

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: BOT 501

Course Name: Elementary Hebrew I

Semester and Year: Summer 2020

Instructor: David J. Sigrist

Contact Information: david.sigrist@twu.ca

Office Hours: Fridays 10am-2pm PST virtually via BlueJeans and upon request

Co-requisites or Pre-requisites: none

Semester Hours: online

Course Description

This course constitutes the first half of an introduction to the elements of Hebrew grammar, with an emphasis on morphology, phonology, parsing, vocabulary building, reading, and translation of simple sentences.

In addition, it employs *digital media* and *Communicative Language Teaching* methods that have been shown to be highly effective with those experiencing difficulty learning languages through traditional methods of rote memorization and grammar-translation. Thus, students will use a provided web-based environment found at (www.projectimmersio.com) to acquire proficiency by means of meaningful language *use*, that is listening, speaking, reading, and writing Hebrew through exercises of reception, production, and interaction in order to acquire an *active* fluency.

This will serve to foster a lasting *reading fluency* of biblical discourse and genres that corresponds to an A1 Common European Framework of Reference (CEFR) level of language competence, and develop *exegetical skills* for further academic, professional, or personal study of the biblical text.

Course Learning Outcomes

- When **heard** slowly and clearly recognize at least **250 of the most common words and phrases** about familiar kinds of people, places, and customs in the Hebrew Bible
- Understand familiar names, words, and basic sentences in printed and punctuated **texts** in a variety of passages from different genres of the Hebrew Bible with a knowledge of the **central morpho-syntactic functions** of all **nominal** based parts of speech
- Employ basic grammatical knowledge **to form common phrases and simple sentences** to describe themselves and fundamental aspects of ancient Israel
- **Respond to simple questions and interact in a simple way** with familiar topics when questions are repeated or rephrased slowly and guidance is given to help formulate the communication, such as cues, prompts, or software for parsing, morphological searches, and essential exegetical tools
- **Write basic details** about themselves, such as their name, family, where they live, and use **stock phrases**, like greetings, farewells, and thank yous, to do simple correspondence
- Gain the theoretical and practical skills for conducting **word studies** and basic **morpho-syntactic searches** with biblical software and academic resources, and understand their appropriate exegetical uses
- **Appreciate and value** the importance of the Hebrew language in Bible translation and exegesis

Required Texts and Materials

Registering at Project Immersio

It is necessary that students register at www.projectimmersio.com and ensure that any technical issues are resolved. To register, use the links (below) and click the enrolment button  , then at the next page click on  and use the instructor provided coupon to gain *lifetime free* access.

For BOT 501, this means registering for **BOTH**

Biblical Hebrew 1: (<https://projectimmersio.com/p/biblical-hebrew-for-beginners-a0-to-low1>)
and

Biblical Hebrew 2: (<https://projectimmersio.com/p/biblical-hebrew-for-beginners-low1-to-high1>)

Note: The possession of Bible software with original language tools is assumed for students in this course. Logos (www.logos.com) packages with the original languages are more than adequate for the purposes of this course. Students should have some familiarity with the software *prior* to the first day of instruction and are welcome to consult with the Instructor for more details at any time.

Recommended

Biblia Hebraica Stuttgartensia, 5th ed. (Stuttgart: Deutsche Bibelgesellschaft, 1997).

Reference

Clines, David J. A., *The Dictionary of Classical Hebrew* (Sheffield: Sheffield Academic Press, 1993–2011).

Koehler L., W. Baumgartner, et al., *The Hebrew and Aramaic Lexicon of the Old Testament* (5 vols.; trans. and ed. M. E. J. Richardson et al.; Leiden: Brill, 1994–2000).

Van der Merwe, Christo H. J., J. A. Naudé, and Jan H. Kroeze, eds. *Biblical Hebrew Reference Grammar* (Sheffield: Sheffield Academic Press, 2017).

William R. Scott, *A Simplified Guide to BHS*, 4th ed. (Berkeley: Bibal Press, 2007).

Course Activities/Requirements

Class Participation

10%

Though prompts and communication will be given during the course, *on their own* students are expected to work through the website material with its stories, language exercises and activities, practice readings, discussion of grammatical and other points, and consult with the Instructor *for any and all questions*, clarifications, or expectations, big and small. Full participation will be assumed for students who regularly submit their chapter assessments.

Chapter Assessments

50%

Students will submit *via email completed scans* (or quality photos) of the pdf chapter assessment printouts, which evaluate all aspects of comprehension of the language addressed in a given chapter. These are *open notes* and marked *upon completion* such that provided every question and exercise is filled out or marked, a perfect mark is given no matter if the answers are correct or not. This serves as the *primary* means for the Instructor to provide personalized feedback and give encouragement through comments and track student progress.

Word Study

10%

Choose a passage from given selections (see below), or get your own choice approved by the Instructor, then choose a significant word or root from the passage and make it the subject of your own word study using biblical software or other linguistic aids. The study is a 500-word minimum description of what the word or root means in your passage based on its usage in various relevant contexts. Any major style guide may be used. Students are encouraged to carry out the Word Study after Chapter 4. The study must contain the following, which can also serve as the outline.

