



- לָמָּה שָׁלַח אֱלֹהִים הָאִישׁ וְהָאִשָּׁה מִן־הַגֶּן?
- מִי הִגִּיד לְאִנְשֵׁים כִּי עִירְמִים הֵם?
- הִיוּ הָאִנְשֵׁים עֲרוּמִים?
- הֲרֵשִׂיא אֶת־הָאִנְשִׁים הַנַּחֵשׁ?
- הֲרֵשִׂיא אֶת־הָאִנְשִׁים אֱלֹהִים?

## HEBREW 151 AT A GLANCE

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership. Seaver College exists within Pepperdine to provide a link between the knowledge and wisdom of the past and present with the challenges of the future.

The three-course Biblical Hebrew sequence advances these missions by connecting you more intimately with the Christian Old Testament in its primary original language.

The sequence also helps you meet various possible program requirements:

- Undergraduate language requirement
- M.Div. language prerequisite
- Old Testament scripture course requirement

## DETAILS FOR HEB 151.01 (FALL 2019)

HEB 151.01 (Fall 2019) meets in AC 290 from 4:00–5:50 PM on Tuesdays and Thursdays from 26 Tammuz 5779 (August 27, 2019) to 7 Kislev 5780 (December 8, 2019) plus a final session on 7:30–10:00 PM on 13 Kislev (December 11, 2019).

The “I/me” speaking to you through this syllabus is Dr. Chris Heard, Professor of Religion—also known as בּוֹרֵשׁ הַמוֹרָה. To reach me outside of class, you can:

- Visit my study, Appleby 278 on Tuesdays and Fridays between 9:30 and 10:30 AM, on Thursdays between 1:00 and 2:00 PM, or by appointment.
- Call campus extension 4299.
- Send me a message using the אֲגָרוֹת (Letters) tool in Courses (not regular email for class matters).

**If you progress successfully through HEB 151, you should be able to answer the questions above by Hanukkah 5780.**

Plus a whole lot more. And here’s how we’re going to get there.

**In class**, we’ll focus on using *spoken* Biblical Hebrew to achieve various communicative goals. Class generally *will not* feature lecture about the mechanics of Biblical Hebrew grammar and syntax; that’s what the textbook is for. (I *will* answer your questions, of course.) Expect to participate actively in class, usually in the form of reading aloud, following instructions, answering questions, and engaging in conversations—all in Biblical Hebrew to the greatest extent possible.

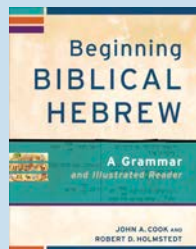
**Outside of class**, you’ll focus on using *written* Biblical Hebrew to achieve various communicative goals. I’ll usually ask you to do some exercises in reading and writing to reinforce the skills introduced and practiced in class. You’ll also learn new vocabulary and receive some direct grammar instruction during your homework sessions. Plan to study Biblical Hebrew outside of class for *at least* one hour each day (though maybe not all at one sitting), seven days a week.

In keeping with the American Classical League’s *Standards for Classical Language Learning* (2017), **by the end of the three-course sequence**, successful learners will be able to:

- א) Understand, interpret, and analyze spoken or written Biblical Hebrew. (Corresponds to ACL’s “Interpretive Reading” and “Interpretive Listening” goals.)
- ב) Interact and negotiate meaning in spoken or written Biblical Hebrew to share information, reactions, feelings, and opinions. (Corresponds to ACL’s “Interpersonal Communication” goal.)
- ג) Connect with other sources of knowledge to acquire information and diverse perspectives in order to use Biblical Hebrew for academic and ministerial purposes. (Corresponds to ACL’s “Connections” goal.)
- ד) Set goals and reflect on their progress in learning and using Biblical Hebrew.

These outcomes are adapted from the American Classical League’s *Standards for Classical Language Learning* (2017). Reaching each one requires development and coordination of more specific communicative skills (listed in detail in Courses). HEB 151, 152, and 351/551 share the same learning outcomes, but for each successive course students will be expected to master new specific skills and to use existing skills at increasing levels of complexity.

