



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 : WYB10__HF
Course Name: Introduction to Biblical Hebrew, Part I
Campus: St. George

Instructor Information

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

Course Prerequisites or Requisites

For credit in this course, the student is also required to register for WYB10__HS during the same session. Students who have completed WYB1012Y cannot take either of these two summer courses.

Course Description

This course in combination with WYB10XXHS will equip students training for designated ministry and those students who wish to continue in advanced degree studies with a working knowledge of biblical Hebrew. This is the first of two companion courses. The course introduces 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 both courses, students will have acquired basic skills useful for the purposes of homiletical exegesis, scholarly pursuit, and the general pleasure of textual insights from knowing the original languages.

Course Methodology

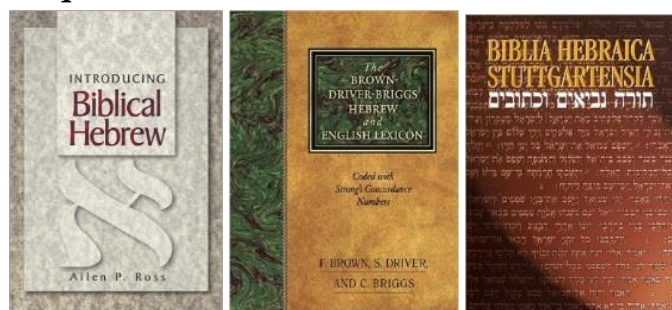
Lectures, readings, exercises, quizzes, and examinations.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
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 be able to recognize and define at least 400 of the most frequent vocabulary words in Biblical Hebrew	Weekly vocabulary quizzes and vocabulary section on exams	MTS: 1.7 MDiv: 1.7
Will be able to identify and describe the most important grammatical patterns and paradigms of Biblical Hebrew	Textbook lessons and exercises, weekly quizzes, and the paradigm and parsing sections of exams	MTS: 1.7 MDiv: 1.7
Will be able to translate basic Hebrew sentences, and understand their contextual meaning in simple narrative texts	Textbook exercises, weekly quizzes, and the translation section on exams	MTS: 1.7 MDiv: 1.7
Will be able to research the meaning of Biblical Hebrew words and phrases, using standard tools and resources	Word Study Paper	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.

Required: Brown, F., S. Driver, and C. Briggs. [*The Brown-Driver-Briggs Hebrew and English Lexicon*](#). Hendrickson, 1994. ISBN-10: 1565632060.

Required: Elliger, Karl, and Wilhelm Rudolph, eds. [*Biblia Hebraica Stuttgartensia*](#). German Bible Society, 2006. ISBN-10: 1598561626.

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.]

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!).

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. Since it's the 21st century, the following are helpful phone Apps to look for in doing 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

In this first part of the Introduction to Biblical Hebrew course, we will be meeting from May 8 through June 12. The second part of the course will begin on June 16. We will meet three times per week (Mon, Wed, Fri), and for three hours each meeting (9:00am-12:00pm), with short breaks. This schedule is not for the fainthearted; it is intense and students will be required to put a great deal of time in outside of class. **We do not recommend taking any other summer intensive courses coinciding with this course; you will not be able to do well.** A few days have been scheduled off for holidays or for short, well-deserved breaks.

Typical Class Meeting: A typical class meeting will consist of a short vocabulary quiz on the previous class's lessons, review of select exercises from previous lessons, and an introduction to new material from the textbook, which will usually cover two or sometimes three lessons in the book (with shorter lessons).

