

HEBR 2013

Introduction to Biblical Hebrew I

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1 COURSE DESCRIPTION

From the Academic Calendar: An introduction to the basic principles of biblical Hebrew with emphasis on morphology, phonology, and syntax. Exclusion: HEBR 101.

2 LEARNING OBJECTIVES

The basic goal of this course is to become proficient in the rudiments of Biblical Hebrew. The introductory course is designed for two semesters of study, and it is presumed that students will take the course for the entire academic year. In the first semester students will learn everything from the alphabet to the basics of Hebrew nouns and verbs. In the second semester the emphasis will fall on less regular paradigms (learned inductively) and more complicated syntax. The steady acquisition of vocabulary will be emphasized across both semesters.

Language learning is work, but it can also be fun and gratifying. To aid in the enjoyment, we will sing songs together, memorize and recite passages of scripture, and assist one another in a variety of ways as we undertake the necessary drills and repetitions.

3 REQUIRED TEXTS & MATERIALS

All required textbooks are available in the Tyndale Bookstore.

- [BBH] John A. Cook and Robert D. Holmstedt. *Beginning Biblical Hebrew: A Grammar and Illustrated Reader*. Grand Rapids: Baker Academic, 2013. Note that this textbook includes a significant set of study aids at <www.bakeracademic.com>.
- [BSH] *Biblia Hebraica Stuttgartensia*. Paperback/Student ed. Stuttgart: Deutsche Bibelgesellschaft, 1997. Students will be asked to have a critical edition of the Hebrew Bible by the start of the Winter semester. The instructor will provide photocopies in the interim.

4 SUPPLEMENTARY TEXTS

There are many Hebrew grammars and resources. Below are some to which I may refer, or which I judge to be especially helpful to beginning students.

- Guides
 - Van Pelt, Miles, *English Grammar to Ace Biblical Hebrew* (Grand Rapids: Zondervan, 2010). Call no.: [PE 1130 .H5 V35 2010](#)
 - Scott, W. R., and H. P. Rüger, *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings* (3rd ed.; N. Richland Hills, TX: BIBAL, 1995). Call no. (1987 ed.): [Ref BS 715 1984](#)
- Grammars
 - Pratico, Gary and Miles Van Pelt, *Basics of Biblical Hebrew* (Grand Rapids: Zondervan, 2001). Call no.: [PJ 4567 .3 .P73 2001](#)
 - Seow, C. L., *A Grammar for Biblical Hebrew* (Nashville : Abingdon, 1995). Call no. : [PJ 4567 .S424 1995](#)
 - Weingreen, J., *A Practical Grammar for Classical Hebrew* (Oxford: Clarendon, 1959). Call no.: [PJ 4567 .W4 1939](#)
 - Martin, J. D., *Davidson's Introductory Hebrew Grammar* (27th edition; Edinburgh: T&T Clark, 1993). This is the grammar I was assigned in St Andrews, Scotland. Our library has copies of some older editions of Davidson, including the 26th. Call no.: [PJ 4567 .D3 1966](#)
 - Gesenius, Wilhelm, E. Kautsch and A. E. Cowley, *Hebrew Grammar* (Oxford: Clarendon, 1910). **GKC** remains the standard Hebrew reference grammars in English, even though Cowley's translation – of the 28th german edition – is now over 100 years old. Call no.: [Ref PJ 4567 .G46 1910](#)
- Lexicons
 - Brown, Francis, S. R. Driver and Charles A. Briggs. *The Brown-Driver-Briggs Hebrew and English Lexicon*. Peabody, Mass: Hendrickson, 2004. The **BDB** was originally published in 1906 (note the reliance on Gesenius: archive.org).
 - Köhler, Ludwig, and Walter Baumgartner, *The Hebrew and Aramaic Lexicon of the Old Testament* (Leiden: Brill, 1994–2000). Call no.: [Ref PJ 4833 .K61813](#)
 - Clines, David J. A., ed., *The Dictionary of Classical Hebrew* (Sheffield: Sheffield Academic Press, 1993–2011). Call no.: [Ref PJ 4833 .D53](#)

5 COURSE OUTLINE

We will adhere to the schedule as closely as possible, though I reserve the right to adjust it to suit the needs of the class.

