THEO 3218 Biblical Hebrew II
聖經希伯來文（二）
Lecturer: Prof. Nancy Tan
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Summer Term: May 16th – June 27th
Mondays & Thursdays 6:30-9:15 pm
Venue: CKB 122

Hebrew II
Course Description
This course, a sequel to THEO 3217, will continue to follow the textbook, Learn Biblical Hebrew by John H. Dobson (2005), covering Lessons 12–25. It will cover all the *binyanim* of Hebrew as well as understanding concepts of Hebrew syntax, function of prepositions and the principles of translating narratives and poetry and attempt a few exercises. In particular, we shall read the Masoretic text of the book of Jonah (a narrative with a poem) with the help of the Lexicons/Dictionaries and other Bible aids.

Course Objectives
Knowledge Outcomes
The students will be competent in the following abilities:
   (a) recognize every component in the parts of speech learned in THEO 3217
   (b) identify the *binyanim* and functions of all verbs
   (c) recall the forms and functions of the prepositions and particles
   (d) identify, recognize at least 500 of the most common Biblical Hebrew words found in the Hebrew Bible
   (e) search words in the Biblical Hebrew dictionaries and lexicons and explain the entries, in particular the BDB Lexicon
   (f) parse and translate given phrases/sentences and the book of Jonah
   (g) use the parsing tools from Bible software programs

Attitude Outcomes
The students will:
(a) be confident to read a Biblical Hebrew passage on their own with the necessary tools
(b) develop the habit of reading Biblical Hebrew passages
(c) appreciate the basic tasks to do exegesis and interpretation

List of Topics

Topics	Contents and Concepts
1. Participles	1. The Participle forms and sufformatives. 2. The functions of Active and Passive participles.
2. The General Uses of the *binyanim*	1. The significance of each *binyan* and how to distinguish them. 2. The list of uses for each *binyan*.
3. The Qal and Niphal	1. The paradigms for Qal and Niphal. 2. The functions of Qal and Niphal.

4. The Piel and Pual	1. The paradigms for Piel and Pual. 2. The functions of Piel and Pual.
5. The Hiphil and Hophal	1. The paradigms for Hiphil and Hophal. 2. The functions of Hiphil and Hophal.
6. The Hithpael and the other *binyanim*	1. The paradigms for Hithpael and the other *binyanim*. 2. The functions of Hithpael and the other *binyanim*.
7. Using BDB Lexicon	1. The format of a Biblical Hebrew Dictionary and Lexicon. 2. Understanding the division of root words. 3. The steps to retrieving the meanings for the word searched. 4. Interpreting the information from the dictionary and lexicon.
8. Wishes, Oaths and Conditions	1. The biblical Hebrew expressions for wishes and oaths. 2. The common words and pattern for such expressions. 3. The common words and format for conditional statements.
9. The Narrative forms with other verb forms	1. Revision of the waPC. 2. The different conjugation and expressions before the waPC verbs. 3. How to distinguish and translate different occurrences of the waPC in various contexts.
10. Sentence and Clause Beginnings	1. The different ways biblical Hebrew begins passages – narratives and non-narratives and how to translate them.
11. The Perfective and Imperfective Verbs	1. Revision of the SC and PC. 2. Consideration of more complex contexts and how to translate appropriately.
12. Sentence and Clause Sequences	Functions of these sequences: 1. SC + wSC forms. 2. SC + waPC. 3. PC + wPC. 4. Clauses that begin with some particles. 5. PC + wSC. 6. Imperatives + imperatives. 7. Imperative + wPC. 8. Participle + waPC. 9. Participle + wSC. 10. Infinitive + waPC. 11. Infinitive + wSC. 12. 5 conjunctions.
13. Translating Hebrew Poetry	1. Characteristics of biblical Hebrew poetry: balance and parallelism. 2. Expressions of balance and parallelisms: chiasmus and alphabetic. 3. Language of biblical Hebrew poetry. 4. Issues in translation.
14. Prepositions	1. Summarize the types and most common occurrences of some prepositions. 2. Determining the possible best meaning for a preposition.
15. Idioms and Areas of Meanings	Learn some common idiomatic expressions in biblical Hebrew and their meanings, or areas of meanings according to the context and interpreting their functions.
16. Learn Bible Software	1. Understand the uses of selected Bible software programs. 2. How to access the parsing functions and interpret meaningfully.

Learning Activities

We will do a lot of drilling exercises through different forms: in songs, oral recitation, oral exercises, dialogue and writing exercises. There will be reinforcements through one to one and small group interactions throughout the course.

