answer key and translate into English.) (WE ARE NOT DOING 28)
Vocab quiz lessons 26-28

- 27 T 12/11 **READ** Ross, lessons 30-31
Lesson 29 (pp. 209-10) due (NOTE: For 29a, start with the
answer key and translate into English.)
- 28 R 12/13 Lesson 30 (pp. 216-17) due (NOTE: For 30a, start with the
answer key and translate into English.) (WE ARE NOT
DOING 31)
Vocab quiz lessons 29-31
- TBA **Hebrew exam three (lessons 21-31)**