



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 : WYB1012YY
Course Name: Introduction to Biblical Hebrew
Campus: St. George

Instructor Information

Instructor: Mr. Andrew Witt Teaching Assistant:
E-mail: andy.witt@mail.utoronto.ca E-mail:
Office Hours:

Course Prerequisites or Requisites

None

Course Description

The goal of *Introduction to Biblical Hebrew* is to equip both students training for designated ministry and those students who wish to continue in advanced degree studies with a working knowledge of biblical Hebrew, as well as for subsequent study in syntax and exegesis. The course itself takes the full academic year (Fall 2016 and Winter 2017), and it will introduce students to the fundamentals of Biblical Hebrew, including phonology (sounds), morphology (grammatical forms), basic syntax (the components of a meaningful text unit), and the most frequent vocabulary. At the end of the whole year course, students will have acquired rudimentary skills useful for the purposes of homiletical exegesis, scholarship pursuit, and the general pleasure of textual theological interpretations.

Course Methodology

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

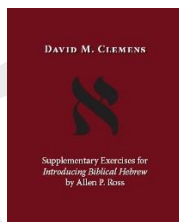
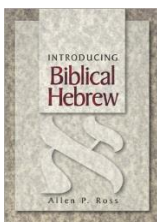
Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
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By the end of this course, students	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
Will gain a basic understanding of the various elements of the Biblical Hebrew language. Emphasis will be placed on: (1) a basic vocabulary of the most frequently occurring words; (2) a knowledge of the most important morphological patterns, paradigms and grammatical structures; (3) experience in translating simple Hebrew sentences;	All elements of the course	MTS: 1.7 MDiv: 1.7
Will be able to recognize quickly Hebrew grammatical structures as well as Hebrew terms and their inflections, accurately translating basic phrases, clauses, and sentences.	All elements of the course	MTS: 1.7 MDiv: 1.7

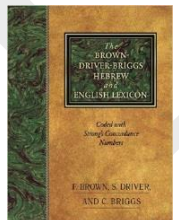
Course Resources

Required Course Texts



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

Optional: Clemens, David M. *Supplementary Exercises for Introducing Biblical Hebrew by Allen P. Ross*. Regent Publishing, 2008. ISBN-13: 978-1573834254.



Elliger, Karl, and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. German Bible Society, 2006. ISBN-10: 1598561626. ISBN-13: 978-1598561623.

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.

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.) Note also the information at

<http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask [xxx] for further help.]

Course Resources on the Web

Dr. Charles Grebe's lectures using Ross: <http://www.animatedhebrew.com/lectures/index.html>

- These will be quite helpful to supplement our class lectures and more fully cover the material from the textbook. Check out a lot of the website, which is keyed in to Ross (e.g. worksheets galore!).

Dr. Phillip Marshall's answer key for Ross: <http://biblicallanguages.wordpress.com/language-courses-i-teach/hebrew-grammar-i-first-year-course/answer-keys-to-ross-introducing-biblical-hebrew-ibh/>

- I hesitate to give you this link, but it is not terribly hard to find with a simple Google search. The fact of the matter is that your mark on the homework (as outlined below) is not given based on the correctness of your answers, but in their completion. You are paying good money to take this course and learn Hebrew. If you are not going to put in the time to learn it by practicing with the exercises, then there is nothing to gain and everything to lose by cheating on the homework. Use these answers as a way to make sure you understand the lessons, and maybe check your first few answers before doing the rest.

There are a number of links on the web to help you with vocabulary flashcards, and several are keyed to Ross' chapters. The tried and true method is to buy a pack of notecards, cut them in half, and write out the vocabulary.

- **Memrise:** this is a free App for your smart phone ([Android](#) | [Apple](#)). Once you login to the app, search for "Ross Introducing Biblical Hebrew," which all the vocabulary for the course divided into their corresponding lessons. This is a very effective tool for learning vocab.
- **Biblical Hebrew Vocabulary+:** Another App for your smartphone ([Android](#) | [Apple](#)), but this one will run you around \$3.00. It has the Hebrew vocabulary for several prominent introductory Hebrew books, including Ross. You can also work your way through the top 1000 vocab words from this list too.
- [Audio recordings](#) of all the vocab lists and most exercises through chapter 37 of the book.

Class Schedule

As part of the syllabus approval process, would I be able to teach this class meeting twice a week for 90 minutes, e.g. on Tuesday and Thursday?