## REQUIRED MATERIALS



Available at the campus bookstore



Available at [bit.ly/overland-millim](http://bit.ly/overland-millim)



## WHERE'S THE BIBLE?

You may wonder why these required resources don't include a Hebrew Bible or a Hebrew lexicon. No offense, but you're not really ready for those yet. The textbook will take us step by step toward reading the actual biblical versions of Genesis 3; 22; and 37 by the end of HEB 152; we'll go further in HEB 351/551.

## FAITH AND LEARNING

Pepperdine is a Christian University, and I teach this course as a Christian, but I don't assume that all students are Christians. Students will never be graded on their agreement or disagreement with my beliefs or practices. We may occasionally engage exegetical or theological questions in the Hebrew sequence, especially in the third semester, but our main focus is linguistic.

## ACADEMIC INTEGRITY

If I become convinced that you have violated academic integrity in this course, I will apply the Code of Academic Integrity strictly, following the sanctions at [bit.ly/seaver-integrity-violations](http://bit.ly/seaver-integrity-violations).

## ACCESSIBILITY

If you need any accommodations to make course materials or activities accessible to you, please contact the Office of Student Accessibility (SAC 105, extension 6500, [bit.ly/pep-osa](http://bit.ly/pep-osa)) as early in the semester as possible. They will help me know how best to meet your needs. All discussions will remain confidential.

## INTELLECTUAL PROPERTY

All of the materials distributed to you for this course are protected by copyright in one way or another. Most of the materials I have personally created will include a Creative Commons license right on the page if it's okay for you to reproduce them. Generally you won't need to, as they'll be available in Courses as PDFs. But be careful not to violate any third parties' copyrights.

You may record classes for personal use, but do not share the recordings with anyone who isn't enrolled in the class. I or other Pepperdine staff members may record (audio, video, or both) or photograph class sessions at my discretion, to use for personal and program assessment and professional presentations.

Additionally, I may use any work you submit for this course for personal and program assessment, as long as those materials are anonymized and not shared outside of Pepperdine.

## GENERAL COURSE SCHEDULE\*

BBH includes 13 units, each consisting of several **lessons** leading to a **reading**. HEB 151 explores the first five units.

TUESDAYS	THURSDAYS
08/27 Sights & Sounds of Biblical Hebrew (L1-4)	08/29 Talking About Individual Things (L5-7)
09/03 Specifying Nouns More Precisely (L8-9)	09/05 הַבַּיִת (R1)
09/10 Talking About Groups of Things (L10-11)	09/12 Affirming, Denying, Locating (L12-13)
09/17 Asking Questions (L14)	09/19 גִּנְיָן (R2)
09/24 Telling What Someone Did (L15-16)	09/26 Arranging Words in a Sentence (L17-18)
10/01 עֲקָרְתִּי-יִצְחָק (R3)	10/03 Telling What a Group Did (L19)
10/08 Connecting Things Together (L20)	10/10 Describing Contingencies (L21)
10/15 Another Way to Specify Relationships (L22)	10/17 בְּתִנְתִּי-יִסֵּף חֶלֶק א (R4, Part 1)
10/22 בְּתִנְתִּי-יִסֵּף חֶלֶק ב (R4, Part 2)	10/24 Telling What Someone Will Do (L23)
10/29 Describing Actions Abstractly (L24)	10/31 Describing Abstract Actions (L25)
11/05 Specifying Actions' Objects (L26)	11/07 Catch-Up/Review Day
11/12 Personal Practice (Dr. Heard @ POD)	11/14 Personal Practice (Dr. Heard @ POD)
11/19 גִּנְיָן-עֵדֶן חֶלֶק א (R5, Part 1)	11/21 גִּנְיָן-עֵדֶן חֶלֶק ב (R5, Part 2)
11/26 גִּנְיָן-עֵדֶן חֶלֶק ג (R5, Part 3)	11/28 Thanksgiving Holiday
12/03 Cumulative Skills Demonstrations	12/08 Cumulative Skills Demonstrations
12/11 Final Session (Wednesday, 7:30-10:00 PM)	* Find specific assignments and more details in Courses



