



Course Syllabus

KNB 1002HS – Introduction to Biblical Hebrew II

Knox College, Toronto School of Theology

Summer 2018

Instructor Information

Instructor: Jennifer Pfenniger
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Office Hours: After class or by appointment
Teaching Assistant: None

Course Identification

Course Number: KNB1002HS
Course Format: In-class
Course Name: Introduction to Biblical Hebrew II
Course Location: Knox College, 23 King's College Circle, Room TBA
Class Times: May 30 – June 21, Monday–Thursday, 9:30am-12:30pm
Prerequisites: None

A. Course Description and Student Learning Goals

This intensive course is the *second of two* courses designed to introduce the student to the basics of Biblical Hebrew grammar and syntax. *Parts I (KNB1001HS) and II (KNB1002HS) of the course taken consecutively, will give the student the equivalent of a year-long introduction to Biblical Hebrew.* This course is intended for both those who wish to acquire Hebrew for use in ministry and for those who intend to go on to advanced academic degrees. This course uses video lectures to be viewed before class as well as a web-based interactive workbook for exercises. Class time will be devoted to clarifying material encountered in the readings and video lectures, learning vocabulary, and doing in-class exercises.

The Learning Goals listed below relate to the following areas:

- a) Understanding of Area Content (**UAC**)
- b) General Academic Skills (**GAS**)
- c) Ministerial and Public Leadership (**MPL**)
- d) Personal and Spiritual Formation (**PSF**)

Upon successfully completing this course and its complement, the student will:

- 1) have a basic understanding of the principles of Hebrew grammar and syntax (**UAC**)
- 2) have a working vocabulary of approximately 400 words sufficient to read, with supplementary aids, basic Hebrew narrative (**UAC**)
- 3) gain experience in using a variety of Hebrew language tools, including lexicons, grammars, Hebrew software as an aid to translation and exegesis (**UAC, GAS**)

- 4) have guided practice in reading and translating the Hebrew Bible (UAC, MPL)
- 5) demonstrate ethical behaviour, taking responsibility for the expectations of course and showing respect and willingness to listen in the learning atmosphere including class discussions and small groups (PSF, MPL)

Learning a language requires commitment, determination, and good time management. It is important for students to set aside adequate time each day outside of class to review grammar and vocabulary. During a typical week you will be expected to: review lessons before they are presented in class, review old and prepare new vocabulary, memorise paradigms, complete daily exercises, practise reading aloud, and seek extra help if concepts are not at first understood.

B. Required Textbooks

Required texts are available at the University of Toronto Bookstore (<https://uoftbookstore.com/textbooks/>).

- Gary D. Pratico and Miles V. Van Pelt, *Basics of Biblical Hebrew: Grammar* (2nd ed.; Grand Rapids, MI: Zondervan, 2007). [ISBN: 978-0-310-27020-1]
- Gary D. Pratico and Miles V. Van Pelt, *Basics of Biblical Hebrew: Workbook* (2nd ed.; Grand Rapids, MI: Zondervan, 2007). [ISBN: 978-0-310-27022-5]
- Miles V. Van Pelt, *Basics of Biblical Hebrew Video Lectures: A Complete Course for the Beginner* (Grand Rapids, MI: Zondervan, 2012). DVD. [ISBN: 9780310498247]
- William L. Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament Based on the First, Second and Third Editions of the Koehler-Baumgartner Lexicon in Veteris Testamenti Libros* (Grand Rapids, MI: Eerdmans, 1971).

C. Recommended Resources

- A. Philip Brown III and Bryan W. Smith, eds., *A Reader's Hebrew Bible* (Grand Rapids, MI: Zondervan, 2008).
- Gary A. Long, *Grammatical Concepts 101 for Biblical Hebrew* (Peabody, MA: Hendrickson, 2002).

D. Course Requirements and Assignments

The class consists of a four, three-hour class sessions per week. The assignments and their weights are as follows:

- **Tests (50%):** Three tests on vocabulary, grammar and syntax. Tests will be approximately 20–30 minutes in length and will be given at the beginning of class. Students will *not* be permitted to take missed tests except in cases where the absence was due to medical necessity or significant personal or family crisis. Students will be allowed to retake failed tests for a maximum score of 70%.
- **Final Exam (40%):** A cumulative exam on vocabulary, grammar and syntax. Two hours. Session 14.
- **Homework and Participation (10%):**

E. Course Policies & Information

Policies for courses are contained in the *TST Basic Degree Handbook* and the *Knox Student Handbook*. See further, the *Syllabus Supplement* available from the class Quercus page. In particular, please note the following:

1. **E-mail:** Email correspondence related to the course will be sent to *UTmail addresses only*. All students are required to have a University of Toronto email address and to check their UTmail account regularly for messages relating to class. Students should not attempt to forward UTmail messages to gmail.com, yahoo.com, or similar accounts as such messages can be rejected as spam. All college-related correspondence should be sent from a UTmail address. The instructor is not obliged to respond to email

from non-utoronto addresses. Students must set up their utoronto email address as it is entered in the ACORN system. Information regarding UTORid and UTmail is available at <http://www.utorid.utoronto.ca/>. For help with these and other technological issues the following options are available: email help.desk@utoronto.ca; phone 416-978-HELP; or visit the Help Desk at the Information Commons at Robarts Library.

