

SOUTHERN CALIFORNIA SEMINARY

2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108

BL-5520 ELEMENTARY BIBLICAL HEBREW 2

SPRING 2017, TRIMESTER

JANUARY 9, 2017 – APRIL 30, 2017

ONLINE

PROFESSOR

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COURSE DESCRIPTION

A systematic study of the basic grammatical elements of biblical Hebrew, including introduction to the Hebrew language, pronunciation, practice in writing, review of English grammar, vocabulary and full investigation and application of the Hebrew verb system. The student learns to translate selected passages in the Hebrew Bible. Trimester, 3 Units

PROFESSOR'S COMMENT

Studying Hebrew in order to know God's Word is a privilege few enjoy. With discipline, you will be able to read and study the Hebrew Old Testament thereby opening the Scriptures in one of the original languages.

It is imperative that you do the lessons *every* week and *not get behind*. Each week builds on the previous week.

It is not uncommon to feel frustrated after the first few lessons. The student must work hard to learn the material and not give up! Online learning takes self-discipline, especially when learning a language. Remember that you are learning the language to use it in study, not to carry on a conversation on your next trip to Israel.

REQUIRED TEXTBOOKS

1. Brown, F., S.R. Driver and C.A. Briggs. *A Hebrew and English Lexicon of the Old Testament*. Peabody, MA: Hendrickson, 1996. (ISBN: 978-1565632066) **OR**
Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament: Based upon the Lexical Work of Ludwig Koehler and Walter Baumgartner*. Grand Rapids, MI: William B. Eerdmans, 1988. (ISBN: 978-0802834133)
2. Elliger, K. and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1997. (ISBN: 3-438-05219-9)

3. Pratico, Gary D. and Miles V. Van Pelt. *Basics of Biblical Hebrew E-Learning Bundle: Grammar, Video Lectures, Laminated Sheet, and Interactive Workbook*. Grand Rapids: Zondervan, 2014. (ISBN: 978-0310519249)
4. Van Pelt, Miles V. *English Grammar to Ace Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2010. (ISBN: 978-0310318316)

Please Note: Textbooks should be purchased through Amazon or Christian Book Distributors. If you have Logos, you may already have some of these textbooks.

RECOMMENDED TEXTBOOKS

1. Silzer, P.J. and T.J. Finley. *How Biblical Languages Work*. Grand Rapids, MI: Kregel, 2004. (ISBN: 978-0825426445)
2. Van Pelt, Miles V. and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, Michigan: Zondervan, 2003. (ISBN: 0-310-25072-2)
3. Van Pelt, Miles V. *Old Testament Hebrew Vocabulary Cards*. Grand Rapids, MI: Zondervan, 2004 (ISBN: 978-0310259862)

| Student Learning Outcomes / Course Objectives The student who successfully completes this course will be able to . . . | Bachelor's Program Goals* | SCS Objectives** |
|--|----------------------------------|-------------------------|
| 1. Name by memory the letters of the Hebrew alphabet. | 1 | 1, 4 |
| 2. Acquire a basic understanding of biblical Hebrew grammar, including nouns, pronouns, participles, verbs, etc. | 1 | 1, 4 |
| 3. Acquire a basic Hebrew vocabulary. | 1 | 1, 4 |
| 4. Utilize a standard Hebrew-English Lexicon for study of the Hebrew text. | 1 | 1, 4 |
| 5. Acquire an elementary reading level of the Hebrew biblical text. | 1 | 1, 4 |
| 6. Understand some basic characteristics of the standard Hebrew Biblical text. | 1 | 1, 4 |

Methods of Instruction

Many if not all assignments will be turned in through Blackboard. 1. Watch the weekly video lectures, and study the chapter(s) designated for that week. 2. Weekly Homework: Students will have weekly reading in the grammar book along with quizzes and workbook exercises for each session. Weekly assignments from the workbook will be checked for completion. 3. Weekly Quizzes: Students will take weekly quizzes covering vocabulary and homework. 4. Reading: “A reader is a leader and a leader is a reader!” Reading is an indispensable tool for learning. In online education it is amplified even more so. Each student is required to read 100% of the assigned reading. The student will submit a final reading report at the end of the trimester. 5. Remember, when you do the Exam Review – you can do that open book! After submitting the Exam Review,

see what you have missed, close up the book, remember what you have learned, and take the exam. All assignments are open book except the Three Exams.