Assessment Scheme (including Requirements)

Task Nature and Weightage	Purpose and Rationale	Learning Outcomes
1. Compulsory Attendance and Active Participation (10%) A penalization of 0.5% of this grade for each missed period of tutorial/lecture. If students **have valid reasons** to miss lectures and tutorial sessions for 10 class periods, students are expected to withdraw from the course asap. Otherwise, a full penalization of 15% of the final grade applies. **Penalization of this grade applies regardless of valid or invalid reasons.** Students **must** participate pro-actively in class as required: Pro-active refers to learning activities where students are expected to verbalize pronunciation of words learned, sing, recite verbally – all in audible volume to their partners, or instructor or to keep pace with the whole class. There will be penalization of the full 10% from this course if students do not engage pro-actively. Students will be pre-warned of this possibility as the class progresses.	Language courses require constant drilling, and due to the fact that Biblical Hebrew is a dead language, absence from any period will result in difficulties to catch up for each class period. 1. Students will follow the smooth progress of building upon each topic as the language is taught. 2. Students get **immediate** reinforcements for each new word or concept learned.	1. Students can follow the progress of each topic smoothly. 2. Students build upon each new concept of the language based on the previous one. 3. Students can reinforce the learning through active use of the language. 4. Student learns to reinforce their own understanding with co-learners and the instructor.
2. **6 Quizzes** (28%) Q1: The General Uses of the *binyanim* (D p. 159) Q2: Paradigm for Qal and Niphal + parsing Q3: Paradigm for Piel and Pual + parsing Q4: Paradigm for Hiphil and Hophal + parsing Q5: Paradigm for Hithpael + parsing Q6: Using BDB Lexicon	The quizzes are to reinforce the accumulation of the foundational *binyanim* paradigms. Regular parsing in the quizzes are to keep up and reinforce the vocabularies and paradigms learned earlier and also new vocabularies.	1. Students' memorization of the *binyanim* paradigms will aid the learning progress of the forms and uses of the verbs foundational to the language. 2. Students will reinforce earlier grammar and vocabularies learned earlier through the parsing component in the quizzes.

| | | 3. Students will be able to read and understand more complex sentences in the Hebrew Bible.
4. Students will be able to parse phrases as they read and will be able to process the meanings of the words automatically.
7. Students learn how to use the Biblical Hebrew Lexicons and Dictionaries. Students learn the technical format and how to retrieve the relevant meanings for the word searched. |
|---|---|---|
| 3. Written Assignments (25%)
During class lectures, the instructor will assign written assignments where students are required to write on the board, or on their own notebooks, or papers to be submitted. Students are expected to follow these instructions and attempt to complete them. | To grasp Biblical Hebrew fully, the written form is quintessential. It aids recognition and reinforces memory. Writing out the assignments retains the learning in concrete form. | 1. Students reinforce the concepts by active application of the language through these written assignments.
2. Students get the opportunity for immediate reinforcements in class through these assignments. |
| 4. Oral Exam (12%)
Students memorize Psalms 23. | Biblical Hebrew is the language of the Torah, the scripture of Judeo-Christian religion and memorization of core scripture in song is part of worship. Psalms 23 is one of the core texts in Judeo-Christian tradition. | 1. Students learn to appreciate the religious practice of scripture memorization.
2. Students learn to sing from memory Ps 23 as part of religious worship and prayer.
3. Students appreciate the Jewish religious cultural practices based on scripture.
4. Students build confidence to verbalize the Hebrew words |

		through scripture and songs.
4. <u>Final Quiz (25%)</u> This quiz comprises of selected passages learned throughout the course. Besides parsing, there will be questions covering topics learned from THEO3217-18.	This final quiz wraps up the end of the basics of the course.	Same as Task #2.

Course Components:

The course consists of lectures, oral drills, written assignments and a lot of memorization, self and group revisions. The time allocation (on average per week) of the learning activities is as follows:

Lecture		Class interaction		Excursion/ Web-based repot		Reading and research		Written assignments	
In class	Out of Class	In class	Out of Class	In class	Out of Class	In class	Out of Class	In class	Out of Class
1.2 hrs	NA	1 hr	NA	NA	NA	NA	1.5 hrs	0.5	2 hrs
M		M		M		M		M	
M: Mandatory activity in the course			O: Optional activity						

Learning Activities

Besides lectures, there will be songs, listening, actions, group rote memorization, peer learning and correction, and discussion.

Course Textbook

John H. Dobson, *Learn Biblical Hebrew* (2nd ed.; with Audio CD-Rom; Grand Rapids: Baker Academic, 2005).

