

Course ID:	Course Title:	Fall 2021
BL 511	Language of the Old Testament	Prerequisite: n/a
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Wednesdays/Hybrid Delivery	Instructor:	Beth Stovell, Ph.D.	First Day of Classes:	September 8, 2021
Time:	3:15-6:15pm	Email:	BStovell@ambrose.edu	Last Day to Add/Drop:	September 19, 2021
Room:	A2131	Phone:	403-410-2000 ext. 3995	Last Day to Withdraw:	November 22, 2021
Lab/ Tutorial:	n/a	Office:	L2077	Last Day to Apply for Extension:	November 23, 2021
		Office Hours:	By appointment via e-mail	Last Day of Classes:	December 13, 2021
Final Exam:	TBD			First Day of Classes:	September 8, 2021

Course Description

An introductory course in the study of biblical Hebrew and its grammatical structure. Some attention is given to the oral reading of Hebrew. Students will be introduced to the hard copy and electronic resources available to assist their study of biblical Hebrew.

Expected Learning Outcomes

Expected learning outcomes include the following:

1. Students will learn the fundamentals of the phonology, morphology, and syntax of biblical Hebrew.
2. Students will develop a basic vocabulary for biblical Hebrew.
3. At the conclusion of the course, students will have developed rudimentary reading skills in biblical Hebrew and will be able to begin reading biblical texts in Hebrew.
4. At the conclusion of the course, students will have developed an appreciation for the importance of original language scholarship, and an understanding of some of the basic hermeneutical questions involved with the translation of the biblical text.

Textbooks

Required:

1. Pratico, Gary and Miles Van Pelt. *Basics of Biblical Hebrew Grammar* (Third Edition). Grand Rapids: Zondervan, 2019. ISBN: 978-0310533498
2. Pratico, Gary and Miles Van Pelt. *Basics of Biblical Hebrew Workbook* (Third Edition). Grand Rapids: Zondervan, 2019. ISBN: 978-0310533559

This course will only cover the first half of these two books. These books will also be used for BL 512, which will cover the second half of these books.

Students will also learn about other hard copy and electronic resources for Hebrew learning acquisition and may choose to acquire such software as part of their course materials. More information will be provided in class.

Course Schedule

The readings for the “Reading for Session” should be read prior to class for the designated day and “Assignments Due” designates the assignment or quiz/exam due on a given day. All chapter references in “Reading for Session” refer to the *Basics of Biblical Hebrew Grammar*, while all “Wkbook” references refer to the *Basics of Biblical Hebrew Workbook*.

Date	Topic	Reading for Session	Assignments Due
Sept 8	Introduction to the Syllabus Introduction to the course The Hebrew Alphabet	While no reading is required, beginning to familiarize oneself with the Hebrew alphabet (Ch 1) would be helpful	Discussion question: What program are you in? Why are you in the program? What interests you about studying Hebrew?
Sept 15	Hebrew Alphabet (continued) Hebrew Vowels	Chapter 1-2	Quiz #1 (Vocab Plus) Wkbook for chapters 1-2
Sept 22	-Syllabification and Pronunciation -Hebrew Nouns	Chapter 3-4	Quiz #2 (Vocab Plus) Wkbook for chapters 3-4
Sept 29 Class will end early for Downey Lectures	-Definite Article and Waw Conjunction -Hebrew Prepositions	Chapter 5-6	Quiz #3 (Vocab) Wkbook for chapter 5-6 Reminder: Downey Lecture this evening
Oct 6, No class, Spiritual Emphasis Day			
Oct 13	-Hebrew Adjectives -Hebrew Pronouns	Chapters 7-8	Quiz #4 (Vocab Plus) Wkbook for Ch 7-8
Oct 20	-Hebrew Pronominal Suffixes	Chapters 9-10	Quiz #5 (Vocab) Wkbook for Ch 9-10