Week	Class	Date	Lessons	Topics
1	1	<i>Mon, May 8</i>	Ross 1-2	Alphabet, Vowels, Syllables
	2	<i>Wed, May 10</i>	Ross 3-4-5	Shewa and Prepositions, Accents, Dagesh
	3	<i>Fri, May 12</i>	Ross 6, Review	Quiescent Letters, Article
2	4	<i>Mon, May 15</i>	Test on 1-6, Ross 7	Noun Endings
	5	<i>Wed, May 17</i>	Ross 8-9	Noun Patterns
	6	<i>Fri, May 19</i>	Ross 10-11	Intro to Verbs, Qal Perfect, Pronouns
3		<i>Mon, May 22</i>	OFF – Victoria Day	
	7	<i>Wed, May 24</i>	Ross 12-14	Construct Nouns, Object Suffixes
	8	<i>Fri, May 26</i>	Ross 15, Review	Suffixes
4	9	<i>Mon, May 29</i>	Test on 7-15, Ross 16	Qal Active Participle
	10	<i>Wed, May 31</i>	Ross 17-18	The Imperfect Verb, Syntax, Consecutive
	11	<i>Fri, Jun 2</i>	Ross 19-20	Stative Verbs, Interrogatives, Volitionals

5	12	<i>Mon, Jun 5</i>	Ross 21-22	Qal Passive Participle, Infinitives
	13	<i>Wed, Jun 7</i>	Ross 23-24	Infinitives, Object Suffixes on Verbs
	14	<i>Fri, Jun 9</i>	Ross 25, Review	Numerals
6	15	<i>Mon, Jun 12</i>	Test on 16-25	

Evaluation

Requirements

- A. Attendance.** Attendance is obligatory for each class in accordance with the Student Handbook. Missing classes will severely hinder your ability to progress in the cumulative nature of learning a new language, especially in an intensive manner. Your professor will do his best to work with you if classes must be missed, but this is on a case-by-case basis. Part of your mark in the course will be based on your attendance in the course meetings.
- B. Quizzes.** Quizzes will hold the student accountable for the vocabulary portion of the course. The two lowest quiz scores will be dropped (including missed quizzes). 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 short break or immediately after class.
- C. Examinations.** There will be three examinations. While the examinations will be focused on the material learned since the previous exam, by their nature language exams are to a certain degree cumulative.
- D. Completion of Lesson Exercises.** It is imperative in the study of a language to keep up with the daily work. A student who does not work on the lesson exercises will not do well in the course. Working assignments does not mean getting the answers correct; 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 should do well in the exams (unless the homework is occupying an inordinate amount of time). While there is no mark for exercises, your marks on quizzes and exams will be affected by your completion of this material. Note: we will not have time during course meetings to go over every lesson exercise. Answer keys will be provided to the student, and the professor expects the student to work through the exercises, raising lingering questions during class.

Grading Breakdown

Attendance	10%
Vocabulary Quizzes	15%
Examinations	75% (each exam worth 25%)

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

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Vance, Donald R. *Biblia Hebraica Stuttgartensia: A Reader's Edition*. Hendrickson, 2014.

Introductory Hebrew Grammars

Cook, John A., and Robert D. Holmstedt. *Beginning Biblical Hebrew*. Grand Rapids: Baker Academic, 2013.
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Kelley, Page H. *Biblical Hebrew: An Introductory Grammar*. Grand Rapids: Eerdmans, 1992.
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Exposition & Aids

Brotzman, Ellis R. *Old Testament Textual Criticism*. Grand Rapids: Baker, 1994.
Chisholm, Robert B. *From Exegesis to Exposition*. Grand Rapids: Baker, 1998.
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Van Pelt, Miles. *English Grammar to ACE Biblical Hebrew*. Grand Rapids: Zondervan, 2010.

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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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Lexicons and Dictionaries

Armstrong, Busby, and Carr. *Reader's Hebrew-English Lexicon*. Grand Rapids: Zondervan, 2013.
 Brown, Driver, and Briggs. *Hebrew and English Lexicon of the Old Testament*. Peabody, MA: Hendrickson, 1996.
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 Jenni, Ernst, and Claus Westermann. *Theological Lexicon of the Old Testament*. 3 vols. Hendrickson, 1997.
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