- Bring *BBH* and *Millim* to every class.
- Complete all assignments (on time) and participate fully in the course.
- Expose yourself to Hebrew outside of class. Study together. Quiz each other.
- Let me know if you will need to travel for school-sponsored events.
- Let me know if you have special needs that the Office of Student Accessibility (SAC 105) can help me meet.
- Let me know what to call you (name and pronouns) when speaking English.
- Complete the course evaluation form, available online from 12:01 AM on Nov. 25 until 11:59 PM on Dec. 8.



- Talk with your mouth full. Snacks are okay but full meals are not. Drinks are fine as long as the containers have lids.
- Use electronic devices (especially digital dictionaries and translation apps) in class, unless I specifically ask you to do so.
- Duplicate and share any handouts unless they have the Creative Commons license icon on them (most do if I created them).
- Cheat. Past incidents have been very rare, with students using online translation apps or published English Bibles instead of genuinely doing their own work. If necessary, I will apply the sanctions recommended at <http://bit.ly/seaver-integrity-violations>.

## GRADING SYSTEM

You earn your semester grade in HEB 151 by showing that you can use certain communicative and analytical skills *by the end of the semester*. To earn a particular letter grade, you must demonstrate consistent, accurate accomplishment of *all*

the skills for that grade level as well as all lower grade levels.

Skills upon which other skills depend cluster more toward the low end of the grading scale. More challenging and complex skills sit higher on the scale.

## GRADING EXAMPLE

Bob consistently achieves D01–B04, B07, and A01, but struggles with B05–B06 and B08. So Bob gets a B– for the course—the highest level for which he consistently demonstrates *all* of the skills.

## LETTER GRADE

## ASSOCIATED SKILLS

A	<p>A06. Narrate sequences of future actions (using וְקָטַל).</p> <p>A05. Show relationships between nouns using קְמִיבוּת constructions.</p> <p>A04. Understand statements that speculate (using וְקָטַל).</p>
A–	<p>A03. Use possessive suffixes in your own sentences.</p> <p>A02. Distinguish between מְחַלֵּט and מְקוֹר נְטוּי.</p> <p>A01. Recognize and use 90% of assigned vocabulary.</p>
B+	<p>B08. Recognize and analyze (break down) קְמִיבוּת constructions.</p> <p>B07. Use the appropriate word order when you compose sentences.</p>
B	<p>B06. Recognize and analyze (break down) the word order in clauses.</p> <p>B05. Understand statements about sequences of future events (using וְקָטַל).</p> <p>B04. Distinguish dual nouns from masculine plural nouns.</p>
B–	<p>B03. Answer free-response questions using complete sentences.</p> <p>B02. Answer yes-or-no questions with affirmative and negative statements.</p> <p>B01. Recognize and use 80% of assigned vocabulary.</p>
C+	<p>C18. Talk about isolated future actions (using וְקָטַל as a simple future tense).</p> <p>C17. Talk about isolated past actions (using קָטַל as a simple past tense).</p> <p>C16. Describe possible explanations for departures from standard word order.</p>
C	<p>C15. Ask simple free-response questions using common question words.</p> <p>C14. Ask your own yes-or-no questions.</p> <p>C13. Form plural nouns.</p>
C–	<p>C12. Describe what a קְמִיבוּת construction does.</p> <p>C11. Describe the standard word order for simple declarative clauses in וְקָטַל or קָטַל.</p> <p>C10. Recognize and identify possessive suffixes attached to nouns.</p> <p>C09. Understand isolated statements about the future (using וְקָטַל as a simple future tense).</p> <p>C08. Understand isolated statements about the past (using קָטַל as a simple past tense).</p> <p>C07. Locate people and things in space (using prepositions).</p> <p>C06. Locate events in time (using prepositions).</p> <p>C05. Answer simple free-response questions using single words or short phrases.</p> <p>C04. Answer yes-or-no questions with כֵּן and לֹא.</p> <p>C03. Coordinate nouns with the corresponding pronouns.</p> <p>C02. Recognize plural nouns as plurals.</p> <p>C01. Recognize and use 70% of assigned vocabulary.</p>
D+	<p>D06. Form simple sentences affirming existence (יֵשׁ) or nonexistence (אֵין).</p> <p>D05. Form simple copular clauses (all three types).</p>
D	<p>D04. Recognize simple sentences affirming existence (יֵשׁ) or nonexistence (אֵין).</p> <p>D03. Recognize all three types of copular clauses.</p>
D–	<p>D02. Correctly identify, write, and pronounce all of the Hebrew letters (consonants) and vowel points using the Aramaic square script (equivalent to modern printing).</p> <p>D01. Recognize and use 60% of assigned vocabulary.</p>

