

North Park University

BIBL 6100 - Beginning Biblical Hebrew I

3 credit hours

Fall 2012

Online Course

Syllabus

Course Facilitator: Ekaterina Kozlova

Contact Information:

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Office Hours:

Introductory Comments:

The study of the Bible in its original languages is an excellent way to deepen one's understanding of the text. While translations of the text can introduce the reader to most key issues involved in biblical interpretation, there is no substitute for being personally acquainted with the text.

Course Description and Participant Learning Objectives for Course:

By the completion of this course, participants will:

- comprehend basic Hebrew grammar and vocabulary
- apply this knowledge by translating passages of the Hebrew Bible
- become acquainted with reference tools for the study of biblical Hebrew

Required Texts:

deClaissé-Walford, Nancy L. *Biblical Hebrew: An Introductory Textbook*. Rev. ed. Chalice Press, 2002.

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew*. Hendrickson, 2002.

Course Teaching and Learning Methods:

In language study, it is very important for students to keep up with readings, assignments and online discussions. Most of the work, particularly in the beginning stages, involves substantial memorization, and it is crucial to avoid getting behind in this. Assignments from the textbook will be submitted on a regular basis to allow the facilitator to identify and address problem areas. Regular quizzes also serve this purpose, and encourage the student to keep up with the work schedule.

It is crucial that the student understand the role of the assigned texts in this class. There will be frequent instances where the facilitator will want the student to take a different approach than is presented in the main grammar for the course, deClaissé-Walford. For this reason, it is imperative that students check the *Assignments* section each week before reading the textbook. Nearly every week there will be comments from the facilitator that the student should have in hand when doing the assigned readings.

The discussion boards will serve primarily as a forum for students to receive answers for questions they encounter during their individual study. It is important for all students to keep abreast of these discussions, as they can facilitate greater understanding even on topics where a student has obtained a basic level of mastery. For general discussion questions, the facilitator will provide the initial response, after which time the entire class may be invited to take part. On certain occasions, specific questions for discussion will be posted by the facilitator, and participation in these discussions is also expected.

Course Schedule:

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection.

Participant Responsibilities:

1. Attendance, presence, and full participation are required for this class. **You cannot successfully complete this course without completing the weekly readings and assignments.** You are expected to read the assigned materials and complete all assigned exercises by the due dates listed in the schedule below. Following discussion threads is also imperative. Assigned readings from the class texts should be completed by *Tuesday of each week*, and students will be expected to post a comment on the readings as outlined in the assignments section for each week, and to read the comments made by the other students.
2. Weekly quizzes, covering basic vocabulary and grammar, will be completed by the student. *Vocabulary* quizzes must be passed at a minimum of 75%: any quiz not at this level must be retaken until it is achieved. *All* quizzes and assignments must be submitted by their respective due dates: late work will *not* be accepted. There will also be a final exam at the end of the term, covering central aspects of the course material.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to e-mail me regarding these issues at any time. If the situation cannot be resolved via email, we will schedule a time to communicate by phone or through other means.
4. I normally advise participants to plan on spending 10-12 hours total *per week* on course responsibilities (e.g. reading, assignments, online discussion).

Course Facilitator Responsibilities:

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. The course facilitator will provide the initial response to questions about course materials.
3. The course facilitator will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
4. The course facilitator will provide opportunities for group work that will include discussion as well as hands-on exercises.
5. The course facilitator will provide updated information on relevant resources for the various topics of interest.
6. The course facilitator will read and critically assess students' assignments and provide feedback within 7-10 days of receipt.
7. The course facilitator will respond to all student e-mails within 48 hours of receipt.

Course Outline

Week 1 (Module 1.1, Hebrew Writing System)

Student Learning Objectives:

The student will be able to distinguish the letters of the Hebrew alphabet.

The student will be able to identify the vowel points used in the Hebrew Bible.

Required Readings:

deClaisé-Walford, Chapter 1

Long, "Sound Production" (pp. 7-15)

Assignments Due:

by Friday post student introductions in the "introductions" section.

by Sunday complete exercises from deClaissé-Walford and submit to the instructor. *note:* These exercises involve writing in Hebrew. Students should scan the assignment for submission.

Week 2 (Module 1.2, Syllabification)

Student Learning Objectives:

The student will be able to pronounce Hebrew words.

Required Readings:

deClaissé-Walford, Chapter 2

Long, "Syllable" (p. 16)

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.

by midnight Friday complete exercises from deClaissé-Walford and submit to the instructor. Assignments should be submitted in the same fashion as for week 1.

Week 3 (Module 2.1, Prepositions and the Definite Article)

Student Learning Objectives:

The student will be able to recognize certain prepositions, a conjunction, and the definite article.

Required Readings:

deClaissé-Walford, Chapter 3

Long, "Gender," "Number," "Article," "Conjunction," "Nominal," "Noun" (pp. 25-38)

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.

by midnight Friday complete exercises from deClaissé-Walford and the additional exercises from the website.

Exercise 1 should be checked against the online answer key. Exercise 2 and the additional exercises should be submitted to the instructor.

