Course Syllabus
Wycliffe College
Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number :   WYB1012Y
Course Name: Introduction to Biblical Hebrew
Campus: St. George

Instructor Information

Instructor: Mr. Andrew Witt
E-mail: andy.witt@mail.utoronto.ca
Office Hours: send an email to the instructor in order to schedule office hours

Course Prerequisites or Requisites

None

Course Description

This course will equip both students training for designated ministry and/or those who wish to continue in advanced degree studies with a working knowledge of Biblical Hebrew. It will introduce students to the fundamentals of Biblical Hebrew, including phonology (sounds), morphology (grammatical forms), syntax (the components of a meaningful text unit), and the most frequent vocabulary. Upon successful completion of the course, students will have acquired basic skills useful for the purposes of homiletical exegesis, scholarly pursuit, and the general pleasure of textual interpretations.
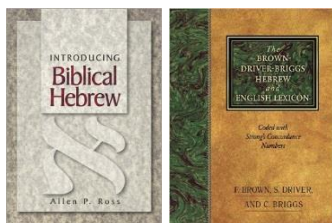
Course Methodology

Lectures, readings, homework exercises, weekly quizzes, examinations, presentations

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	**This outcome will be demonstrated through these course elements:**	**This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)**
Will have gained a basic knowledge of vocabulary words in Biblical Hebrew occurring more than 100x in the OT	Weekly Quizzes Unit examinations	**MTS:** 1.7 **MDiv:** 1.7
Will have working knowledge of the most important grammatical patterns and paradigms of Biblical Hebrew	Textbook lessons & exercises Unit examinations	**MTS:** 1.7 **MDiv:** 1.7
Will have experience in translating basic Hebrew sentences	Lesson Exercises Translation Exercises	**MTS:** 1.7 **MDiv:** 1.7
Will have had experience researching the specific meaning of Biblical Hebrew words and/or phrases	Word Study Paper	**MTS:** 1.7 **MDiv:** 1.7
Will have had experience working on basic narrative texts	Translation Exercises	**MTS:** 1.7 **MDiv:** 1.7

Course Resources

Required Course Texts

Required: Ross, Allen P. *Introducing Biblical Hebrew.* Grand Rapids: Baker, 2001. ISBN-10: 0801021472. ISBN-13: 978-0801021473.

Required: Brown, F., S. Driver, and C. Briggs. *The Brown-Driver-Briggs Hebrew and English Lexicon: Coded with Strong's Concordance Numbers.* Hendrickson, 1994. ISBN-10: 1565632060. ISBN-13: 978-1565632066.

Required: Course Packet (can be purchased at Wycliffe Front Desk)

Course Website(s)

- Blackboard https://weblogin.utoronto.ca/

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.)

Course Resources on the Web

Dr. Charles Grebe's website which is keyed to Ross: http://www.animatedhebrew.com/lectures/index.html

- This website provides a number of resources which previous students have found quite useful in supplementing class lectures.

Class Schedule

The Introduction to Biblical Hebrew course is a full-year course. The following class schedule will be used for both the Fall and Winter terms. It is subject to change depending on the pace of the course, but any changes will be announced well in advance and will need the approval of the students. The course will meet for one hour three times per week: Monday, Wednesday, and Thursday mornings. Each week we will follow the same plan of action:

Monday	Wednesday	Thursday
(1) Turn in Lesson Exercises	(1) Finish/review first lesson	(1) Review
(2) Vocabulary Quiz	(2) Introduce second lesson material	(2) Exercises
(3) Introduce first lesson material		

Course Advice:
Do your best to keep up with the material: *do not fall behind.* Falling behind in the course will be a huge detriment to your learning experience. Devoting 20-30 minutes per day to reviewing vocabulary and paradigms, and setting aside time to complete lesson exercises is a necessity. If you have not studied a language before, it is important to recognize at the outset that to do well in this course you will need to devote at *twice* the normal homework time that is needed for other courses.

Vocabulary:
There are a number of programs on the web and in app stores to help you with vocabulary flashcards. I have created sets of vocabulary cards on a platform call **Memrise**. This is a free app for your smart phone (Android|Apple), and is also accessible with your desktop or laptop on the website. Once logged in, follow this link and join the class. All of the vocabulary for the course has been divided into corresponding lessons. Alternatively, there is the tried and true "old school" method: buy a pack of notecards, cut them in half, and write out the vocabulary each week. You could also go down to Muji at the Atrium and pick up a few of these for $1.00 each (along with one of their great pens!).