### THE WEIGHT OF C–

C– seems like a low grade to carry all this weight. But a C– opens the door to HEB 152, so it must also represent the minimum acceptable skill set for achievement in HEB 151.

## THE HEBREW SEQUENCE IN CONTEXT

The Biblical Hebrew sequence supports several different programs at Seaver College. The key course for satisfying GE or degree requirements is HEB 351/551, but all three courses ultimately to contribute to the same outcomes.

HEB SEQUENCE	GE LANGUAGE	BA IN RELIGION	MA IN RELIGION	MDIV
א) Understand, interpret, and analyze spoken or written Biblical Hebrew.	(1) Understand simple phone conversations, announcements, and media reports, and face-to-face dialogue using learned material.  (3) Recognize sufficient vocabulary when reading at the intermediate level and consistently read texts dealing with a variety of basic and social needs.	(1) Interpret biblical texts critically and competently, explaining the meaning of a given text within applicable contexts.	(1) Evaluate the primary literature, critical methodologies, and secondary literature of a specialized field of religious study.  (2) Utilize a foreign language relevant to one's chosen field of specialization.	(1) Interpret biblical texts critically and competently, explaining the meaning of a given text within applicable contexts and its significance in pertinent streams of current research.
ב) Interact and negotiate meaning in spoken or written Biblical Hebrew to share information, reactions, feelings, and opinions.	(2) Engage in a variety of communicative tasks in social situations, ask and answer questions using learned materials, and participate in conversations about topics beyond the most immediate needs.  (4) Write short, simple passages with accuracy, expressing present time and at least one other time frame.		(1) Evaluate the primary literature, critical methodologies, and secondary literature of a specialized field of religious study.  (2) Utilize a foreign language relevant to one's chosen field of specialization.	
ג) Use Biblical Hebrew to investigate, explain, and reflect on the relationship between the practices, perspectives, and products of ancient Israelite/Judean culture.			(1) Evaluate the primary literature, critical methodologies, and secondary literature of a specialized field of religious study.  (2) Utilize a foreign language relevant to one's chosen field of specialization.	(1) Interpret biblical texts critically and competently, explaining the meaning of a given text within applicable contexts and its significance in pertinent streams of current research.  (4) Apply and evaluate current methods for incorporating the teachings of a faith – especially the Christian faith – into the lives of individuals in a faith community, beginning with oneself.
ד) Use Biblical Hebrew for academic and ministerial purposes.		(1) Interpret biblical texts critically and competently, explaining the meaning of a given text within applicable contexts.  (4) Apply current methods for incorporating the teachings of a faith – especially the Christian faith – into the lives of individuals in a faith community, beginning with oneself.	(1) Evaluate the primary literature, critical methodologies, and secondary literature of a specialized field of religious study.  (2) Utilize a foreign language relevant to one's chosen field of specialization.	
ה) Set goals and reflect on one's own progress in learning and using Biblical Hebrew.				