<i>Unit 1 (Sep 13, 15)</i>	Ross chs. 1-2 Homework Review, Ross ch. 3	Alphabet, Vowels, Syllables Shewa, Inseperable Prepositions
<i>Unit 2 (Sep 20, 22)</i>	Quiz, Homework Review, Ross ch. 4 Homework Review, Ross chs. 5-6	Accents, Other Markings Dagesh, Article, Consonants
<i>Unit 3 (Sep 27, 29)</i>	Quiz, Homework Review, Ross ch. 7 Homework Review, Ross chs. 8-9	Nouns, Sentences, Waw Noun Patterns
<i>Unit 4 (Oct 4, 6)</i>	Homework Review, Midterm #1 (Oct 4) Introduction to Verbs, Ross ch. 10	Verb System, the Perfect
<i>Unit 5 (Oct 11, 13)</i>	Quiz, Homework Review, Ross ch. 11 Homework Review, Ross chs. 12-13	Pronouns Cases, Construct, Suffixes

<i>Unit 6 (Oct 18, 20)</i>	Quiz, Homework Review, Ross ch. 14 Homework Review, Ross chs. 15-16	Suffixes (cont.) Suffixes, Participles
<i>Reading Week (Oct 24-28) Review</i>		
<i>Unit 7 (Nov 1, 3)</i>	Quiz, Homework Review, Ross ch. 17 Homework Review, Ross chs. 18-19	The Imperfect, Relative Clauses Narrative Sequence, Stative, ?'s
<i>Unit 8 (Nov 8, 10)</i>	Homework Review, Midterm #2 (Nov 8) Foregrounding/Backgrounding, Ross 20-21	Volitives, Disjunctives
<i>Unit 9 (Nov 15, 17)</i>	Quiz, Homework Review, Ross chs. 22-23 Homework Review, Ross chs. 24-25	The Infinitive Suffixes, Numbers
<i>Unit 10 (Nov 22, 24)</i>	Quiz, Homework Review, Ross ch. 26 Homework Review, Ross chs. 27-28	The Verbal Stems, Niphal Piel and Pual
<i>Unit 11 (Nov 29, Dec 1)</i>	Quiz, Homework Review, Ross ch. 29 Ross, chs. 30-31	Hithpael Hiphil and Hophal
<i>Finals Week (Dec 5-9)</i>	Homework / Final Review (6th); Final Exam (8th)	
SEMESTER BREAK		
<i>Unit 12 (Jan 5)</i>	Introduction to Mechanical Parsing (A-B), Ross ch. 32	The Parsing Guide, Intro to Irregular Verbs, I-G, I-Aleph
<i>Unit 13 (Jan 10, 12)</i>	Quiz, Homework Review, Ross ch. 33 Homework Review, Ross chs. 34-35	Guttural Verbs, III-Aleph I-Nun, I-Waw, I-Yod
<i>Unit 14 (Jan 17, 19)</i>	Quiz, Homework Review, Ross ch. 36 Homework Review, Ross chs. 37-38	III-He Doubly Weak
<i>Unit 15 (Jan 24, 26)</i>	Quiz, Homework Review, Ross, ch. 39 Homework Review, Ross ch. 40	Geminate Verbs Minor Stems, Hishtaphel
<i>Unit 16 (Jan 31, Feb 2)</i>	Homework Review, Midterm #1 (Jan 31) Ross chs. 41-42	Gen 12:1-20
<i>Unit 17 (Feb 7, 9)</i>	Quiz, Homework Review, Ross ch. 43 Homework Review, Ross ch. 44	Gen 13:1-11 Gen 13:12-18
<i>Unit 18 (Feb 14, 16)</i>	Quiz, Homework Review, Ross ch. 45 Homework Review, Ross ch. 46	Gen 14:8-16 Gen 14:17-24
<i>Reading Week (Feb 20-24) Prepare for midterm</i>		
<i>Unit 19 (Feb 28, Mar 2)</i>	Homework Review, Midterm #2 (Feb 28) Ross chs. 47-48	Gen 15:1-7, Gen 2:4-9
<i>Unit 20 (Mar 7, 9)</i>	Quiz, Homework Review, Ross ch. 49 Homework Review, Ross ch. 50	Gen 2:15-24 Gen 2:25-3:7
<i>Unit 21 (Mar 14, 16)</i>	Quiz, Homework Review, Ross ch. 51 Homework Review, Ross ch. 52	Gen 3:8-16 Gen 3:17-24
<i>Unit 22 (Mar 21, 23)</i>	Quiz, Homework Review, Ross ch. 53 Homework Review, Ross ch. 54	Gen 4:1-8 Gen 4:9-16
<i>Finals Week (Mar 27-Apr 4)</i>	Review Class (28th); Final Exam (Apr 4)	

A Typical Week of Classes:

Tuesday Session:

- (1) Weekly Quiz (20 mins)
- (2) Review of Homework (30 mins)
- (3) Shorter Introduction of New Material (30 mins)