§. Grammar Lesson	Date
1. שלום, The Consonants	10 Sept.
2. The Vowels	14 Sept.
3. שׁוּא (Shəva)	17 Sept.
4. דגש (Dagesh)	
5. Subject Pronouns: Singular	21 Sept.
7. Copular Clauses	24 Sept.
6. Nouns: Singular	
8. The Article ה and the Interrogative ה	28 Sept.
9. ל of Possession: Singular	1 Oct.
r-1. מִקְרָא א (Reading 1)	5 Oct.
10. Nouns: Plural and Dual	8 Oct.
11. Subject Pronouns: Plural	
— No Class: Thanksgiving	12 Oct.
12. יֵשׁ and אֵין	15 Oct.
13. Conjunction ו and Prepositions ב, כ, ל, מן	19 Oct.
14. שאלות (Questions)	
— No Class: Reading Day	22 Oct.
☞ Midterm Exam	26 Oct.
r-2. מִקְרָא ב (Genesis 3א)	29 Oct.
15. Verbs: A Preview	2 Nov.
16. קל Perfect Conjugation: Singular	
17. ל of Possession: Plural	5 Nov.
18. Word Order	
r-3. מִקְרָא ג (Genesis 22א)	9 Nov.
19. קל Perfect Conjugation: Plural	12 Nov.
20. סמיכות (Bound Nouns)	
21. The Irreal Use of the Perfect Conjugation	16 Nov.
22. Attached Pronouns: Singular	19 Nov.
23. קל Imperfect Conjugation: Singular	
r-4. מִקְרָא ד (Genesis 37א)	23 Nov.
24. The Infinitive	26 Nov.
25. The Adverbial Infinitive	
26. Objects	30 Nov.
r-5. מִקְרָא ד (Genesis 3ב)	3 Dec.
☞ Review for the Final Exam	7 Dec.

Table 1: Schedule of Readings

See the Registrar's website for a list of other [important dates](#). The last day to add a class, or to drop one without penalty, is ordinarily the end of the term's second week.

6 EVALUATION

6.1 GRADE STRUCTURE FOR HEBR 2013

1. Students are expected to complete all exercises for the assigned lessons and readings in [BBH]. Workbooks may be spot-checked for completeness at any time. Failure to complete the work may result in a 5% deduction from the total grade.
2. Up to once a week, usually on Thursdays, I will distributed short quizzes in class. These will often come directly from [BBH].
3. A midterm exam will be given in class as scheduled in the course outline (Section 5).
4. A comprehensive final exam will be held during the exam period as schedule by the Registrar (see Section 7.2).

The breakdown for the semester's total work is as follows:

Quizzes	30%
Midterm Exam	30%
Final Exam	40%

Table 2: Distribution of Grades

6.2 GRADING SYSTEM AT TYNDALE

Tyndale University College provides the following general benchmarks for summative assessment. I may furnish more detailed rubrics for particular assignments. Note also (at right) the percentage ranges and grade point values for letter grade designations.

A, B – Excellent, Good These grades are earned only when evidence indicates that the student has consistently maintained above average progress in the subject. Sufficient evidence may involve such qualities as creativity, originality, thoroughness, responsibility and consistency.

C – Satisfactory This grade means that the student has fulfilled the requirements of the subject to the satisfaction of the instructor. These requirements include the understanding of subject matter, adequacy and promptness in the preparation of assignments and participation in the work of the class.

D – Poor This grade indicates that the accuracy and content of work submitted meets only the minimal standards of the instructor. Consistent performance at this level is considered inadequate for graduation.

F – Failing Work submitted is inadequate. Attitude, performance and attendance are considered insufficient for a passing grade.

	<i>percent</i>	<i>pts.</i>
+	90–100	4.00
A	85–89	4.00
–	80–84	3.70
+	77–79	3.30
B	73–76	3.00
–	70–72	2.70
+	67–69	2.30
C	63–66	2.00
–	60–62	1.70
+	57–59	1.30
D	53–56	1.00
–	50–52	0.70
F	0–49	0.00

7 POLICY ON ASSIGNMENTS & EXAMS

All policy in Sections 7, 8 and 9 of this syllabus applies to this course in addition to policy in the current [Academic Calendar](#). In some cases the syllabus underscores the general policy, while in other cases it supersedes it.

For all matters not covered in this syllabus, refer to the Academic Calendar, “University College Academic Policies, Procedures, and Notices.” Students are strongly encouraged to read this document carefully at least once in their career at Tyndale, and to review it every year they matriculate.

7.1 ASSIGNMENTS

This is a university course. All papers and other writing assignments should therefore be written at the university level. Submissions must be typewritten and double-spaced, should be free from error, and in this course should follow the *SBL Handbook of Style* (refer to the free, online [SBLHS Student Supplement](#).)

