

Course ID:	Course Title:	Fall 2023
HEB 300	Biblical Hebrew III	Prerequisite: HEB 201
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Chelsea Mak, Phd(c)	First Day of Class:	September 6, 2023
Days:	Tu/Thurs	Email:	chelsea.mak@ambrose.edu	Last Day to Add/Drop:	September 17, 2023
Time:	4:00-5:15	Phone:	N/A	Last Day to Withdraw:	November 20, 2023
Room:	RE 146	Office:	L2087	Last Day to Apply for Coursework Extension:	November 23, 2023
Lab/Tutorial:	N/A	Office Hours:	By appointment	Last Day of Class:	December 11, 2023
Final Exam:	N/A				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

A reading course involving extensive reading in Biblical Hebrew and further study of grammar, syntax, and vocabulary.

Expected Learning Outcomes

Upon successful completion of this course, students will:

1. Acquire intermediate facility in biblical Hebrew and will be able to read texts from a variety of genres in the Hebrew Bible/Old Testament.
2. Comprehend and translate both basic and complex aspects of Hebrew syntax and semantics with the help of lexical and syntactic aids as necessary.
3. Compose responsible, interpretive arguments about biblical texts that integrate knowledge of Hebrew syntax and semantics with generic, contextual, and socio-historical information.
4. Communicate the ongoing importance of original language acquisition and scholarship, especially as these both illuminate and obscure the translation and interpretation of biblical texts.

Textbooks

Required:

Brown, F., S. R. Driver, and C. A. Briggs, eds. *A Hebrew and English Lexicon of the Old Testament*. (BDB)

Elliger, K. and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1967–77. (BHS)

van der Merwe, Christo H. J., Jacobus A. Naudé, and Jan H. Kroeze. *A Biblical Hebrew Reference Grammar*. 2nd Edition. London: Bloomsbury T & T Clark, 2017.

Reference:

The required textbooks are sufficient for the successful completion of this course. However, depending on individual goals, some students may want to consult additional Hebrew grammars. In such a case, the following grammars are recommended, and can be found on reserve or in the reference collection at the library:

Joüin, P., and T. Muraoka. *A Grammar of Biblical Hebrew*. 2nd edition. Rome: Gregorian & Biblical Press, 2016.

Seow, Choon-Leong. *A Grammar for Biblical Hebrew*. Revised edition. Nashville: Abingdon Press, 1995.

Waltke, Bruce K., and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake: Eisenbrauns, 1990.

Course Schedule

Week	Date	Topic	Readings & Assignments
1	Sept 7	CLASS CANCELLED	
2	Sept 12	Welcome and Orientation Lecture: What is Biblical Hebrew? Semitic Languages, Text Traditions, and BHS	
	Sept 14	Jonah 1 Lecture: Narrative	
3	Sept 19	Jonah 1 Exegesis: Introduction; Text Criticism	
	Sept 21	Jonah 2 Lecture: Poetry	Due: BHS Translation Notes #1
4	Sept 26	Jonah 2	
	Sept 28	Jonah 3 Exegesis: Structural Analysis	
5	Oct 3	Jonah 3	
	Oct 5	Jonah 4 Exegesis: Lexical Analysis	Due: BHS Translation Notes #2
6	Oct 10	Jonah 4	
	Oct 12	Micah 6	

		Lecture: Prophecy	
7	Oct 17	Micah 6	Due: First Exegetical Analysis
	Oct 19	Micah 6	Due: BHS Translation Notes #3
8	Oct 24	Proverbs 9 Lecture: Wisdom Literature	
	Oct 26	Proverbs 9	
9	Oct 31	Leviticus 11:1–23 Lecture: Law	
	Nov 2	Leviticus 11:1–23	Due: BHS Translation Notes #4
10	Nov 7	CLASS CANCELLED (READING WEEK)	
	Nov 9	CLASS CANCELLED (READING WEEK)	
11	Nov 14	Daniel 8 Lecture: Apocalyptic	Due: Second Exegetical Analysis
	Nov 16	Daniel 8	
12	Nov 21	CLASS CANCELLED	
	Nov 23	Daniel 8 Exegesis: Contemporary Receptions	
13	Nov 28	Ecclesiastes 1	Due: BHS Translation Notes #5
	Nov 30	Ecclesiastes 1	
14	Dec 5	Text TBD	Due: Final Interpretive Project
	Dec 7	Text TBD	Due: BHS Translation Notes #6

Requirements:

Classroom Citizenship: Students are expected to nurture a respectful, attentive posture towards their peers, thus enabling the flourishing of each participant. The learning environment depends on people who have engaged the readings fully and thoughtfully, participate in the classroom environment in a meaningful way, and extend kindness and respect to everyone despite differences, limitations, failures, and successes. The expectation is that you will come to class prepared to read and discuss the assigned texts and any topics at hand. A portion of your grade will be determined by:

I. BHS Translation Notes: Class sessions will focus on reading, translating, and discussing grammatical features of the biblical texts. Thus, students are expected to have prepared reading notes and preliminary translations of the texts in advance of class. At six points in the semester, students will submit physical copies of their notes, which should include syntactical analysis, parsing, and English translations of each verse (pdf copies of all texts are available on Moodle). Hard copies are to be handed at the end of class on the date they are due and will be graded on completion not competence (turn in completed work on time and receive full credit). **Due: Sept 21, Oct 5, Oct 19, Nov 2, Nov 28, and Dec 7. Value: 30%**