Thursday Session:

- (1) Homework Review (30 mins)
- (2) Longer Intro of New Material (60 mins)

Evaluation

Requirements

- 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.
- Completion of Exercises.** It is imperative in the study of a language to keep up with the daily work. Every class period will have an assignment due. A student who does not work these completely will not do well in the course. Working assignments does not mean getting all of 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 or the professor (in that order). The homework is designed to prepare the student for quizzes and exams. A student doing consistently well in daily work will probably do well in the exams (unless the homework is occupying an inordinate amount of time).
- Quizzes.** Quizzes will test the memorized material, i.e. vocabulary and paradigms. The two lowest quiz scores will be dropped (assuming all the quizzes are taken). 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 during the first break.
- Examinations.** There will be three examinations during each term of the two-term course. The examination will include all information studied up to that point. In other words, by their nature, language exams are cumulative, although the focus of each will be on the material since the previous exam.
- Optional: Word Study Presentations.** During the second half of the course, students are given the option of presenting one word-study. This will be a 15-20 minute presentation of research done on a Hebrew word, chosen from a list provided by the instructor. Instructions to follow on doing word studies. Doing the presentation is not required, but it will give the student bonus points used at the instructor's discretion to boost her or his mark.

Grading Breakdown

Fall 2016

Homework Completion	10%
Weekly Quizzes	20%
Midterm Exam #1	20%
Midterm Exam #2	20%
Final Examination	30%

Winter 2017

Homework Completion	10%
Weekly Quizzes	20%
Midterm Exam #1	20%
Midterm Exam #2	20%
Final Examination	30%

TST Grading System

Letter Grade	Numerical Equivalent	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.

Bibliography for the Study of Biblical Hebrew

Hebrew Texts

Brown, A. Philip, and Bryan W. Smith. *A Reader's Hebrew Bible*. Grand Rapids: Zondervan, 2008.
Vance, Donald R. *Biblia Hebraica Stuttgartensia: A Reader's Edition*. Hendrickson, 2014.
Jewish Publication Society's (JPS) *Hebrew-English Tanakh*.

Introductory Hebrew Grammars

Cook, John A., and Robert D. Holmstedt. *Beginning Biblical Hebrew*. Grand Rapids: Baker Academic, 2013.
Futato, Mark David. *Beginning Biblical Hebrew*. Eisenbrauns, 2003.
Garrett, Duane A. *A Modern Grammar for Classical Hebrew*. Nashville: Broadman and Holman, 2002.
Greenberg, Moshe. *Introduction to Hebrew*. Englewood Cliffs, NJ: Prentice-Hall, 1965.
Kelley, Page H. *Biblical Hebrew: An Introductory Grammar*. Grand Rapids: Eerdmans, 1992.
Kittel, Hoffer, and Wright. *Biblical Hebrew: A Text and Workbook*. New Haven: Yale University Press, 1989.
Lambdin, Thomas O. *Introduction to Biblical Hebrew*. New York: Scribners, 1971.
LaSor, William S. *Handbook of Biblical Hebrew*. 2 vols. Grand Rapids: Eerdmans, 1978–79.
Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew Grammar*. Grand Rapids: Zondervan, 2001.
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Seow, C. L. *A Grammar for Biblical Hebrew*. Rev. ed. Nashville: Abingdon, 1995.
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Exposition & Aids

Brotzman, Ellis R. *Old Testament Textual Criticism*. Grand Rapids: Baker, 1994.
Chisholm, Robert B. *A Workbook for Intermediate Hebrew*. Grand Rapids: Kregel, 2006. (= *Workbook*)
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Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew: Learning Biblical Hebrew Grammatical Concepts through English Grammar*. Peabody, MA: Hendrickson, 2002.

- Mitchel, Larry A. *A Student's Vocabulary for Biblical Hebrew and Aramaic*. Grand Rapids, MI: Eerdmans, 1984.
- Owens, John Joseph. *Analytical Key to the Old Testament*, 4 vols. Grand Rapids: Baker, 1989.
- Silzer, Peter James and Thomas Finley. *How Biblical Languages Work: A Student's Guide to Learning Hebrew and Greek*. 2nd Ed. Grand Rapids: Kregel Academic, 2004.
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Hebrew Syntax and Reference Grammars

- Arnold, Bill T., and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University, 2003.
- Gibson, J. C. L., ed. *Davidson's Introductory Hebrew Grammar—Syntax*. 4th Ed. Edinburgh: T & T Clark, 1994.
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- Van der Merwe, Christo H. J., Jackie A. Naudé and Jan H. Kroeze. *A Biblical Hebrew Reference Grammar*.
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- Waltke, Bruce K., and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990.
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Lexicons and Dictionaries

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