Week 4 (Module 2.2, Noun Formation)

Student Learning Objectives:

The student will be able to "parse" nouns by identifying their gender, number, and state.

The student will be able to recognize and translate the Hebrew *construct chain*.

Required Readings:

deClaissé-Walford, Chapter 4

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.

by midnight Friday complete exercises from deClaissé-Walford and the additional exercises from the website for the textbook and submit to the instructor.

by midnight Friday post a response to the material for discussion.

also by midnight Friday post a comment in the weekly discussion forum according to the instructions there.

by midnight Sunday complete *Vocabulary Quiz 1* and submit to the instructor.

Week 5 (Module 2.3, Adjectives and Pronouns)

Student Learning Objectives:

The student will be able to recognize adjectives, personal pronouns, and demonstrative pronouns.

The student will be able to translate basic phrases and clauses using these forms.

Required Readings:

deClaissé-Walford, Chapter 5

Long, "Pronoun," "Adjective," "Adverb" (pp. 39-72), "Verbless Predication" (pp. 127-133)

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.

by midnight Friday complete exercises from deClaissé-Walford and the additional exercises from the website for the textbook and submit to the instructor.

by midnight Sunday complete *Lesson Quiz 1* and submit to the instructor.

Week 6 (Module 2.4, Pronoun Suffixes)

Student Learning Objectives:

The student will be able to recognize and translate pronoun suffixes when they are attached to nouns and prepositions.

Required Readings:

deClaissé-Walford, Chapter 6

review Long, "Pronoun" (pp. 39-58)

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.

by midnight Friday complete exercises from deClaissé-Walford and the additional exercises from the website for the textbook and submit to the instructor.

by midnight Sunday complete *Vocabulary Quiz 2* and submit to the instructor.

Week 7 (Module 2.5, Numbers)

Student Learning Objectives:

The student will be able to recognize and translate the most commonly occurring Hebrew numbers.

The student will be able to distinguish a phrase from a clause in both English and Hebrew.

Required Readings:

deClaissé-Walford, Chapter 7

Long, "Clause" (pp. 123-125)

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.

by midnight Friday complete exercises from deClaissé-Walford and the additional exercises from the website for the textbook and submit to the instructor.

by midnight Sunday submit *Lesson Quiz 2* to the instructor.

Week 8 (Fall Break - no work due)

Week 9 (Module 3.1, Verbal System, Part 1)

Student Learning Objectives:

The student will be able to recognize the prefixes and suffixes of the two verbal aspects.

The student will have considered the difference between *tense* and *aspect* in a verb system.

Required Readings:

deClaissé-Walford, Chapter 8

Long, "Verb," "Tense," "Aspect" (pp. 84-98), "Subject" (p. 126)

Wikipedia article on *Aspect*

Assignments Due:

by midnight Thursday make discussion board post on topic of aspect.

by midnight Friday complete exercises from deClaissé-Walford and the additional exercises from the website for the textbook and submit to the instructor.

by midnight Sunday post one reply to another student's discussion post.

by midnight Sunday complete *Vocabulary Quiz 3* and submit to the instructor.

Weeks 10-11 (Module 3.1, Verb System part 2)

Student Learning Objectives:

The student will be able to recognize basic formal characteristics of all seven *binyanim* ("stems") in the Hebrew verb system.

The student will know the basic connotations of each *binyan*.

The student will be able to parse perfect and imperfect verbs from the Qal *binyan*.

Required Readings:

deClaissé-Walford, Chapter 9

Long, "Voice" (pp. 116-120), "Semantics" (pp. 143-150)

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.

by midnight Friday make your own copies (by hand) of the verb charts found on page 79 of deClaissé-Walford. These do *not* need to be submitted.

by midnight Sunday complete *Lesson Quiz 3* and submit to the instructor.

by midnight Friday complete the exercises for lesson 9 in deClaissé-Walford and the additional exercises from the website and submit to the instructor.

Week 12 (Module 3.1, Verb System part 3)

Student Learning Objectives:

The student will be able to provide a rudimentary translation of verbs in both aspect forms and all seven *binyanim*.

The student will be able to parse perfect and imperfect verbs from all seven *binyanim*.

Required Readings:

deClaissé-Walford, Chapter 10

review Long, "Tense," "Aspect" (pp. 87-98)

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.

by midnight Friday complete the exercises from deClaissé-Walford and the additional exercises from the website and submit to the instructor.

by midnight Sunday complete *Lesson Quiz 4* and submit to the instructor.

Week 13 (Module 3.2, Participles)

Student Learning Objectives:

The student will be able to recognize participle forms in all seven *binyanim*.

The student will be able to recognize and translate different syntactic constructions using participles.

Required Readings:

deClaissé-Walford, Chapter 11

Long, "Participle" (pp. 73-79)

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.

by midnight Friday complete the exercises from deClaissé-Walford and submit to the instructor.

by midnight Sunday complete *Vocabulary Quiz 4* and submit to the instructor.

Week 14 (Module 3.3, Imperatives)

Student Learning Objectives:

The student will be able to recognize *volitive* forms in all seven *binyanim*.
The student will be able to translate *volitive* verb forms.