2. **Attendance:** 80% attendance at a lecture course is required for credit.
3. **Completion of Course work:** students are expected to submit assignments by the date given in the course outline. The penalty for late work is 4% deducted per week late (2% off per half week). All course work (including any late work) must be completed by the end of term, the last day of exams. Students who experience exceptional circumstances (e.g., ongoing or debilitating medical issues, bereavement, personal calamity etc.) should inform the instructor as soon as possible and should consult with their faculty advisor or the Director of Academic Programmes to request an extension beyond the end of term (i.e., "Standing Deferred" or "SDF" status). The SDF, if approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. Such a request must be made as soon as possible, since an SDF must be authorised by the Knox Basic Degree Advisory Committee and the Faculty, which meet according to a fixed schedule. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.
4. **Style Guidelines for Papers:** see Knox "Style Manual" booklet and *A Manual for Writers of Term Papers, Theses and Dissertations*, by Kate L. Turabian.
5. **Email assignments:** Papers and assignments are not accepted by fax or e-mail, except in rare cases by prior permission of the instructor.
6. **Plagiarism Policy:** 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 the Knox Director of Academic Programmes. For details, see the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* ([http://www.adfg.utoronto.ca/Assets/ADFG+Digital+Assets/Code+of+Behaviour+on+Academic+Matters+\\$!5bAugust+18\\$!2c+1995\\$!5d+Updated+July+1\\$!2c+2016.pdf](http://www.adfg.utoronto.ca/Assets/ADFG+Digital+Assets/Code+of+Behaviour+on+Academic+Matters+$!5bAugust+18$!2c+1995$!5d+Updated+July+1$!2c+2016.pdf)). A student who plagiarizes in this course 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.
7. **Use of Turnitin.com.** Where specified in the syllabus, students will be required to submit their course essays or other major written assignments 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. Students who have *principled objections* to the use of this service should see the course instructor during the *first two weeks of the course* to arrange an alternative. Typically, this will involve submitting drafts of the assignment at regular intervals throughout the semester. If one is using the Turnitin service, then during the first week of the course, students should look at the "Set Up" and "Originality Check" instructions found at the following link: www.turnitin.com/en_us/training/student-training, and follow the instructions to create a user profile. The course ID and password will be distributed to students via Quercus during the first week of the course.

8. **Use of Technology in Class.** Laptops and other computing devices may be used in the classroom for note-taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class.

Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. *Recordings and notes of class lectures may not be electronically reproduced, posted, or distributed without the written permission of the instructor.*

9. **Logging onto your Quercus Course.** For information on how to access this course on Quercus, and how to perform basic Quercus tasks do the following:

INSTRUCTIONS ON HOW TO ACCESS QUERCUS (THE SUCCESSOR TO BLACKBOARD AND THE PORTAL) ARE NOT YET AVAILABLE.

Note also the other links for help with “Using the Discussion Board,” “Handing in an Assignment,” “Joining a Group,” FAQs, etc.

10. **Consultation:** Please do not hesitate to consult with the instructor about any questions you may have.

F. Weekly Schedule of Classes, Readings & Assignments

ל' ו' אר"ן ו' אר"ן

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| Session 15 | May 30 | Chapters 18–19: Imperative, Cohortative, Jussive, Verbal Suffixes
ת' ו' אר"ן ו'
• <i>BBH</i> , chs. 18–19
ה' אר"ן ו'
• <i>BBHW</i> , pp. 135–37 (Parsing, 1–10; Translation, Bible Translation), p. 139 (Inflecting Verbs, 1–8), p. 141 (Parsing, 1–5), p. 142 (Translation, 1, 3, 5, 6, 8, 10), p. 146 (Inflecting Verbs), p. 149 (Parsing, 1–7), p. Translation, 1–5)
• <i>BBHW</i> , p. 157 (Parsing 1, 1–10), p. 158 (Parsing 2, 1–10), p. 159 (Parsing 3, 1–10), p. 160–61 (Bible Translation, 1–7) |
| Session 16 | May 31 | Chapters 20–21: <i>Qal</i> Infinitive Construct and Absolute
ת' ו' אר"ן ו'
• <i>BBH</i> , chs. 20–21
ה' אר"ן ו'
• <i>BBHW</i> , p. 163 (Parsing), p. 165–66 (Parsing, Translation, 1–10), p. 167 (Bible Translation, 1–10)
• <i>BBHW</i> , p. 173 (Parsing), p. 174 (Translation), p. 175 (Bible Translation, 1–10) |

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Session 17 June 4 Chapters 22–23: *Qal* Participle, Syntax