If you ever struggle with composition—anything from the relatively simple matters of spelling, grammar and proper citation to deeper-level issues of tone, structure and argument—then please make use of the Writing Centre (see Section 9.1). Experienced writers know that drafts and peer feedback are integral to the writing process. Inexperienced writers are often unaware that their surface-level errors create credibility problems with their readers. When you [misspell common words](#), fail to know [how to use an apostrophe](#), or do not bother to cite your sources correctly, why should your readers trust you with more important matters like the facts and ideas under discussion?

7.1.1 DEADLINES

Assignments *must* be submitted on time. Even if the work is rough or incomplete, you must turn in something by the due date to receive any credit whatsoever. Unless I specify differently in class, papers and take-home exams are due by 11:59 PM on the due date. All other work is due at the start of the day's class.

Note that, because no late work is accepted in this class, there is no scale of penalty for unexcused late assignments. If a truly extraordinary event keeps you from doing your best work, then let me know so that we can make special arrangements. I am guided by the Academic Calendar in what counts as extenuation. "Extensions are not granted for what best could be described as 'poor time management' or 'over-involvement' in an extracurricular activity."

7.1.2 SUBMISSION AS PDFS

Papers and some other assignments in this course are to be submitted electronically through the course pages (Section 8.3.2). To preserve formatting, formal writing assignments must be uploaded in Portable Document Format. There are many ways of creating PDFs; it is your responsibility to know how to do so on the computer platform you use, and to generate and submit your PDFs on time.

7.1.3 BACKUP

In the event of the loss of assignments post-submission—electronic systems fail, and my office has flooded before—students are required to keep backup copies of all assignments submitted.

Learning how to secure and preserve your work is a peculiar challenge of the digital age. Plan on the crash of your hard drive, and the theft of your laptop (the first is inevitable, the second quite probable). If you do not have a backup strategy, I recommend that you start with a free account on [dropbox.com](#).

7.2 EXAMINATIONS

My examination policy follows that outlined in the Academic Calendar, part of which is summarized below for emphasis.

1. Midterm exams will be held as scheduled by the instructor. If you miss the exam for a legitimate reason, you must write the exam within the same number of days that you were absent from school (possibly the next day).

2. Final examinations will take place during the exam period as scheduled by the Registrar. Students are responsible for noting the date, time and location of their final exam in this class. Students are also responsible for familiarizing themselves with the Registrar's examination policies.
3. Special rules apply when midterms and finals are held, including one that prohibits students from leaving their seats during the final fifteen minutes of the exam period. See the Academic Calendar for full details.
4. Provisions exist for students who are justifiably unable to write the final exam at the scheduled time. See the Academic Calendar for details, and make arrangements through the Office of the Registrar.
5. Normally, a final exam can only be reschedule in two circumstances: (a) a documented illness, or (b) a conflict with another exam (two at the same time, or three within 24 hours). [Apply to the Registrar](#) in either case.

8 STUDENT EXPECTATIONS & GUIDELINES

8.1 ACADEMIC INTEGRITY

Integrity in academic work is required of all students. Academic dishonesty is any breach of this integrity. It includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors, using false information in an assignment (including false references to secondary sources), improper or unacknowledged collaboration with other students, and plagiarism.

Tyndale takes seriously its responsibility to uphold academic integrity, and to apply consequences for academic dishonesty. Consult the Academic Calendar for more information on the school's policy and its application to your work in this course.

8.2 ATTENDANCE

"Faithful attendance at classes is an important indicator of student maturity and involvement" (Academic Calendar). Remember, too, that you are responsible for everything that happens in every class. Your best policy is to attend and engage. Please do not ask me to repeat for your benefit anything I have said in a class you have missed.

Keeping a record of attendance is mandatory for faculty at Tyndale (in contrast to many other colleges and universities). The University College publishes guidelines for how attendance should bear on your final evaluation in a course, and I adhere to them. Note that four lates equals one absence.

What should you do if you miss an undue number of classes? First, if possible, arrange for a classmate to brief you on the material missed, or get my permission for a classmate to make a recording for you (see Section 8.3.4). Second, promptly notify the Dean of Students in person or by phone. If illness is the cause you will need to submit a doctor's certificate upon return. The Dean of Students will notify your professors of the reason for the absence and suggest that they take this into consideration when assigning grades.

8.3 TECHNOLOGY

Technological innovation has brought students and educators a number of powerful new tools, and I encourage you to use them as you research, write, and collaborate. Some of these tools also call for disciplined use and management.

