



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: Dr. 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

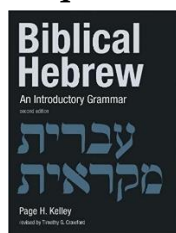
Course Outcomes

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 be able to define words occurring more than 100x in the Hebrew Bible	Weekly Quizzes Unit examinations	MTS: 1.1 MDiv: 1.2
Will know the most important grammatical patterns and paradigms of Biblical Hebrew	Textbook lessons & exercises Unit examinations	MTS: 1.1 MDiv: 1.2
Will be able to translate basic Hebrew sentences from Hebrew to English	Lesson Exercises Translation Exercises	MTS: 1.1 MDiv: 1.2
Will be able to research the specific meaning of Biblical Hebrew words and/or phrases	Word Study Paper	MTS: 1.1; 2.2 MDiv: 1.2; 2.2

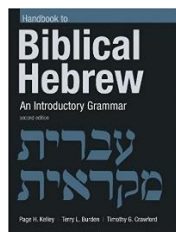
Course Resources

Required Course Texts



Required: Kelley, Page H. [*Biblical Hebrew: An Introductory Grammar, Second Edition*](#). Revised by Timothy G. Crawford. Grand Rapids, MI: Eerdmans, 2018. ISBN: 978-0802874917; 0802874916.

Required: Kelley, Page H., and Terry L. Burden. [*Handbook to Biblical Hebrew: An Introductory Grammar, Second Edition*](#). Edited by Timothy G. Crawford. Grand Rapids, MI: Eerdmans, 2018. ISBN: 978-0802875013; 0802875017.



Required (one of the following):

If you are going into more academic study of the OT, then purchase a copy of BHS: Elliger, Karl, and Wilhelm Rudolph, eds. [*Biblia Hebraica Stuttgartensia*](#). GBS/Hendrickson, 2006.

If you are going to use the Hebrew Bible in a strictly pastoral setting, it may be better to purchase a Reader's Edition (several are available by different publishers).

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

Course Website(s):

Quercus.

- This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Blackboard should ask the assistant registrar email jhocking@wycliffe.utoronto.ca for further help

Class Schedule

This 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 approval by all students in the course. The course will meet for one hour, three times per week:

Monday, Wednesday, and Thursday mornings from 9:00-10:00. Each week we will follow the same plan of action:

Monday

- (1) Weekly Quiz
- (2) Review exercises
- (3) Turn in exercises

Wednesday

- (1) First lesson of the week
come to class having read the lesson

Thursday

- (1) Second lesson of the week
come to class having read the lesson

Course Advice:

Keep up with the material: *do not fall behind*. Falling behind in the course will be a detriment to your learning experience. Devoting time everyday 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 you will need to devote more than the normal homework time that is needed for other courses.

FALL 2018 SCHEDULE

Wk	Day	Topic	Due
1	M Sep 10	Syllabus and Introduction	
	W Sep 12	Lesson 1	
	R Sep 13	Lesson 2	
2	M Sep 17	<i>Review Exercises</i>	Lessons 1-2 Exercises; Quiz 1
	W Sep 19	Lesson 3	
	R Sep 20	Lesson 4	
3	M Sep 24	<i>Review Exercises</i>	Lessons 3-4 Exercises; Quiz 2
	W Sep 26	Lesson 5	
	R Sep 27	Lesson 6	
4	M Oct 1	<i>Review Exercises</i>	Lessons 5-6 Exercises; Quiz 3
	W Oct 3	Lesson 7	
	R Oct 4	Lesson 8	
5	M Oct 8	<i>Review Exercises</i>	Lessons 7-8 Exercises; Quiz 4
	W Oct 10	Examination on Lessons 1-8	
	R Oct 11	Lesson 9	
6	M Oct 15	<i>Review Exercises</i>	Lesson 9 Exercises; Quiz 5
	W Oct 17	Lesson 10	
	R Oct 18		
READING WEEK (Oct 22-26)			
7	M Oct 29	<i>Review Exercises</i>	Lesson 10 Exercises; Quiz 6
	W Oct 31	Lesson 11	
	R Nov 1	Lesson 12	
8	M Nov 5	<i>Review Exercises</i>	Lessons 11-12 Exercises; Quiz 7
	W Nov 7	Lesson 13	
	R Nov 8		
9	M Nov 12	<i>Review Exercises</i>	Lesson 13 Exercises; Quiz 8
	W Nov 14	Examination on Lessons 9-13	
	R Nov 15	<i>no class, Andy at ETS/SBL</i>	
10	M Nov 19	Lesson 14	
	W Nov 21		
	R Nov 23		
11	M Nov 26	<i>Review Exercises</i>	Lesson 14 Exercises; Quiz 9