	-Hebrew Construct Chains		
Oct 27	Midterm Exam	Review for Midterm Exam	Prep for Midterm Exam
Nov 3	-Hebrew Numbers -Introduction to Hebrew Verbs	Chapters 11-12	Quiz #6 (Vocab) Wkbook for Ch 11-12
No class on Nov 10-Reading Week Nov 8-13			
Nov 17	-Qal Perfect Strong and Weak Verbs	Chapter 13-14	Quiz #7 (Vocab Plus) Wkbook for Ch 13-14
Nov 24	-Qal Imperfect Strong and Weak Verbs	Chapters 15-16	Quiz #8 (Vocab) Wkbook for Ch 15-16
Dec 1	-Waw Consecutive -Qal Imperative	Chapters 17 -18	Quiz #9 (Vocab Plus) Wkbook for Ch 17-18
Dec 8	Review for Final Exam	Review for Final Exam	Review for Final Exam
Final Exam Date: TBD			

Requirements:

1. Workbook

At the beginning of each Wednesday class session starting Week 2, students will submit pages from the course workbook via online copies. Before submitting each package from the workbook, each student will check his/her answers against the answer key (provided in the online course resources at Zondervan Academic's website). Where the student has made an error, she/he will correct the error using a different coloured pen/pencil (e.g., red), and provide a brief notation explaining the error. The purpose of this exercise is a) to ensure that students are practicing their skills on a regular basis, b) to provide a regular feedback mechanism in order to ensure that students are learning and incorporating lessons effectively, and c) to help students identify points of difficulty or confusion during the learning process, and thus correct them before they become habits. Failure to submit workbook material on time (beginning of each Wednesday class session), or failure to complete any element of the assigned material, will result in forfeiture of that week's grade. **Due: Weekly as**

assigned. Value: 30% overall (3.3% per week of 9 workbook packages; no workbook assignments on exam days).

2. Quizzes

Weekly scheduled online quizzes will be an important part of the learning experience. These quizzes will be associated with specific chapters from the course text, and will include questions related to phonology/morphology, syntax, and vocabulary. Quizzes will usually alternate between short vocabulary quizzes and quizzes with vocabulary and additional questions from the categories listed above at the discretion of the professor. **Due: Weekly on Moodle. Quiz must be completed online prior to the subsequent class session; Value: 40% overall (5% each quiz; lowest quiz score will be dropped)**

3. Mid-term Examination

Students will write a mid-term examination, covering all material up to the date of the exam. **Due Date: Oct 27; Value: 15%.**

4. Final Examination

Students will write a cumulative final examination, covering all material from the semester. **Date: TBD. Value: 15%.**

Submission of Assignments:

So that I can properly evaluate your work the following style guide is to be used for papers in this class:

- **Medium for Submission:** All material for this class will be submitted online, and will be due by the end of the day (midnight) on the due date.
- **Layout:** Workbook assignments should include the student's name, and be copied and submitted as a PDF on Moodle. Please endeavor to write legibly, as I cannot effectively grade what I cannot effectively read.
- **Gender Inclusive Language:** Ambrose University College uses inclusive language for human beings in student written materials. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings.

Attendance:

1. The goal of this course is to create a learning community. It is, therefore, essential that all students treat one another with respect and dignity both inside and outside of this course in relation to what you are learning in this course. This includes how students conduct themselves regarding their grades, their success or struggles in the course, and their general conduct to one another. In general, the goal should be to lift one another up, however a person is doing in the course.
2. Course sessions will begin in a timely fashion. To receive full points for course participation, you are expected to arrive by the time class begins and stay until class ends whether in person or online. This is particularly important as this course includes exams that will need timely attendance to complete. If for some valid reason you will be unable to attend class or will be late, please notify me by phone or email in advance of the class session.
3. **Students with three unexcused absences will be dropped a full letter grade from their final grade.** In addition, students will be dropped an additional third of a letter grade for every unexcused absence after the third. This means an A+ student can only receive a B+ after three unexcused absences, a B after four, a B- after five, etc. To excuse an absence, you need to contact me by e-mail in advance and in some cases a note will be required. If a student's excused or unexcused absence results in

missing a quiz or exam, **the student** is responsible for rescheduling the quiz or exam with the professor in order to receive points for the quiz or exam.

