

**ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
OF TRINITY WESTERN UNIVERSITY**

Graduate Course Syllabus

Course Number: BOT 502 A/RELS 536 A/
HEBR 336 A

Course Name: Elementary Biblical Hebrew II

Semester and Year: Fall 2021

Instructor: Andrew R. Krause, PhD

Contact Information: andrew.krause@twu.ca

Office Hours: By appointment only.

Co-requisites or Pre-requisites: BOT 501/HEBR 245/RELS 245/RELS 545

Semester Hours: 3

Course Description

This course constitutes the second half of an introduction to the elements of Hebrew grammar, and includes coverage of the remaining paradigms, development of parsing skills, and an introduction to the basics of syntax. By the end of the course, the student should be able to translate selected portions of the Hebrew Bible with the aid of a lexicon and to parse regular verb forms.

Course Objectives

At the conclusion of this course, students will be prepared to:

1. Recognize key vocabulary and basic morphological phenomena in the full Hebrew verbal system.
2. Analyze full clauses and the verbal stems in order to determine their meaning.
3. Communicate basic grammatical concepts in the noun and verbal systems, and how they differ from English constructions clearly.
4. Integrate their knowledge of Hebrew grammar into a more diverse set of exegetical skills.

Course Learning Outcomes

Knowledge and its Application

- demonstrate basic knowledge of biblical Hebrew grammar, vocabulary, and translation.
- demonstrate ability to apply knowledge and discipline specific methodology to solve unique problems
- demonstrate superior ability to identify and interpret new ideas and apply them to Hebrew translation and exegesis.

Cognitive Complexity

- show ability to carry out discourse regarding and analysis of Hebrew texts.
- demonstrate the ability to “undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking”
- give evidence of integrating knowledge and applying the knowledge across disciplinary and cultural boundaries

Inter-and intra-personal Wellness

- demonstrate a holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study
- demonstrate superior organizational and time management skills
- demonstrate academic and personal integrity

Aesthetic Expression and Interpretation

- consider and practice creative engagement and interdisciplinary thinking in the analysis of Hebrew grammar and texts.

Social Responsibility and Global Engagement

- demonstrate the ability to analyze, appraise and evaluate their discipline in a social context
- develop the ability to become socially responsive agents with a commitment to understanding global issues

Spiritual Formation

- demonstrate greater understanding of and connection to God’s work in the world through increased ability to interact with His Word.
- exemplify a Christian ethic in pursuit of truth, hospitality, humility, compassion and hope

Leadership

- demonstrate high level innovative expertise, collaborative knowledge and the capacity to inspire others and achieve results
- demonstrate academic proficiency to communicate effectively and to enter into conversation and constructive dialogue with others
- demonstrate integrity and humility in all matters

Required Texts and Materials

Karl V. Kutz and Rebekah L. Josberger, *Learning Biblical Hebrew: Reading for Comprehension, An Introductory Grammar*. Bellingham: Lexham Press, 2018.

_____. *Learning Biblical Hebrew Workbook: A Graded Reader with Exercises*. Bellingham: Lexham Press, 2019.

Course Activities/Requirements

Weekly Readings and Practice

Students will be expected to complete the reading and workbook exercises for a given class before the start of class that week. Quizzes and class discussion will both be based on these readings and exercises, so it will be crucial for success in this course.

Weekly Quizzes

Weekly quizzes will be posted online 36-hours before each class (excluding the first week or those with exams). These quizzes will test for grammatical concepts, translational skills, and cumulative vocabulary from the reading for that week. Students will have 40 minutes to complete each quiz.

Mid-term Examination

A 1.5-hour mid-term examination will test students on the Hebrew noun and verb systems, including all verbal stems. Students should expect all vocabulary, parsing, and grammatical concepts to be fair game for this test. Some minor translation will also be expected. Written during class-time on **March 9**, though it will be written online through Moodle.

Final Examination

A 2-hour final examination will test students' cumulative mastery of all concepts taught in this semester and in BOT 501/HEBR 245. Vocabulary, parsing, translation, and the explanation of specific grammatical concepts will be included in this exam. Written during class-time on **Apr. 13**, though it will be written online through Moodle.

Course Evaluation

Requirement (e.g. "Research Paper")	% Requirement is Worth
Weekly Quizzes	30 %
Mid-term Exam	30 %
Final Exam	40 %
TOTAL	100 %

Grading System

Letter Grade	Grade Percentage Equivalency	Point Value	Quality Characteristic
A+	97-100	4.3	Outstanding, excellent work
A	93-96	4.0	
A-	90-92	3.7	
B+	87-89	3.3	Good, competent work
B	83-86	3.0	
B-	80-82	2.7	
C+	77-79	2.3	Adequate work
C	73-76	2.0	
C-	70-72	1.7	Minimally acceptable work
F	Below 70	0	Inadequate work

Course Outline

Date	Discussion	Pre-Reading	To be prepared for the Quiz
Jan 12	Review of Syllabus and Expectations Review of Nouns and Basic Verb Stems	n/a	n/a
Jan 19	Piel, Pual, Hithpael	Kutz & Josberger(K-J), ch. 19	Workbook (WB) pgs. 169 - 174
Jan 26	Hiphil and Hophal	K-J, ch. 20	WB pgs. 175–186
Feb 9	Rare Verb Stems and Object Suffixes	K-J, ch. 21–22	WB pgs. 205–209 (Vocab List 1)
Feb 16	Irregular Object Suffixes and Introduction to Weak Verbs	K-J, ch. 23–24	WB pgs. 211–216 (Vocab List 2)
Feb 23	Reading Week	n/a	n/a
Mar 9	Mid-term Exam	n/a	n/a
Mar 16	I & III-Waw/Yod Verbs	K-J ch. 25–26	WB pgs. 217 – 220 (Vocab List 3)
Mar 23	Hollow Verbs	K-J, ch. 27–28	WB pgs. 221–225 (Vocab List 4)
Mar 30	Geminate and I-Nun Verbs	K-J, ch. 29–30	WB pgs. 227–233 (Vocab List 5)
Apr 6	Verbs with Gutturals	K-J, ch. 31–33	WB pgs. 234–238 (Vocab List 6)
Apr 13	Final Exam	n/a	n/a

Course Policies/Statements

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)

ACCESSIBILITY STATEMENT

Students with a disability who need assistance are encouraged to contact the Centre for Accessible Learning 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. Once documented with the Centre for

Accessible Learning, a letter will be sent to the student's professor recommending appropriate 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 Centre for Accessible Learning outlined on the website at <https://www.twu.ca/academics/learning-commons/centre-accessible-learning>.

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.

ACADEMIC FREEDOM

With our charter, mission, and identity as a Christian university, Trinity Western University is committed to academic freedom, affirming and supporting it as defined and described in the statements of Universities Canada and the Tri-Council Research Granting Agencies provided in full at the following link: <https://www.twu.ca/academic-freedom-trinity-western-university>. Students should familiarize themselves with both the academic freedom statement and policy found at the Academic Freedom website. In this course, the academic freedom of both the course instructor and students is to be respected. Trinity Western University welcomes a diversity of academic perspectives, both in class discussion and submitted course work, provided they are thoughtfully and respectfully presented. Hate speech will not be tolerated.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

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>.

FINAL EXAMINATIONS

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence.