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__HS
Course Name: Introduction to Biblical Hebrew, Part II
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, students are required to also take WYB10_HF, and should register for both courses within the same session. Students who have completed WYB1012Y cannot take either of these two summer courses.

Course Description

This course in combination with WYB10XXHF 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 second of two companion courses. The course continues to 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 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, examinations, short paper

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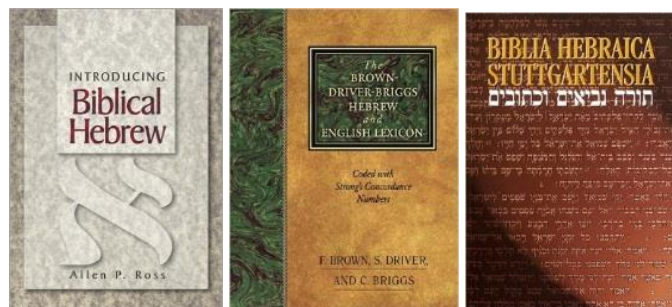
Required: Ross, Allen P. *Introducing Biblical Hebrew.* Grand Rapids: Baker, 2001. ISBN-10: 0801021472.

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 Willhelm 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.]

Class Schedule

In this part of the course, we will be picking up where we left off during the first part. We will be meeting
from June 16 through July 7, and will continue to meet three times per week (Mon, Wed, Fri), and for three
hours each meeting (9:00am-12:00pm), with short breaks. 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
	16	*Fri, Jun 16*	Ross 26-27	**Derived Stems**: Niphal, Piel
7	17	*Mon, Jun 19*	Ross 28-29	Pual, Hithpael
	18	*Wed, Jun 21*	Ross 30-31-A	Hiphil, Hophal, Parsing Guide
	19	*Fri, Jun 23*	**Test on 26-31,** Ross 32	**Weak Verbs**: I-Guttural, I-Aleph
8	20	*Mon, Jun 26*	Ross 33-34	II-Guttural, III-Guttural, III-Aleph, I-Nun
	21	*Wed, Jun 28*	Ross 35-36	I-Waw, I-Yod, III-He
	22	*Fri, Jun 30*	Ross 37-38	Doubly-Weak and Hollow Verbs
9	23	*Mon, Jul 3*	Ross 39-40, Review	Geminate Verbs, Minor Stems
		Wed, Jul 5	OFF (final review time)	
	24	*Fri, Jul 7*	**Test on 32-40**	
10		*Fri, Jul 14*	**Word Study Paper Due**	

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
lowest quiz score 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 two 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 in the course, your marks on quizzes and exams will be affected by your completion of this material. <u>Note:</u> 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.

    E. **Word Study Paper.** One week after the final exam for the course, students will be required to turn in a word study paper. Students will be provided a word list and guidelines on the first day of the course, and must let the professor which word they will be researching. This will be a 7-8 page paper (12 pt, Times New Roman, 1" margins), and will be worth 20% of their mark for the course.

Grading Breakdown

Attendance	10%
Vocab Quizzes	20%
Word Study Paper	20%
Examinations	50% (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.