Francis Brown, S.R. Driver, and Charles A. Briggs (ed.), *A Hebrew and English Lexicon of the Old Testament* (Oxford: Clarendon, 1907). [check the latest reprint]
Alternatively,
See: http://www.biblestudytools.com/lexicons/hebrew/
(Please download the fonts so that you may access them!)

Course Schedule

May 16 Thurs	Revision of grammar and vocabularies in Biblical Hebrew I D Lessons 12 and 13: Participles and Infinitives
May 20 Mon	Read Psalm 23 D Introduction to Lessons 14-17: Introduction to *binyanim*: The General Uses of the *binyanim*. Lesson 14: The Qal and Niphal
May 23 Thurs	D Lesson 15: The Piel and Pual Q1 + Q2. Reading and parsing exercise 1
May 27 Mon	D Lesson 16: The Hiphil and Hophal Q3. Reading and parsing exercise 2
May 30 Thurs	D Lesson 17: The Hithpael and the other *binyanim*. Revision of *binyanim*. Q4. Reading and parsing exercise 3
June 3 Mon	Q5. Learning to Use BDB Reading and parsing exercise 4
June 6 Thurs	Q6. Using Bible software programs D Lesson 18: Wishes, Oaths and Conditions
June 10 Mon	Reading and parsing Jonah 1A D Lessons 19 + 20: The Narrative forms with other verb forms; Sentence and Clause Beginnings
June 13 Thurs	Reading and parsing Jonah 1B D Lesson 21 The Perfective and Imperfective Verbs
June 17 Mon	Reading and parsing Jonah 3 D Lesson 22 Sentence and Clause Sequences
June 20 Thurs	Reading and parsing Jonah 4 D Lessons 24-25: Prepositions and Idioms
June 24 Mon	Oral Test. D Lesson 23. Revision
June 27	Final Test

Feedback for Evaluation

Two course evaluations will be conducted. The first will be done midway through the course which is tailored to facilitate better progress through the course. The second will be conducted by the university wide exercise.

Recommended Learning Resources:

Cook, J.A. and Holmstedt, R.D. (2013). *Beginning Biblical Hebrew*. Grand Rapids, Michigan: Baker Academic.

*Kahn, Lily. (2014). *The Routledge Introductory Course in Biblical Hebrew*. NY: Routledge.

Pratico, G.D.M. and van Pelt, M. (2001). *Basics of Biblical Hebrew Grammar*. With CD-Rom. Grand Rapids, Michigan: Zondervan.

Seow, Choon-Leong. (1995). *A Grammar for Biblical Hebrew* (rev. ed.; Nashville: Abingdon).

Webster, Brian. (2009). *The Cambridge Introduction to Biblical Hebrew*. Cambridge/NY: Cambridge University.

Grade Descriptors:

Grade	Standard	Descriptors
A	Excellent	Outstanding performance on all learning outcomes. Demonstrates precision and accuracy throughout. Able to analyse, apply and explain concepts as well as recall relevant and accurate information and sources spontaneously when texts are given.
A-	Very Good	
B+	Good	Substantial performance overall and fulfils most learning outcomes with above average competency. Indicates ability to analyse, apply and explain concepts fluently. A good demonstration of the ability to recall relevant information and sources when texts are given.
B		
B-		
C+	Fair	Satisfactory performance overall, shows an average grasp in most of the learning outcomes. Indicates adequate ability to analyse, apply and explain concepts but may not be as consistent. An average and general consistent performance to recall relevant information and sources when texts are given.
C		
C-		
D+	Pass	Barely satisfactory performance overall, shows less than average in some of the learning outcomes. Indicates a general ability to analyse, apply and explain concepts when cues are provided. A passable ability to recall relevant information and sources with some guidance provided when texts are given.
D		
F	Failure	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Demonstrates lacking ability to analyse, apply and concepts even when cues are provided. Unable to process a given text satisfactorily.

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A-	Very Good	
B+		Substantial performance overall and fulfils most learning outcomes with above average competency. Indicates ability to analyse, apply and explain concepts fluently. A good demonstration of the ability to recall relevant information and sources when texts are given.
B		
B-	Good	
C+		Satisfactory performance overall, shows an average grasp in most of the learning outcomes. Indicates adequate ability to analyse, apply and explain concepts but may not be as consistent. An average and general consistent performance to recall relevant information and sources when texts are given.
C		
C-	Fair	
D+		Barely satisfactory performance overall, shows less than average in some of the learning outcomes. Indicates a general ability to analyse, apply and explain concepts when cues are provided. A passable ability to recall relevant information and sources with some guidance provided when texts are given.
D	Pass	
F	Failure	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Demonstrates lacking ability to analyse, apply and concepts even when cues are provided. Unable to process a given text satisfactorily.