8.3.1 EMAIL

Email can be a chore, and you may prefer other channels of communication. As a matter of policy, however, students must use their myTyndale accounts for all course-related email correspondence. During term time you should check your school account at least once a day (optional on weekends). I myself aim to check my school email at the beginning and end of each workday. At other times my email client is often closed. I will try to answer your messages within 24 hours, though you should not expect replies on weekends.

Keep your messages topical and brief. I would vastly prefer to conduct any conversations of substance in person, or else over the phone. Please note and make use of my office hours. If these hours do not suit your schedule, I would happily receive an email from you requesting an alternate meeting time.

8.3.2 CLASSES.TYNDALE.CA

Tyndale's course pages are an efficient means of distributing articles, notes, slides, and other course-related materials. This is also where instructors log attendance and upload grades for assignments. Students are therefore required to check the site for updates about their classes as well as for any materials needed for lectures and assignments.

My own use of this platform varies from semester to semester, and from course to course. At times I may ask you to use the forums, quiz module, or other parts of the system. At a minimum I will use the site as a repository for course materials, and as a destination for your submission of PDFs (Section 7.1.2).

8.3.3 LAPTOPS AND OTHER DEVICES

Laptops are permitted in the class if (and only if) they facilitate the use of language software (Accordance, BibleWorks, Logos) that has auto-parsing turned off.

Please be aware of the cognitive costs of multitasking, which are widely documented in studies like the one conducted by [cognitive psychologists at McMaster and York Universities in 2013](#). As for the myriad networked devices that many of us carry, it's a simple matter of professionalism to keep these things silent and out of sight.

8.3.4 RECORDING OF CLASSES

Students must request permission from the professor of any class that they would like to record. Where permission is granted, students are expected to supply their own equipment. In general I prefer *not* to have my classes recorded, and I am not at all friendly to being recorded without my knowledge. In cases where I grant permission, I stipulate that the recordings must be for personal use only. They should not be shared with other students, even with students in the same section, and they absolutely must not be posted online or otherwise distributed.

If a student is not able to attend a lecture and would like to have it recorded, it is the responsibility of the student first to obtain the professor's permission, and then to find another student to record the lecture. I will not make the recording for you.

9 STUDENT SUPPORT

9.1 THE CENTRE FOR ACADEMIC EXCELLENCE

The Centre for Academic Excellence has been established to help students achieve their potential as learners. Staffed by a team of skilled and approachable student assistants, the Centre for Academic Excellence offers two kinds of support: Academic Tutoring (for

Tyndale Undergraduate students [excluding B.Ed.] in multiple areas of study) and Writing Consultation (for all students of Tyndale University College & Seminary).

Students at all levels of ability can profit from the Centre's free services by booking one-on-one sessions, attending workshops and group study sessions, and accessing resources both online and at the Centre. Those students who are interested in joining the team of academic tutors and writing consultants may contact the Academic Excellence Director for further details. To learn more about these services or to book an appointment, read below, drop by and speak to the staff, or visit the [Centre's website](#).

9.2 TYNDALE UC TUTORING PROGRAM

Tyndale University College is committed to helping its students achieve academic success. For this purpose, students in need of academic assistance may request peer tutoring, free of charge, in each academic department. This includes students on academic probation, students who have received failing grades in a course or courses, or students who have been referred for tutoring by their instructor.

For more information on scheduling tutoring appointments, or for those interested in becoming peer tutors, students may contact the Office of the Senior Vice President Academic or their respective University College department chairs.

9.3 ACCESSIBILITY SERVICES

Tyndale University College & Seminary is committed to creating an environment where students with disabilities are able to fully participate and integrate into the academic setting. Through accommodation and learning supports, Tyndale strives to allow each student to reach his or her academic potential.

Disabilities can be permanent, temporary, and/or episodic in nature and may include learning disabilities, sensory impairments, acquired brain injuries, attention-deficit disorders, mental health disabilities, medical, and mobility issues.

Students living with a disability are encouraged by the Accessibility Services Office to schedule a confidential registration appointment. The Accessibility Specialist will meet with each student, review documentation and collaboratively discuss and/or implement appropriate academic accommodations. To ensure that an accommodation plan is active when classes begin, this appointment must be arranged as soon as possible, preferably prior to the start of the semester.

Documentation is required and assessment must be conducted by a trained professional to diagnose the condition. For more information regarding documentation requirements, please contact the Accessibility Services Office.

10 COURSE BIBLIOGRAPHY

For resources in addition to those flagged in Section 4, browse PJ 4564–PJ4567 in the Tyndale library. For an audio version of the Hebrew Bible, go to aoal.org/hebrew_audiobible.html.