Course Requirements

1. Do the weekly assignments.
2. Read Blackboard for additional handouts, comments, or other items.
3. Keep an electronic copy of any work completed on your computer in the course.
4. ***Take the exams without any notes, textbooks, or other resources.*** You will be allowed to take the Exam Reviews with notes, textbooks, and other resources.
5. **It's imperative that your computer has a quality Hebrew font so that you can send and receive information in Hebrew for this course. It is your responsibility to go online and find the fonts that will work for your computer.**
6. **IF YOU HAVE ANY PROBLEM, PLEASE EMAIL ME AND SET UP A TIME TO TALK BY PHONE, IF NEEDED. I AM HERE TO SERVE YOU AND HELP YOU LEARN HEBREW. IF YOU DO NOT ASK FOR HELP, I DON'T KNOW HOW TO HELP YOU!**

Sequence of Instruction

Read the table like this, “Session ____ begins on _____, the scheduled session content is _____, and the assignment(s) *due by the end of that week is/are* _____.”

| Session | Date | Session Content | Assignments Due |
|---------|----------|---|---|
| 1 | 01/9/17 | <ul style="list-style-type: none"> Lesson 17: Waw Consecutive | <ul style="list-style-type: none"> Read through the course syllabus. Read all available material on Blackboard (Announcements, Syllabus and Course Materials, and Week 1). Watch Lesson 17 Video and read the appropriate section in your textbook. Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) |
| 2 | 01/16/17 | <ul style="list-style-type: none"> Lesson 18: Qal Imperative, Cohortative, Jussive | <ul style="list-style-type: none"> Watch Lesson 18 video and read the appropriate section in your textbook. Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) |
| 3 | 01/23/17 | <ul style="list-style-type: none"> Lesson 19: Pronominal Suffixes on Verbs | <ul style="list-style-type: none"> Watch Lesson 19 Video and read the appropriate section in your textbook. Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) Note: It's Time To Order All Textbooks For Next Module! |
| 4 | 01/30/17 | <ul style="list-style-type: none"> Lessons 20 and 21: Hebrew Infinitives | <ul style="list-style-type: none"> Watch Lessons 20-21 Videos and read the appropriate section in your textbook. Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) |
| 5 | 02/06/17 | <ul style="list-style-type: none"> Lesson 22: Qal Participle | <ul style="list-style-type: none"> Watch Lesson 22 Video and read the appropriate section in your textbook. |

| Session | Date | Session Content | Assignments Due |
|---------|----------|---|--|
| | | | <ul style="list-style-type: none"> <input type="checkbox"/> Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) <input type="checkbox"/> Exam 1 (ch#17-22) (NOT Open Book) |
| 6 | 02/13/17 | <ul style="list-style-type: none"> • Lesson 23: Issues of Sentence Syntax | <ul style="list-style-type: none"> <input type="checkbox"/> Watch Lesson 23 Video and read the appropriate section in your textbook. <input type="checkbox"/> Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) |
| 7 | 02/20/17 | <ul style="list-style-type: none"> • Lessons 24 and 25: Niphal Stems | <ul style="list-style-type: none"> <input type="checkbox"/> Watch Lessons 24 and 25 Videos and read the appropriate section in your textbook. <input type="checkbox"/> Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) |
| 8 | 03/06/17 | <ul style="list-style-type: none"> • Lessons 26 and 27: The Piel Stems | <ul style="list-style-type: none"> <input type="checkbox"/> Watch Lessons 26 and 27 Videos and read the appropriate section in your textbook. <input type="checkbox"/> Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) |
| 9 | 03/13/17 | <ul style="list-style-type: none"> • Lesson 28: The Pual Stem – Strong Verbs | <ul style="list-style-type: none"> <input type="checkbox"/> Watch Lesson 28 Video and read the appropriate section in your textbook. <input type="checkbox"/> Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) |
| 10 | 03/20/17 | <ul style="list-style-type: none"> • Lesson 29: The Pual Stems – Weak Verbs | <ul style="list-style-type: none"> <input type="checkbox"/> Watch Lesson 29 Video and read the appropriate section in your textbook. <input type="checkbox"/> Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) <input type="checkbox"/> Exam 2 (ch#23-29) (NOT Open Book) |