	W Nov 28	Lesson 15	
	R Nov 29		
12	M Dec 3	<i>Review Exercises</i>	Lesson 15 Exercises; Quiz 10
	W Dec 5	Lesson 16	
	R Dec 6		
	M Dec 10	<i>Review Exercises</i>	Lesson 16 Exercises
	R Dec 13	Examination on Lessons 14-16	

WINTER 2019 SCHEDULE

Wk	Day	Topic	Due
13	M Jan 7	Lesson 17	Paradigm Quiz (#11) from Lessons 1-16
	W Jan 9		
	R Jan 10		
14	M Jan 14	<i>Review Exercises</i>	Lesson 17 Exercises; Quiz 12
	W Jan 16	Lesson 18	
	R Jan 17		
15	M Jan 21	<i>Review Exercises</i>	Lesson 18 Exercises; Quiz 13
	W Jan 23	Lesson 19	
	R Jan 24	Lesson 20, Pt 1	
16	M Jan 28	<i>Review Exercises</i>	Lesson 19 Exercises; Quiz 14
	W Jan 30	Lesson 20, Pt 2	
	R Jan 31	Lesson 21	
17	M Feb 4	<i>Review Exercises</i>	Lessons 20-21 Exercises; Quiz 15
	W Feb 6	Examination on Lessons 17-21	
	R Feb 7	Lesson 22	
18	M Feb 11	<i>Review Exercises</i>	Lesson 22 Exercises; Quiz 16
	W Feb 13	Lesson 23	
	R Feb 14	Lesson 24	
READING WEEK (Feb 18-22)			
19	M Feb 25	<i>Review Exercises</i>	Lessons 22-23 Exercises; Quiz 17
	W Feb 27	Lesson 25	
	R Feb 28	Lesson 26	
20	M Mar 4	<i>Review Exercises</i>	Lessons 25-26 Exercises; Quiz 18
	W Mar 6	Lesson 27	
	R Mar 7		
21	M Mar 11	<i>Review Exercises</i>	Lesson 27 Exercises; Quiz 19
	W Mar 13	Examination on Lessons 21-27	
	R Mar 14	Lesson 28	
22	M Mar 18	<i>Review Exercises</i>	Lesson 28 Exercises; Quiz 20
	W Mar 20	Lesson 29	
	R Mar 21		
23	M Mar 25	<i>Review Exercises</i>	Lesson 29 Exercises; Quiz 21
	W Mar 27	Lesson 30	
	R Mar 28		
24	M Apr 1	<i>Review Exercises</i>	Lesson 30 Exercises; Quiz 22
	W Apr 3	Lesson 31	
	R Apr 5		
	M Apr 8	<i>Review</i>	Lesson 31 Exercises

	W Apr 10	Final Exam (Lessons 28-31)	
	R		

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, or the professor.
- C. Quizzes.** Quizzes will be on vocabulary and grammar/parsing portions of the course. Missed regular quizzes for excused absences must be made up by the next class period. There are two portions to the weekly quiz: (1) Vocabulary—pulled from the lists in the textbook; (2) Paradigms/translation—to help aid in memorizing paradigms and putting grammatical concepts into practice.
- D. Examinations.** There will be a total of six 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 used 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.

Grading Breakdown

You will be given one mark for the whole course, but the following chart breaks down each component for both the Fall 2018 and Winter 2019 terms.

Fall 2017

Quizzes	20%
Lesson Exercises	20%
Exam 1	20%
Exam 2	20%
Exam 3	<u>20%</u>
	100%

Winter 2018

Quizzes	20%
Lesson Exercises	20%
Exam 4	20%
Exam 5	20%
Exam 6	<u>20%</u>
	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.