1. A mention of all major attested lexical meanings of the word (a reference to each “major” type of meaning found in a scholarly lexicon will suffice)
2. Contextual reasons for the word’s meaning(s) in the passage chosen
3. Comments as to the significance of this word for interpreting the chosen passage
4. Citations from at least one scholarly lexicon and two scholarly articles or textual commentaries.

Morpho-Syntactic Study

10%

Choose a group of 1 or 2 sentences maximum from the passage selected, or get your choice approved by the Instructor, then write a 500-word minimum description of the most relevant morpho-syntactic features based on the functions described and explained in the course materials. Any major style guide may be used. Students are encouraged to carry out the Morpho-Syntactic study after Chapter 8. The study must contain the following, which can also serve as the outline.

1. A mention of the various attested functions of the discussed morpho-syntactical features
2. Contextual reasons for the specific functional usage(s) determined in the passage chosen
3. Comments as to the significance of these features for interpreting the chosen passage
4. At least three citations scholarly articles, textual commentaries, or grammars.

Final Assessment

20%

The final will test all aspects of the language studied so far in a cumulative and summative way that builds *directly* on the chapter assessments such that *all* the questions and exercises come directly from the chapter assessments (!). Students may arrange their own Instructor approved *proctors* (family, friends, roommates, or other instructors or staff can suffice) who can submit completed pdf scans to the Instructor.

Course Evaluation

Class Participation	10%
Chapter Assessments	50%
Word Study	10%
Morpho-syntactic Study	10%
Final Assessment	20%
TOTAL	100%

Grading System

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Course Outline

With the online format students have much flexibility to determine the study schedule that works best for them. However, there are two recommended “paces” offered.

By week 1 students are to provide the instructor with their own “**study schedule**,” which indicates which weeks (or possibly days) they intend to complete the course requirements, and a brief description of their anticipated, regular study times.

Semi-Intensive Pace

If a student intends to complete *both* BOT 501 and BOT 502 within *one* term, they must follow the “semi-intensive” pace of **one lesson per week**. For this it is *highly recommended* that students dedicate approximately **15 hours a week** to their Immersio learning and completing the course assignments. This is especially important given that language learning is best done in smaller, regular increments such that, e.g., 3 hours of study over 5 days is far much effective than 5 hours of study over 3 days. The following is a recommended schedule.

- Week 1 - Introductory communications and submission of Chapter 1 assessment
- Week 2 - Submission of Chapter 2 assessment and choose passage for studies
- Week 3 - Submission of Chapter 3 assessment and draft word study
- Week 4 - Submission of Chapter 4 assessment and submit word study
- Week 5 - Submission of Chapter 5 assessment and draft morpho-syntactical study
- Week 6 - Submission of Chapter 6 assessment and submit morpho-syntactical study
- Week 7 - Submission of Chapter 7 assessment and prepare for final assessment
- Week 8 - Submission of Chapter 8 assessment and complete proctored final assessment

Standard Pace

If a student intends to complete only BOT 501 within the term, and continue with BOT 502 during a different term, they *may* follow a “standard pace” of roughly **one lesson every other week**. This is recommended if the student has a heavy course load and/or fulltime employment.

Miscellaneous Recommendations

Recommended Passages

For the two studies the following is a list of recommended passages, though students are free to choose their own Instructor approved one as well.

- Deuteronomy 6:1-9 (a legal text)
- Isaiah 40:1-9 (a prophetic text)
- Jonah 1:1-10 (a narrative text)
- Proverbs 9:1-10 (a wisdom text)
- Psalm 1 (a poetic text)

Recommended Online Resources

1. <https://www.stepbible.org/> (free and accurate tagged biblical texts)
2. <https://netbible.org/bible/> (a free, Bible study resource with quality textual notes and commentary, Greek and Hebrew tagged text, and links to other resources)
3. <http://www.pealim.com/> (a site that can construct from morphological forms and tables, though it is *Modern* Hebrew)
4. <http://www.morfix.co.il/> (a decent *Modern* Hebrew dictionary. Beware of the ads!)
5. https://en.wikisource.org/wiki/Gesenius%27_Hebrew_Grammar (the somewhat dated, but beloved Hebrew grammar)

Recommended Scholarly Resources

For the studies it is required to consult scholarly resources, such as scholarly lexica, peer-reviewed academic journals, or textual commentaries. It is suggested that students consult the Instructor for further direction. Nevertheless, the following are recommended databases and textual commentary series. Note that all are accessible through the TWU library.

- The American Theological Library Association (ATLA)
- Journal Storage (JSTOR)
- Anchor Bible Series
- Hermeneia Commentary Series
- Word Biblical Commentary (WBC)

Course Policies

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at:

<http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

LATE ASSIGNMENTS POLICY

With the flexible dates there are no late assignments, though the instructor will encourage students to follow their submitted "study schedule," or make emendations as needed.

PROGRAM GRADE SUBMISSION POLICY

Grades will be submitted once all course requirements are fulfilled.