FALL 2017

Wk	Calendar	Monday	Wednesday	Thursday
1	Sep 11-15	Introduction & Syllabus Lesson 1	Lessons 1-2	Exercises
2	Sep 18-22	Due: Exercises 1.8; 2.10 Quiz #1 (Vocab 1-15) Lesson 3	Lessons 3-4	Exercises
3	Sep 25-29	Due: Exercises 3.7; 4.6 Quiz #2 (Vocab 16-30) Lesson 5	Lessons 5-6	Unit 1 Review
4	Oct 2-6	Due: Exercises 5.10; 6.6 **Unit 1 Exam (Vocab 1-50)**	Lessons 7, 12	Lessons 7, 12
5	Oct 9-13	Due: Exercises 7.6, 12.9 Quiz #3 (Vocab 51-70) Lesson 8	Lessons 8-9	Exercises, Review of Nouns/Adjectives

6	Oct 16-20	Due: Exercises 8.6; 9.7 Quiz #4 (Vocab 71-90) Lesson 10	Lessons 10-11	Exercises & Review
	Oct 23-27	**READING WEEK (Names #1 Vocab)**		
7	Oct 30-Nov 3	Due: Exercises 10.9; 11.5 Quiz #5 (Names #1, 91-110) Lesson 13	Lessons 13-14	Exercises
8	Nov 6-10	Due: Exercises 13.7; 14.8 Quiz #6 (111-130) Lesson 15	Lessons 15-16	Unit 2 Review
9	Nov 13-17	Due Exercises: 15.10; 16.6 **Unit 2 Exam (Voc 51-150)**	Lessons 17-18	Lessons 17-18
10	Nov 20-24	Due: Exercises 17.7; 18.6 Quiz #7 (151-170) Lesson 19	Lessons 19-20	Review of Translation and Syntax
11	Nov 27-Dec 1	**NO CLASS (Andy at SBL)** [still learn words 171-190]	Due: Exercise 19.7; 20.9 Lessons 21-22-23	Lessons 21-22-23
12	Dec 4-8	Due: Exercises 21.7; 22.7; 23.7 Quiz #8 (171-210) Lesson 24 – Perfect Verb	Lesson 24 – Imperfect	Unit 3 Review
	Dec 11-15	Due: Exercise 24.9 **Unit 3 Exam (151-230)**		

WINTER 2018

Wk	Calendar	Monday	Wednesday	Thursday
0	X-mas Break	During Christmas break, go through Lesson 25 on your own. I recommend watching the online lecture from www.animatedhebrew.com. I also recommend continuing to review your Hebrew vocabulary and ensuring you know the Qal Paradigm. You will have a vocabulary quiz on words 231-250 when we return on Monday, Jan 8.		
13	Jan 8-12	Quiz #9 (231-250) Lesson 26	Lessons 26-27	Exercises
14	Jan 15-19	Due: Exercises 26.5; 27.5 Quiz #10 (Vocab 251-270) Lesson 28	Lessons 28-29	Exercises
15	Jan 22-26	Due: Exercises 28.5; 29.5 Quiz #11 (Vocab 271-290) Lesson 30	Lessons 30-31	Unit 4 Review
16	Jan 29-Feb 2	Due: Exercises 30.5; 31.4 **Unit 4 Exam (Vocab 231-310)**	Lessons 32-33	Lessons 32-33
17	Feb 5-9	Due: Exercises 32.5; 33.6 Quiz #12 (Vocab 311-330) Lesson 34	Lessons 34-35	Catch-up; review
18	Feb 12-16	Due: Exercises 34.8; 35.7 Quiz #13 (Vocab 331-355) Lesson 36	Lessons 36-37	**ISRAEL TRIP** **No Class** **(meet for review?)**
	Feb 19-23	**READING WEEK (Names #2 Vocab)**		

19	Feb 26-Mar 3	**ISRAEL TRIP** **No Class** **(meet for review?)**	Due: Exer. 36.7; 37.7 Qz 14 (Nm 2, 356-380) Lesson 38	Lesson 38 & Review
20	Mar 6-10	Due: Exercise 38.12 Quiz #15 (381-405) Lesson 39	Lesson 40	Unit 5 Review
21	Mar 13-17	Due: Exercises 39.11; 40.6 **Unit 5 Exam (Vocab 311-430)**	Jonah 1:1-4	Jonah 1:5-8
22	Mar 20-24	Quiz #16 (431-455) Jonah 1:9-12	Jonah 1:13-2:2	Jonah 2:11-3:6
23	Mar 27-31	Quiz #17 (456-480) Jonah 3:7-4:3	Jonah 4:4-11	Jonah 2:3-6
24	Apr 2-6	Quiz #18 (481-500) Jonah 2:7-10	Hebrew poetry	Due: Translation Exercises Hebrew poetry
	Apr 9-13	**Word Study Paper Due (Apr 13)**		

Evaluation

Requirements

A. **Attendance.** Attendance is obligatory for each class in accordance with the Student Handbook. Missing classes will hinder your ability to progress in the cumulative nature of learning a new language. Your professor will do his best to work with you if classes must be missed, but this is on a case-by-case basis, and should not be taken for granted.