II. Attendance and Participation: Discussion involves speaking, active listening, and raising questions that will move the conversation towards deeper insights. In addition, the nature of communal language learning requires vulnerability and, thus, also compassion for each other. The instructor will consider your classroom attendance, your engagement with others, and preparedness in this portion of your grade. **Value 5%**

Exegetical Analyses: The ongoing reception of ancient texts requires the interpretive community to exercise responsibility informed by both solemnity and imagination. Indeed, interpretation unto flourishing in the contemporary world is a skill that demands ongoing practice on the part of the interpreter. To this end, students will have the opportunity to apply their developing Hebrew language knowledge to select texts from the Hebrew Bible for the purpose of interpretation. Over the course of the semester, students will write two short exegetical papers focusing on the Hebrew texts of two passages included in the syllabus. Each of these papers will center on the meaning of the Hebrew itself, including text critical issues, syntax, semantics, and literary artistry. Papers will be 4–5 pages in length (Times New Roman, 12pt font, double-spaced; excluding bibliography), engage a minimum of 5 academic sources, and be formatted according to the SBL style guide (available on Moodle). Internet sources, such as blogs or Bible study websites, are not acceptable sources; rather, students should engage academic sources such as peer-reviewed journal articles, commentaries, and Hebrew grammars. **Length: 4–5 pages. Bibliography: 5 sources. Due: Oct 17 and Nov 14 at 11:59pm. Value: 50% (2 papers, 25% each)**

Final Interpretive Project: Each student will prepare a final response to their study of Hebrew that will consider the place of original language acquisition for interpretation and contemporary reception of ancient texts. The final project will build on one of the student's exegetical analyses (see above) by reframing its Hebrew language analysis for a contemporary audience in such a way as to (1) illustrate the ongoing significance of the text for contemporary life, theological or otherwise, and (2) demonstrate the role of original language work in the interpretive process. Students will be free to choose their desired medium *in consultation with the instructor* (for example, blog post, podcast, or Bible study). Given that each student will produce an individual project, specific requirements such as length will be determined in conversation with the instructor. However, all students must consult at least 3 academic resources in addition to those used for the exegetical analysis. **Projects must be agreed upon with the instructor no later than November 16. Due: Dec 5 at 11:59pm. Value: 15%**

Additional Submission Requirements:

- Submission format: All assignments must be submitted electronically in .pdf format via Moodle. All file submissions should include the student's last name, first name, and the assignment name in the title.
- Academic sources: Permitted secondary sources include scholarly articles, essays, monographs, and commentaries. Consulting dictionary or encyclopedia articles is encouraged as a starting point for research, but these sources do not count toward bibliographic requirements. Most often, internet sources other than those drawn from ATLA or other academic databases are not acceptable. Please consult with the instructor to confirm should questions arise.
- Layout: All assignments are to be submitted as PDF files, with a title page and bibliography (which do not count towards length requirements), in 12 pt. Times New Roman font, double-spaced, and with 1" margins. Papers should be written in an essay format (including an introduction with a thesis statement, body, and conclusion) and with proper grammar, spelling, and punctuation. Citation style should follow the SBL style guide (the SBL Student Guide is available on Moodle)—footnotes only, no in text citations or endnotes. Note that biblical citations should be in-text, using the following format: (Gen 1:1, NIV).

- Gender Inclusive Language: Ambrose University uses inclusive language for human beings in student written materials. Examples of Bible translations that use inclusive language for human beings are the NRSV and the TNIV.
- Late Assignments: Students are expected to submit all assignments on time. Late assignments will receive a deduction of one-half letter grade per day, including weekends. Extensions will be considered on a case-by-case basis and in consultation with the instructor.
- All assignments must be completed and submitted to receive a passing grade for the course.

Attendance:

A successful and positive classroom experience is a collaborative effort, requiring consistent participation from all members of the classroom community. Thus, attendance is expected of all students and will be taken at the beginning of each class session. More than three absences over the course of the semester will negatively affect the student’s Classroom Citizenship grade (see above).

Additional classroom information:

- This course seeks to be inclusive of all abilities and backgrounds. Please use Ambrose University’s accessibility resources so that we can support your learning both inside and outside the classroom.
- Please let the professor know if you have a preferred name or pronoun. I will do my best to address you in the way you feel most comfortable. Please correct me if I make an error with your name or pronoun in class.
- Recordings of the class are not permitted. This policy is also part of your student handbook.
- Make every effort to arrive on time and to practice good classroom citizenship (above).
- Kindly note that I reply to email only during regular Monday-Friday work hours.
- Life happens. Please come and speak with me if you are going to be absent or late, if you are not well, if there is anything I should know that effects your classroom citizenship, or if there are circumstances preventing you from successfully fulfilling the requirements of this class. We are in this together. You are welcome to make an in-person or virtual appointment to meet with me, email me, or speak with me after class.

Grade Summary:

The available letters for course grades are as follows:

A+	Excellent	4.00	97-100
A		4.00	93-96
A-		3.70	90-92
B+	Good	3.30	87-89
B		3.00	83-86
B-		2.70	80-82
C+	Satisfactory	2.30	77-79
C		2.00	73-76
C-		1.70	70-72
D+	Poor	1.30	65-69
D	Minimal Pass	1.00	60-64
D-	Minimal Pass		50-59
F	Failure	0.00	below 50

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (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.

Ambrose University Important Information:

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* 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; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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/academics/academic-calendar>

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.

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/sas/writing-services>

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Online for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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