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.
Elliger, Karl, and Willhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. German Bible Society, 2006. (BHS)
Schenker, Adrian, and Robert Althann, eds. *Biblia Hebraica Quinta*. German Bible Society, 2004-2020.
Vance, Donald R. *Biblia Hebraica Stuttgartensia: A Reader's Edition*. Hendrickson, 2014.
Jewish Publication Society's (JPS) *Hebrew-English Tanakh*.

Textual Criticism

Brotzman, Ellis R., and E. J. Tully. *Old Testament Textual Criticism*. 2nd ed. Grand Rapids: Baker, 2016.
Kelley, Page H. *The Masorah of Biblia Hebraica Stuttgartensia*. Grand Rapids: Eerdmans, 1998.
Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. 3rd ed. Augsburg Fortress, 2016.
Würthwein, Ernst. *The Text of the Old Testament*. 3rd ed. Rev. and Exp. by A. A. Fischer. Eerdmans, 2014.

Introductory Grammars & Second Year Aids/Textbooks

Ben Zvi, Hancock, and Beinert. *Readings in Biblical Hebrew: An Intermediate Textbook*. New Haven: Yale, 1993.
Chisholm, Robert B. *A Workbook for Intermediate Hebrew*. Grand Rapids: Kregel, 2006. (= *Workbook*)
Chisholm, Robert B. *From Exegesis to Exposition*. Grand Rapids: Baker, 1998. (= *EE*)
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, and J. S. DeRouchie. *A Modern Grammar for Biblical Hebrew*. Nashville: B&H Academic, 2009.
Greenberg, Moshe. *Introduction to Hebrew*. Englewood Cliffs, NJ: Prentice-Hall, 1965.
Kelley, Page H. *Biblical Hebrew: An Introductory Grammar*. Second Edition. Grand Rapids: Eerdmans, 2018.
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.

Long, Gary. *Grammatical Concepts 101 for Biblical Hebrew*. Peabody, MA: Hendrickson, 2002.

Owens, John Joseph. *Analytical Key to the Old Testament*, 4 vols. Grand Rapids: Baker, 1989.

Patton, Putnam, and Van Pelt. *Basics of Hebrew Discourse*. Grand Rapids: Zondervan, 2017.

Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew Grammar*. Grand Rapids: Zondervan, 2001.

Ross, Allen P. *Introducing Biblical Hebrew*. Grand Rapids: Baker, 2001.

Seow, C. L. *A Grammar for Biblical Hebrew*. Rev. ed. Nashville: Abingdon, 1995.

Silzer, Peter J. and Thomas Finley. *How Biblical Languages Work*. 2nd Ed. Grand Rapids: Kregel, 2004.

Van Pelt, Miles. *English Grammar to ACE Biblical Hebrew*. Grand Rapids: Zondervan, 2010.

Van Pelt, Miles, and Gary Pratico. *Graded Reader of Biblical Hebrew*. Grand Rapids: Zondervan, 2006.

Webster, Brian L. *The Cambridge Introduction to Biblical Hebrew*. Cambridge/New York: CUP, 2009.

Weingreen, Jacob. *A Practical Grammar for Classical Hebrew*. 2nd Edition. Oxford: Clarendon, 1959.

Lexicons, Dictionaries, and Vocabulary Aids

Brown, Driver, and Briggs. *A Hebrew and English Lexicon of the Old Testament*. Hendrickson, 1996. (BDB)

Clines, David J. A., ed. *Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix Press, 2009.

Clines, David J. A., ed. *Dictionary of Classical Hebrew*. 6 Vols. Sheffield: Sheffield Academic Press, 1993-2007.

Feyerabend, Karl. *Langenscheidt's Pocket Hebrew Dictionary to the Old Testament*. Maspeth: Langenscheidt, 1985.

Holladay, William. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1971.

Jenni and Westermann. *Theological Lexicon of the Old Testament*. Transl. by Biddle; Peabody: Hendrickson, 1997.

Koehler, Baumgartner, and Stamm. *The Hebrew and Aramaic Lexicon of the Old Testament*. Brill, 2002. (HALOT)

Landes, George M. *Building Your Biblical Hebrew Vocabulary*. Atlanta: SBL, 2001.