B. **Completion of Exercises.** It is imperative in the study of a language to keep up with lesson exercises. These will give students the needed practice to solidify concepts learned in each lesson of the textbook. A student who does not work on these completely will not learn the language well. *Students will be required to turn in their lesson exercises at the beginning of class on Monday mornings*. I do not expect your exercises to be 100% correct, nor do I require it; in fact, an answer key will be provided in your course packet. Working on your lessons does not mean getting all the answers right; it means completing the assignments, surfacing errors based on class discussions, and trying to understand things missed in the homework by consulting the textbook, another student, the Charles Grebe resources online, or the professor (in that order).

C. **Quizzes.** Quizzes will test the **vocabulary** portion of the course. Missed regular quizzes for excused absences must be made up by the next class period. If you arrive late for class, you must wait outside the classroom until after the quiz is graded, and then take it immediately after class**.** Even though Ross includes vocabulary at the end of his lessons, instead we will be using a frequency list supplied by Pratico and Van Pelt in their book *Vocabulary Guide to Biblical Hebrew*. The list itself will be available on Blackboard and is printed in your course handout packet, and the quiz schedule is included in the course schedule above. *Note:* Since we are using a different vocabulary schedule than the textbook, there may be times when lesson exercises will use vocabulary unfamiliar to the student. In these instances, the textbook should be consulted for unknown vocabulary.

D. **Examinations.** There will be a total of five examinations in the course. While each exam will focus on the lessons for that particular unit, students will be expected to apply principles and use vocabulary learned throughout the course. In other words, by their nature, language exams are cumulative, although the focus of each will be on the material since the previous exam.

E. **Translation Exercises.** During the final weeks of the course (after the Unit 5 Exam), we will be exploring the book of Jonah as well as a few psalms to become better acquainted with your Hebrew Bible (BHS), your lexicon, and other grammar and syntax resources. Translation exercises will be

provided and students will have to prepare them ahead of class time to help facilitate more time in the text. *At the end of this unit, on the last day of class,* students will be required to turn in their work.

F. **Word Study Paper.** Instead of a final exam, students will turn in a word study paper, due by April 13. This will be a maximum of six pages (12 pt, Times New Roman, 1" margins, double-spaced). As outlined in the "Word Study Project" instructions (on Blackboard and in your course pack), the word study will consist of six sections. <u>Use these six sections in your paper, with section headings.</u> Each section is explained more in-depth (with links) on Blackboard: (1) *Choosing your word.* Please write a few sentences letting me know what word you have chosen and why. This doesn't have to be anything ground-breaking, but more for my information. Words should be approved by the professor ahead of time, and should come from a verse in the Old Testament which is meaningful to you (whether personally, a verse studied as part of another course, or even a sermon you are preparing). (2) *Create a list of occurrences.* Let me know how often your word occurs, and determine if there is any pattern to these occurrences. For instance, does your word occur more in narrative or prophetic texts, or law texts? Is it more common in certain books, but not others? (3) *Establish a range of meaning, and list key uses.* Through your research in lexicons and dictionaries tell me what the range of meaning is for your word. Does it have different meanings with different stems (with verbs)? Are there any passages which are very important in grasping the meaning of the word? (4) *What about the Septuagint and other ancient versions?* How did the Septuagint translators (and even other ancient versions like the Vulgate or Aramaic Targums) translate your word in its passage? Do these witnesses help nuance the meaning of your word in any way? (5) *Consult a theological dictionary.* Theological dictionaries can be extremely helpful. Look up your word in at least one of them and tell me how the entry in the dictionary has added to your research. (6) *Finally, summarize your work and choose a definition.* Tell me your conclusions and how the word study has helped you better understand the passage at hand.

Grading Breakdown

You will be given one mark for the whole course, but the following chart breaks down each component for both the Fall 2017 and Winter 2018 terms.

<u>Fall 2017</u>		<u>Winter 2018</u>	
Vocab Quizzes	15%	Vocab Quizzes	15%
Lesson Exercises	15%	Lesson & Translation Exercises	20%
Unit 1 Exam	23%	Unit 4 Exam	25%
Unit 2 Exam	23%	Unit 5 Exam	25%
Unit 3 Exam	<u>24%</u>	Word Study Paper	<u>15%</u>
	100%		100%

TST Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR   Designates credit; has no numerical equivalent or grade point value

NCR   Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation

SDF   Standing deferred (a temporary extension)

INC   Permanent incomplete; has no numerical equivalent or grade point value

WDR   Withdrawal without academic penalty

AEG   May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar's office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as

source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

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