Required Readings:

deClaissé-Walford, Chapter 12
Long, "Mood" (pp. 105-115)

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.
by midnight Friday complete the exercises from deClaissé-Walford and submit to the instructor.
by midnight Friday post a response to the discussion topic.
by midnight Sunday complete *Lesson Quiz 5* and submit to the instructor.

Week 15 (Module 3.4, Infinitives)

Student Learning Objectives:

The student will be able to recognize both infinitive forms in all seven *binyanim*.
The student will be able to translate basic infinitive phrases.

Required Readings:

deClaissé-Walford, Chapter 13
Long, "Infinitive," "Gerund" (pp. 80-83)

Assignments Due:

by midnight Tuesday post a comment in the weekly discussion forum on the week's readings.
by midnight Friday complete the exercises from deClaissé-Walford and submit to the instructor.
by midnight Sunday complete *Vocabulary Quiz 5* and submit to the instructor.

Week 16 (Finals Week)

Assignments Due:

by midnight Friday submit completed *Final Exam* to the instructor.

Assignments:

A final grade for this course will be computed according to your successful completion of the following assignments:

1. **Blackboard Discussion Forum** **28 maximum points**

Discussion forums will be held during the following weeks:

Week 4: The idea of "of"-ness

Week 9: Verbal aspect

Week 14: Volitional verb forms

You will receive a maximum of 3 points each for your participation in the forums. Note that in two forums, you are required to post a response along with your initial comment: the initial post and response are worth 3 points *each*. In addition, you are required to make a post to the discussion board each week in response to the reading and to read the posts of the other members of the class, for which you will be given an additional 13 points (1 point for each week).

2. **Vocabulary Quizzes** **60 maximum points**

Among the weekly quizzes are 5 vocabulary quizzes, taken from the vocabulary lists in each chapter of deClaissé-Walford beginning with chapter 3. These quizzes must be attempted by the assigned dates. In addition, if the student fails to achieve a score of at least 75% on a quiz, that quiz (or quizzes) will be retaken until at least 75% is achieved. Failure to achieve a score of at least 75% will result in no credit being given for the quiz.

3 **Lesson Quizzes** **75 maximum points**

Among the weekly quizzes are 5 lesson quizzes covering various aspects of grammar. The content of the quizzes will be outlined in their respective weeks' assignment sections.

4. **Textbook and Online Exercises** **47 maximum points**

The exercises for each chapter in deClaissé-Walford are to be submitted to the facilitator for assessment, at a maximum value of 3 points each. In addition, for chapters 3-10, additional exercises found on the publisher's website are to be completed and submitted for an additional 1 point each.

5. **Final Exam** **90 maximum points**

There will be a final exam due the last day of the semester.

Please be aware that your instructor will not accept late submissions of any papers, projects, assignments, or other forms of assessment without advance permission being granted. An "unexcused" late submission will be recorded as 0 points.

Grading:

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be awarded according to the existing policies of North Park Theological Seminary. The final course grade will be computed according to the total number of points earned for all assignments as shown below:

<u>Total Points Earned:</u>	<u>Final Grade:</u>
288-300	A
279-287	A-
270-278	B+
264-269	B
255-263	B-
246-254	C+
240-245	C
231-239	C- (lowest passing grade)
222-230	D+
216-221	D
210-215	D-
209 or fewer	F

Criteria for Blackboard Discussion Forum Participation

All students are expected to follow the general question discussion threads for each chapter. Students are to post a comment in response to the readings according to instructions found in the assignments section for each week. For the three special discussion threads, comments should be thorough and thoughtful. For responses to others' posts, just posting an "I agree/disagree with your comment" or an "I think the same" is not considered to be an adequate response. Postings will be graded according to the rubrics found in the section for each topic.

Criteria for grading textbook exercises:

POINT VALUE	CHARACTERIZATION OF THE RESPONSE
0	Less than 50% of assigned exercises attempted.
1	50-75% of assigned exercises attempted, <i>or</i> greater than 75% attempted, but at a success rate of less than 50%.
2	Between 75% and 100% of assigned exercises attempted at a success rate greater than 50%, <i>or</i> all exercises attempted, but at a success rate less than 80%.
3	All assigned exercises attempted at a success rate of 80% or better.

Participation/attendance Expectations:

Students are expected to perform course work according to the schedule assigned. Assigned readings should be completed no later than *Tuesday* of each week to allow the student adequate time to assimilate new information before exercises and quizzes are attempted. To ensure that this is done, and to facilitate discussion, students must post a comment in response to the readings by midnight each Tuesday. The facilitator must post the initial response to any questions, after which she *may* open the floor for responses by others. All students are expected to follow question discussion threads as well. All assignments must be posted by the assigned days (midnight *local time for the student*) or no credit will be given.

Academic Honesty:

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

Please note that *exercises* may be done with any and all tools available to the student *unless otherwise specified in the assignment instructions*. However, *quizzes* and *exams* are to be done solely from memory: books and computer resources are *not permitted unless otherwise specified in the instructions*.

For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

Disabilities Accommodations

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>