Mitchel, Larry A. *A Student's Vocabulary for Biblical Hebrew and Aramaic*. Grand Rapids: Zondervan, 2017.

Van Pelt, Miles, and Gary Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids: Zondervan, 2003.

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.

Gesenius, W. *Gesenius' Hebrew Grammar (GKC)*. Eds. Kautzsch and Cowley. Oxford: Clarendon Press, 1910.

Joüon, Paul and T. Muraoka, *A Grammar of Biblical Hebrew*. 2 Vols. Rome: Pontifical Biblical Institute, 1991.

Steinmann, Andrew. *Intermediate Biblical Hebrew: A Reference Grammar* Saint Louis: Concordia Publishing, 2009.

Van der Merwe, Naudé, and Kroeze. *A Biblical Hebrew Reference Grammar*. Sheffield: Sheffield Academic, 2000.

Waltke, Bruce, and M. O'Connor. *Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990.

Williams, Ronald J. *Williams' Hebrew Syntax: Third Edition*. Revised John Beckman. Toronto: UTP, 2007.

Advanced/Specialized Studies

Andersen, F. I. *The Sentence in Biblical Hebrew*. The Hague: Mouton, 1974, 1980.

Bergen, Robert D., ed. *Biblical Hebrew and Discourse Linguistics*. Winona Lake, IN: Eisenbrauns, 1995.

Berlin, Adele. *Dynamics of Biblical Parallelism: Revised and Expanded*. Grand Rapids: Eerdmans, 2008.

Blau, Joshua. *A Grammar of Biblical Hebrew*. 2nd ed. Wiesbaden: Harrassowitz, 1993 (1st ed., 1976).

Blau, Joshua. *Phonology and Morphology of Biblical Hebrew*. LSAWS 2. Winona Lake: Eisenbrauns, 2010.

Cook, John A. *Time and the Biblical Hebrew Verb*. LSAWS 7. Winona Lake: Eisenbrauns, 2012.

Dallaire, Hélène. *The Syntax of Volitives in Biblical Hebrew [...]*. LSAWS 9. Winona Lake: Eisenbrauns, 2014.

Fassberg, Steven, and Avi Hurvitz. *Biblical Hebrew in Its Northwest Semitic Setting*. Eisenbrauns, 2006.

Joosten, Jan. *The Verbal System of Biblical Hebrew*. Jerusalem: Simor Publishing, 2012.

Longacre, Robert. *Joseph: A Story of Divine Providence*. Second Edition. Winona Lake: Eisenbrauns, 2003.

Longacre, Robert. *The Grammar of Discourse*. Second Edition. New York: Plenum Press, 1996.

- McFall, Leslie. *Enigma of the Hebrew Verbal System*. Sheffield: Almond Press, 1982.
- Miller, Cynthia. *The Representation of Speech in Biblical Hebrew Narrative*. Atlanta: Scholars Press, 1996.
- Miller, Cynthia, ed. *The Verbless Clause in Biblical Hebrew*. LSAWS 1. Winona Lake: Eisenbrauns, 1999.
- Miller, Cynthia, and Z. Zevit, eds. *Diachrony in Biblical Hebrew*. LSAWS 8. Winona Lake: Eisenbrauns, 2012.
- Niccacci, Alverio. "Integrated Verb System for Biblical Hebrew Prose and Poetry." *IOSOT* (2010), 99-127.
- Niccacci, Alverio. "Poetic Syntax and Interpretation of Malachi," *LASBF* 51 (2001): 55-107.
- Niccacci, Alviero. "Problematic Points [...] in Poetry." *KUSATU* 15 (2013): 77-94.
- Niccacci, Alviero. *The Syntax of the Verb in Classical Hebrew Prose*. Sheffield: Sheffield Academic Press, 1990.
- Schneider, Wolfgang. *Grammar of Biblical Hebrew*. Transl. and Rev. by Randall McKinion. Peter Lang, 2016.
- Watson, Wilfred G. E. *Classical Hebrew Poetry: A Guide to Its Techniques*. Sheffield: JSOT Press, 1986.
- Wolde, Ellen van, ed. *Narrative Syntax and the Hebrew Bible*. Leiden: Brill, 1997.