| Session | Date | Session Content | Assignments Due |
|---------|----------|---|--|
| 11 | 03/27/17 | <ul style="list-style-type: none"> • Lessons 30-31 : The Hiphil Stems | <ul style="list-style-type: none"> ❑ Watch Lessons 30 and 31 Videos and read the appropriate section in your textbook. ❑ Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) |
| 12 | 04/03/17 | <ul style="list-style-type: none"> • Lessons 32 and 33: The Hophal Stems | <ul style="list-style-type: none"> ❑ Watch Lessons 32 and 33 Videos and read the appropriate section in your textbook. ❑ Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) |
| 13 | 04/17/17 | <ul style="list-style-type: none"> • Lessons 34 and 35: The Hithpaal Stems | <ul style="list-style-type: none"> ❑ Watch Lessons 34 and 35 Videos and read the appropriate section in your textbook. ❑ Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) |
| 14 | 04/24/17 | Lesson 36: Introduction to the Hebrew Bible | <ul style="list-style-type: none"> ❑ Watch Lesson 36 Video and read the appropriate section in your textbook. ❑ Do any quizzes and exercises over the lesson(s) in Blackboard (Open Book) ❑ Final Exam. See Blackboard for details. ❑ Exam 3 (Final) (ch#30-36) (Not Open Book) |

Student Evaluation

| | |
|------------------------------------|------|
| Quizzes and Weekly Exercises | 70% |
| Exams..... | 30% |
| <hr/> | |
| | 100% |

Grade Scale

The final course grades are not given out until three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

| Grade | | Percent | Grade | | Percent |
|--------------|---|----------------|--------------|---|----------------|
| A | = | 95–100% | C | = | 77–79% |
| A- | = | 92–94% | C- | = | 74–76% |
| B+ | = | 89–91% | D+ | = | 72–73% |
| B | = | 86–88% | D | = | 70–71% |
| B- | = | 83–85% | D- | = | 68–69% |
| C+ | = | 80–82% | F | = | Below 68% |

Other Helpful Information

Attendance Policy

For Semester Courses (42 hours / 14 weeks), more than 10 minutes late for a chat session is a Tardy, more than 20 minutes late is an Absence. Two tardies = one absence. You are permitted two absences for a 14-week semester course. However, if you miss one of the chat sessions but then watch the full video of this session, the absence will be reduced to a tardy (two tardies = one absence in this case).

Late Course Work Policy

Late work will be accepted but grading will be reduced by one letter grade (i.e., if your paper is in the 95-100% category, your grade will be a “B”).

Academic Integrity

Southern California Seminary expects its students to be “above reproach” in their personal and academic lives (1 Timothy 3:2-7). If evidence of academic dishonesty is discovered, the Dean of the program with the Director of Student Affairs will investigate the matter and apply discipline.

Plagiarism is treating another person's work as one's own. It includes taking another's words, sentences, ideas or outlines without giving proper credit to the source, including that of copying from other students. One who aids another student in plagiarism is likewise guilty of the same

deception and will receive an academic penalty. The minimum penalty is failure of the paper; test, etc. where the deception occurred. The maximum penalty is dismissal from school.

Cheating is never tolerated at SCS, and any student caught cheating will be disciplined accordingly. The discipline may result in suspension or expulsion from the program.

Library

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

The Library Catalog accesses the library's holdings by author, title, subject, keyword, and phrase. You can remotely search the catalog through the Library Catalog link under the Find Books menu on the library home page. Library materials are loaned for a 3-week period. You can renew items 1 time through your account (My Library Info) in the Library Catalog or by contacting the library.

The library subscribes to over 80 Research Databases (under the Find Articles menu on the library home page). These selected databases are available from any Internet accessible computer and include indexing and full-text to magazines, journals, newspapers, e-reference, music, streaming video, etc. 93,260 e-books are also available. Help using the databases is available under Search Guides | Database Guides. You will need your SCS network account username and password to access these databases. The library also uses LibGuides to create discipline, course and assignment specific guides for doing library research: <http://sdcc.libguides.com/index.php>.

Interlibrary loan (ILL) is a means of borrowing books or obtaining photocopies of periodical articles from other libraries when the College Library does not own the title. This service is available for students, faculty and staff of SCS and SDCC. Forms are located on the library web site under Services | Interlibrary Loan.

We welcome and encourage any questions you may have about using the library. If you need assistance searching the online Library Catalog or the Library's Research Databases, locating materials, or with any other research or reference need, visit the Library, email the library (library@sdcc.edu), or call us at (619) 201-8747. The Seminary Librarian, Jennifer Ewing, MLIS, may be contacted at (619) 201-8682, or by email: jewing@socalsem.edu.

The library provides service more than 70 hours a week during the fall and spring trimesters and roughly 40 hours a week during the summer. Hours are posted at the library entrance, website & under the Library tab on Blackboard. During the fall and spring semesters, the library is open: Monday – Thursday 7:30 a.m. – 10:30 p.m.; Friday 7:30 a.m. – 5:00 p.m., Saturday 11:00 a.m. – 4:00 p.m. Sunday CLOSED. Holiday, summer & finals week hours will be posted.

Turabian Format for Papers

This information is taken from Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (5th edition). It covers basic format issues you will encounter when writing your

papers. Use the *Manual* to resolve unanswered questions. More information will be given during the class sessions.

Body Text

1. You will use footnotes to cite your sources. Make a complete citation for the first citation from each source. For books, a complete citation always includes: author, title, place of publication, publisher, date of publication, and page number(s). If you cite only one source by an author, only the author's name and page number is required for subsequent citations. If you cite more than one source from an author, follow the first citation of each source with a sentence explaining how you will cite it thereafter. For example, “Hereafter cited as Poe, *Tale Heart*.”
2. Number all pages of the paper, including the bibliography pages. Place the page number at the bottom center of all pages.
3. Double-space text with the 1-inch margins from all four edges. Quotations of five lines or more are BLOCK QUOTES. Format block quotes by indenting ½-inch from the left margin, single-spacing the text, and placing a blank line above and below the quotation. Do not use quotation marks at the beginning or end of the quotation.
4. Single-space footnotes and bibliography entries within each entry and double-space between entries.
5. Begin each paper with a title page. Include the title of your paper, your name, the department name and course number found on the course syllabus, and the date submitted. Insert a blank sheet of paper after the title page. See Turabian, Section 1.6, for details.
6. When using a word processor, use the left margin feature. Do not use the justified-text feature. Do use the superscript feature to insert footnote numbers into the text.
7. Know the difference between primary and secondary sources, and use as many primary sources as possible.
8. Periodicals come in at least three categories—newspapers, magazines, and scholarly journals. Learn how to use the indexes to find information in these periodicals.
9. Spell out numbers “one” through “ten” and those that begin a sentence.

Footnotes

1. Arrange notes in numerical order at the foot of each page (footnotes). Begin a footnote at the bottom of the page on which it is referenced. Extend it to the bottom of the following page if the note is long. See Turabian, sample 14.43.
2. Format footnote reference numbers as a superscript—an Arabic numeral typed slightly above the line. In the text, the reference number is placed immediately at the end of the material cited. In the note, the reference number is placed at the beginning, indented ½-inch. Start footnote reference numbers with 1, 2, etc. at the beginning of each chapter.
3. In the first citation of a work, include in the note the author's full name, title of the work, specific reference (volume, if any, and page number), and facts of publication (place of publication, publisher, and date of publication). Use the short-format described for subsequent notes.
4. The short format normally includes a shortened title followed by the page number. However, if the current note is from the same work cited in the immediately previous note, you may use the Latin abbreviation *ibid.* (include the period).