Test 1: Vocabulary Chapters 18–21

תִּאֲרָךְ

- *BBH*, chs. 22–23

הִלְאָךְ

- *BBHW*, p. 179 (*Parsing*), p. 180 (*Translation, 1–10*), p. 181 (*Bible Translation, 1–5*), p. 184 (*Inflecting Verbs, 1–7*)
- *BBHW*, p. 187 (*Bible Translation, 1–12*)

Session 18 June 5 Chapters 24: *Niphal* Strong

תִּאֲרָךְ

- *BBH*, ch. 24

הִלְאָךְ

- *BBHW*, p. 191 (*Diagnostics, Parsing, 1–15*), p. 192 (*More Diagnostics*), p. 193 (*Translation*), p. 194 (*Bible Translation, 1–5*)

Session 19 June 6 Chapter 25: *Niphal* Weak

תִּאֲרָךְ

- *BBH*, ch. 25

הִלְאָךְ

- *BBHW*, p. 197 (*Diagnostics, Parsing*), p. 198 (*Translation, 1–10*), p. 199 (*Bible Translation, 1–8*)

Session 20 June 7 Chapter 26: *Piel* Strong

תִּאֲרָךְ

- *BBH*, ch. 26

הִלְאָךְ

- *BBHW*, p. 211 (*Diagnostics, Parsing*), p. 212 (*More Diagnostics*), p. 213 (*Translation*), p. 214 (*Bible Translation, 1*)

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Session 21 June 11 Chapters 27: *Piel* Weak



Test 2: Chapters 18–25

תִּאֲרָךְ

- *BBH*, ch. 27

הֲאֲלָךְ

- *BBHW*, p. 217 (Diagnostics, Parsing), p. 219 (Bible Translation, 1–5), p. 221 (Diagnostics, Parsing, 1–15), p. 223 (Bible Translation, 1–5)

Session 22 June 12 Chapters 28: *Pual* Strong

תִּאֲרָךְ

- *BBH*, ch. 28

הֲאֲלָךְ

- *BBHW*, p. 227 (Diagnostics, Parsing, 1–10), p. 228 (More Diagnostics, Translation), p. 229 (Bible Translation, 1–5)

Session 23 June 13 Chapters 29: *Pual* Weak

תִּאֲרָךְ

- *BBH*, ch. 29

הֲאֲלָךְ

- *BBHW*, p. 231 (Diagnostics, Parsing 1–15), p. 233 (Bible Translation), p. 235 (Diagnostics, Parsing 1–12), p. 236 (Bible Translation)

Session 24 June 14 Chapters 30–31: *Hiphil* Strong and Weak

תִּאֲרָךְ

- *BBH*, chs. 30–31

הֲאֲלָךְ

- *BBHW*, p. 239 (Diagnostics, Parsing 1–20), p. 241 (More Diagnostics, Translation, 1–12), p. 243 (Bible Translation, 1–8)
- *BBHW*, p. 247 (Diagnostics), p. 248 (Parsing: Part 1, 1–12), p. 249 (Parsing: Part 2, 1–12), p. 250 (Bible Translation, 1–8)

יִבְרַךְ יְבָרַךְ

Session 25 June 18 Chapters 32–33: *Hophal* Strong and Weak



Test 3: Chapters 26–29

תִּאֲרָךְ

- *BBH*, chs. 32–33

הֲאֲלָךְ

- *BBHW*, p. 255 (Diagnostics, Parsing, 1–18), p. 257 (More Diagnostics, Bible Translation)

- *BBHW*, p. 259 (Diagnostics, Parsing: Part 1, 1–15), p. 261 (Parsing: Part 2, 1–15), p. 262 (Bible Translation, 1–1–3, 10–14)

Session 26 June 19 Chapters 34–35: *Hithpael* Strong and Weak

תִּי אֲרַקֶּנּוּ

- *BBH*, chs. 34–35

הִכָּאֲזָנָה

- *BBHW*, p. 267 (Diagnostics, Parsing, 1–15), p. 268 (More Diagnostics), p. 269 (Bible Translation, 1–9)
- *BBHW*, p. 273 (Diagnostics, Parsing, 1–20), p. 275 (Bible Translation, 1–12)

Session 27 June 20 At Home Exam Study Day

הִכָּאֲזָנָה

- *BBHW*, p. 279 (Final Parsing Exercise, 1–25)
- *BBHW*, p. 280 (Final Parsing Exercise, 26–50)
- *BBHW*, p. 281 (Final Parsing Exercise, 51–75)

Session 28 June 21 Final class Meeting



Final Exam: Chapters 1–35

G. Toronto School of Theology Grading Scale and Standards

The following chart presents the standard used for assessment in this course. It is included in the interests of transparency and to assist students in self-appraisal. If you wish to discuss an assignment to be submitted or a grade that has been received, please feel free to make an appointment with the instructor.

Letter Grade	Numerical Value	GPA	Grasp of Subject Matter	Explanation
“A” range: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.				
A+	90-100	4.0	Profound and creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base.
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base.

"B" range: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature.
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.
FZ	0-69	0	Failure	Failure to meet the above criteria.