4. However, there is a means for redemption in this course. To redeem your tardiness or absence, you may wish to provide a mediating sacrifice in the vein of the *minhah*, or grain offering, of Leviticus 2. In the place of flour and frankincense burned on an altar, Timbits for the class and a *nasek* (drink offering) of coffee (1 cream, 1 sugar) for the Instructor would be acceptable.
5. Due dates for assignments in this class are firm. They are set up for the overall success of the class - that is, for both students and the instructor. Please stay on top of your assignments and do not procrastinate. If you realize that you will be late in turning in an assignment for a legitimate reason, please see the “Extensions” policy below.

If you feel that you are falling behind or getting into trouble, please come see me early. There are things that can be done early on to get things back on track before it is too late.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Comprehensive understanding of subject matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-developed understanding of subject matter.	3.30
B		3.00
B-		2.70
C+	Basic: Developing understanding of subject matter	2.30
C		2.00
C-		1.70
D+		1.30
D	Minimal Pass: Limited understanding of subject matter	1.00
F		Failure: Failure to meet course requirements

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Evaluation:

Assignment	Percentage	Due Date
Weekly Workbook Assignments (10 X3%)	30%	Weekly
Quizzes (8 X 5% (lowest dropped))	40%	Weekly
Midterm Exam	15%	Oct 27
Final Exam	15%	TBD
TOTAL:	100%	

Hebrew Language Resources:

Electronic resources:

Accordance Electronic Software <https://www.accordancebible.com> (see Moodle for more information on discounts for this option)

Biblical Hebrew Videos:

Chapter 1 for our book includes a helpful video from one of the author's of our textbooks. In this video, he walks students not only through the Hebrew Alphabet, but also how to write each of the letters. You can find the video here: <https://www.youtube.com/watch?v=76IyeFx9jXs>

Biblical Hebrew Alphabet videos:

<https://www.youtube.com/watch?v=HuyqnLPboqA>

https://www.youtube.com/watch?v=u_EvzURStlc&feature=youtu.be

<https://www.youtube.com/watch?v=01LFnJJ5YUc> (This one has the begadkephat letters included, but some alternative transliteration to be aware of).

Hebrew Vocabulary Videos:

<https://www.youtube.com/user/BiblicalHebrewStudy/videos>

Zondervan Academic has a courses webpage with additional videos associated with this book. Please speak with the professor if you are interested.

Audio and hard copy resources:

Brown, Francis, Driver, S.R., Briggs, Charles A. *Brown-Driver-Briggs Hebrew and English Lexicon (BDB)*. Clarendon, 1977. (Also available via Accordance)

Pratico, Gary D. and Miles V. Van Pelt. *Biblical Hebrew Survival Kit 2.0* (Zondervan, 2019). This includes the following resources:

- *Old Testament Hebrew Vocabulary Cards*, including 1,000 vocabulary flashcards for studying.
- *Basics of Biblical Hebrew Vocabulary Audio*, a digital download from Olive Tree Bible Software, available through an access code, of audio pronunciations of the vocabulary from the grammar to help with vocabulary memorization and acquisition. Features both Classical (by Miles V. Van Pelt) and Modern (by Nancy L. Erickson) Hebrew pronunciations.
- *Biblical Hebrew Laminated Sheet*, for a quick reference guide to common language questions.

Ambrose University Important Policies & Procedures: Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The

academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Assessments and Examinations

Scheduling

All final examinations (except modular and spring semester courses) must be scheduled by the Office of the Registrar except in the case of take-home examinations, oral examinations, or term projects. Modular or alternative courses offering final examinations are scheduled by the instructor.

All other in-person assessments must be scheduled within regular class time.

In-person assessments may not be held on non-instructional days (e.g. fall or winter breaks) or after the last day of classes, as indicated in the academic schedule, except in those special cases where prior approval has been obtained from the Dean of the faculty member offering the course.

Limitations

In the final 14 calendar days of class, instructors should not carry out examinations (or assessments that could reasonably be interpreted as a replacement) that total more than 15% of the final grade, except in the case of laboratory or oral testing, presentations, or summative projects/papers.

- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.