5. If the work has already been cited, but not in the immediately previous note, you may use either (a) author's last name, title of book or article, and page number, or (b) author's last name, page number, and the title of the work if more than one work by the same author is cited.

Examples of Notes

For other examples, see Turabian, pages 177–203. All note entries are marked with "N".

Book

¹ John Hope Franklin, *George Washington Williams: A Biography* (Chicago: University of Chicago Press, 1985), 54.

Editor

² Robert von Hallberg, ed., *Canons* (Chicago: University of Chicago Press, 1984), 225.

Article in a Journal

³ Richard Jackson, "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea," *Australian Geographer* 14 (May 1979): 180.

Bibliographies

1. Bibliography entries are arranged in alphabetical order beginning on a page of their own. Do *not* classify the entries by the type of work (book, periodical, etc.). Some examples are given below. See Turabian, pages 177–203 for more. In Turabian, bibliography entries are marked with "B".
2. Format bibliographical entries flush left, with subsequent lines within the entry indented five spaces (known as a *hanging indent*).
3. Place the family name first followed by a comma and then the first name (e.g., Doe, John).
4. Use periods at the end of each main part—author's name, title of work, and facts of publication. In the case of periodical bibliographical entries, put parentheses around the dates of publication when these follow a volume number.
5. Include page numbers only when the item is a part of a whole work—a chapter in a book or an article in a periodical. Do not use *page*, *pages*, *p.* or *pp.*, simply state the page numbers.

Examples of Bibliographical Entries

Book

Franklin, John Hope. *George Washington Williams: A Biography*. Chicago: University of Chicago Press, 1985.

Editor

von Hallberg, Robert, ed. *Canons*. Chicago: University of Chicago Press, 1984.

Article in a Journal

Jackson, Richard. "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea." *Australian Geographer* 14 (May 1979): 175–184

APA Format for Papers

The Division of Behavioral Science requires that students use APA format. The American Psychological Association offers a couple of workbooks for learning APA style: *APA's Publication Manual* and *Mastering APA Style*. These resources cover basic format issues you will encounter when writing your papers. The student is also referred to an electronic resource: *APA Style Guide for Electronic Resources* for clarification on citing documents available in the internet. These resources can be found at www.apastyle.org/faqs. **It is the students' responsibility to consult the *Manual* to resolve unanswered questions.**

Course Bibliography

Any book listed in the back of your textbook is suitable, as is any commentary or other resource in the college / seminary library. If you want to use a book from your own library that is not on the approved list (in the back of your textbook or in the college / seminary library), please check with your instructor before using it.

Southern California Seminary

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Notice of Cancellation

Date of First Class: **Month / Day / Year**

You may cancel this contract for school, without any penalty or obligation by the date stated below. If you cancel, any payment you have made and any negotiable instrument signed by you shall be returned to you within 30 days following the school's receipt of your cancellation notice.

But, if the school gave you any equipment, you must return the equipment within 30 days of the date you signed a cancellation notice. If you do not return the equipment within this 30-day period, the school may keep an amount out of what you paid that equals the cost of the equipment. The total amount charged for each item of equipment shall be separately stated. The amount charge for each item of equipment shall not exceed the equipment's fair market value. The institution shall have the burden of proof to establish the equipment's fair market value. The school is required to refund any amount over that as provided above, and you may keep the equipment.

To cancel the contract for school, mail or deliver a signed and dated copy of this cancellation notice, or any other written notice, or send a telegram to:

Southern California Seminary
2075 East Madison Avenue
El Cajon, CA 92019-1108

NOT LATER THAN midnight, [\[Click and type date.\]](#) , which is midnight of the date of the fifth business day following the day of the first class.

I cancel the contract for school. Please print your name on the top line, then sign and date where indicated on the lower line.

Print Your Name

Sign Your Name

Date

REMBEMBER, YOU MUST CANCEL IN WRITING. You do not have the right to cancel by just telephoning the school or by not coming to class.

If you have any complaints, questions, or problems which you cannot work out with the school, write or call the Bureau for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, CA 95814–3517, 916–322–1855.

