

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: BOT 605

Course Name: Hebrew Readings

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: BOT 502

Semester Hours: online

Course Description

The focus of this course is on the enhancement of skills in translation and parsing and on the development of proficiency in syntactical and discourse analysis through the reading of selected texts in the Hebrew Bible.

This innovative course 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 a B1 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** understand the **main points of clear, standard speech** about familiar topics, and the **main point of conversations** that are spoken slowly and clearly.
- **Recognize most spoken poetic speech** as such, even with great difficulty making meaning of it
- **Understand** most printed and punctuated texts consisting primarily of **high frequency or familiar language**, and **largely infer the meaning** of unfamiliar words or phrase about familiar topics
- Perceive the **implications** and **expectations of common genres**, including how they express desires, feelings, or wishes
- Mostly **not depend on punctuation or spacing**, especially with familiar topics and genres, and consider how significant **textual variations** affect meaning
- **Connect a series of thoughts or opinions** in a simple way to describe experiences and events
- **Express or clarify reasons and explanations** for various opinions, emotions, hopes, and preferences
- Employ **stereotyped expressions** and discourse markers to **form a basic narrative** about a familiar topic, relate the narratives of others and describe reactions to them
- **Speak at length** about familiar or prepared topics, and **solicit help** to follow along with and at moments contribute to unprepared or unfamiliar conversations or discussions
- **Compose basic prose** about familiar matters, following most conventional written norms of genre, and **brief letters** that describe common experiences and impressions
- **Foster** a beginning mastery of the strong and weak features of Hebrew morphology
- Foster **comparative and critical thinking skills** to lay the foundation for further exegetical and/or philological research
- Appreciate and value **exposure to related non-biblical texts** for Biblical 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 605, this means registering for

Biblical Hebrew 5: (<https://projectimmersio.com/p/biblical-hebrew-for-intermediates-a2-to-b1/>)

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).

John Collins, *Introduction to the Hebrew Bible and Deutero-canonical Books*, 3rd ed. (Minneapolis: Fortress Press, 2018)

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.

High-Level Research Proposal

30%

Students will submit an 800-word minimum high-level research proposal that explores an understudied topic or contributes some kind of insight to a known issue in New Testament research. Note that this can serve as the template for the main assignment in BOT 601. The proposal must consist of the following or a format approved by the Instructor:

- 1) Concise statement of the issue being addressed, or main question being asked.
- 2) List of at least *ten* main secondary sources (monographs, articles, commentaries, academic entries, etc.) and a one or two sentence summary of their contribution to the issue or question.
- 3) Proposed methods for research, such as what question(s) to ask about what primary texts, what qualitative or quantitative analyses to undertake, or what kind of data to collect.
- 4) Comments as to the implications or possible significance of this research.

Short Creative Composition

10%

Compose a short, 100-word personal letter, narrative, or song in Ancient Hebrew, or other type of creative work approved by the Instructor. Note: since the focus of the task is developing fluency and not necessarily accuracy, students are welcome and highly encouraged to submit drafts to the Instructor for proofreading or assistance prior to the final submission.

Note: while it not required, it is encouraged that this composition be directly related to the research proposal. For example, if the topic is prophetic speech formulas, the student should create a short piece where formulaic prophetic speech is used.

Course Evaluation

Class Participation	10%
Chapter Assessments	50%
Research Proposal	30%
Creative Composition	10%
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 605 and BOT 601 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
- Week 3 - Submission of Chapter 3 assessment
- Week 4 - Submission of Chapter 4 assessment
- Week 5 - Submission of Chapter 5 assessment
- Week 6 - Submission of Chapter 6 assessment and detailed outline and bibliography for research proposal
- Week 7 - Submission of Research Proposal
- Week 8 - Submission of creative composition

Standard Pace

If a student intends to complete only BOT 605 within the term, and continue with BOT 601 during a different term, they *may* follow a “standard pace” of roughly **one chapter every other week**. This is recommended if the student has a heavy course load and/or fulltime employment.

Miscellaneous Recommendations

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.