



# AHIS258

## Ancient Hebrew A

S1 External 2017

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

(12cp at 100 level or above) or (admission to BAncHist or BAncHist(Hons) or DipAncLang)

Corequisites

Co-badged status

Unit description

This unit is an introduction to classical Hebrew for students who have not previously studied Biblical Hebrew. This unit provides students with an introduction to the Hebrew alphabet, and to the grammar and vocabulary of Biblical Hebrew, in preparation for the study of a number of biblical texts.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Recognise and recall ancient Hebrew script and phonetic structure

Learn Hebrew vocabulary and grammatical structures at elementary level

Recognise and memorize foundational Hebrew vocabulary

Assess the grammar required for the translation of simple Hebrew texts

Explore relevant grammatical and lexical reference tools

Recognise and recall linguistic metalanguage

Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew texts

Explore the significance of Hebrew for the study of relevant ancient cultures

Synthesise elementary Hebrew reading skills

## General Assessment Information

Each assessment task will be judged by the number of actual correct answers expressed as a percentage of possible correct answers.

The grades are as follow: High distinction  $\geq 85\%$ ; Distinction  $\geq 75\%$ ; Credit  $\geq 65\%$ ; and Pass  $\geq 50\%$

To successfully complete the unit the student will need to gain a Pass or better.

In the case of illness or misadventure which may effect the student's capacity to complete the assessment tasks in the expected timeframe, students must lodge a Disruption of Studies claim:

[http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Assignments</a>	15%	No	Continuous
<a href="#">Class test 1</a>	15%	No	Week 8
<a href="#">Final Examination</a>	50%	No	Examination period
<a href="#">Participation</a>	20%	No	Continuous

### Assignments

Due: **Continuous**

Weighting: **15%**

Students will complete assignments based on weekly learning. These assignments will be in the form of short exercises from the course textbook.

On successful completion you will be able to:

- Recognise and recall ancient Hebrew script and phonetic structure

- Learn Hebrew vocabulary and grammatical structures at elementary level
- Recognise and memorize foundational Hebrew vocabulary
- Assess the grammar required for the translation of simple Hebrew texts
- Explore relevant grammatical and lexical reference tools
- Recognise and recall linguistic metalanguage
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew texts
- Explore the significance of Hebrew for the study of relevant ancient cultures
- Synthesise elementary Hebrew reading skills

## Class test 1

Due: **Week 8**

Weighting: **15%**

The class test will examine the knowledge of the student up to week 8.

On successful completion you will be able to:

- Recognise and recall ancient Hebrew script and phonetic structure
- Learn Hebrew vocabulary and grammatical structures at elementary level
- Recognise and memorize foundational Hebrew vocabulary
- Assess the grammar required for the translation of simple Hebrew texts
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew texts
- Explore the significance of Hebrew for the study of relevant ancient cultures
- Synthesise elementary Hebrew reading skills

## Final Examination

Due: **Examination period**

Weighting: **50%**

A two hour examination which will test the student's knowledge of Hebrew grammar and vocabulary as well as translation skills learned through the semester. To prepare the student is strongly advised to reread the chapters of the textbook covered in class, as well as all course notes and handouts given during the semester. The student can take the course textbook into the examination. Students will be given a (non-assessable) practice exam to work through to assist with their preparation for the final exam.

On successful completion you will be able to:

- Recognise and recall ancient Hebrew script and phonetic structure

- Learn Hebrew vocabulary and grammatical structures at elementary level
- Recognise and memorize foundational Hebrew vocabulary
- Assess the grammar required for the translation of simple Hebrew texts
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew texts
- Explore the significance of Hebrew for the study of relevant ancient cultures
- Synthesise elementary Hebrew reading skills

## Participation

Due: **Continuous**

Weighting: **20%**

Students are required to make at least ONE contribution to the online wiki, and to make at least ONE response to another student's contribution (or the lecturer's). The Wiki is focused on exploring the continued cultural and scholarly relevance of Ancient Hebrew in the modern day. Recent scientific or archaeological findings that have been in the news, references to Hebrew in popular culture, or even current research on the benefits of learning a language would be appropriate topics for a student's contribution to the Wiki. The contribution can be in the form of a brief (approximately 500 words) journal entry, or a link to a YouTube video, TED talk, or recent news item. The Wiki is aimed at helping to build a learning community in the class, and also connecting what we learn in class to broader social and cultural environments. Students are required to observe good netiquette on the wiki.

On successful completion you will be able to:

- Explore relevant grammatical and lexical reference tools
- Recognise and recall linguistic metalanguage
- Explore the significance of Hebrew for the study of relevant ancient cultures

## Delivery and Resources

A two hour lecture and one hour tutorial are delivered most weeks of the semester. Lectures are recorded. Students are strongly advised to listen to all classes.

The iLearn site is an important resource for class discussion and accessing extra learning materials. Students are required to have regular access to a computer and the internet. Mobile devices alone may not be sufficient. For technical support go to: [http://mq.edu.au/about\\_us/offices\\_and\\_units/informatics/help](http://mq.edu.au/about_us/offices_and_units/informatics/help) For student quick guides on the use of iLearn go to: [http://mq.edu.au/iLearn/student\\_info/guides.htm](http://mq.edu.au/iLearn/student_info/guides.htm)

The text to be used is *Elementary Biblical Hebrew: An Introductory Grammar*. G. Athas & I. M. Young. Fifth Edition. (Croydon Park, NSW: Ancient Vessel Press, 2016). It is available for purchase from Reformers Bookshop, and can be ordered from them online:

<http://reformers.org.au/> The bookstore can post the text-book to students for an additional cost.

## Unit Schedule

In weeks 1-13, we will work through the first half of the course textbook. The first week is focused on learning the Hebrew script. Although this course assumes no prior knowledge, it is recommended that students work towards familiarising themselves with the Hebrew alphabet as early as possible in order to provide a firm foundation for the semester of study.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)

- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Assess the grammar required for the translation of simple Hebrew texts
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew texts
- Explore the significance of Hebrew for the study of relevant ancient cultures
- Synthesise elementary Hebrew reading skills

### Assessment tasks

- Class test 1
- Final Examination
- Participation

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement.

They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

- Explore relevant grammatical and lexical reference tools
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew texts
- Explore the significance of Hebrew for the study of relevant ancient cultures

## **Assessment tasks**

- Class test 1
- Final Examination

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Recognise and recall ancient Hebrew script and phonetic structure
- Learn Hebrew vocabulary and grammatical structures at elementary level
- Recognise and memorize foundational Hebrew vocabulary
- Explore relevant grammatical and lexical reference tools
- Recognise and recall linguistic metalanguage
- Explore the significance of Hebrew for the study of relevant ancient cultures

## **Assessment tasks**

- Class test 1
- Participation

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able



to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Recognise and recall ancient Hebrew script and phonetic structure
- Learn Hebrew vocabulary and grammatical structures at elementary level
- Recognise and memorize foundational Hebrew vocabulary
- Assess the grammar required for the translation of simple Hebrew texts
- Explore relevant grammatical and lexical reference tools
- Recognise and recall linguistic metalanguage
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew texts
- Explore the significance of Hebrew for the study of relevant ancient cultures
- Synthesise elementary Hebrew reading skills

## **Assessment tasks**

- Assignments
- Class test 1
- Final Examination
- Participation

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Recognise and recall ancient Hebrew script and phonetic structure
- Learn Hebrew vocabulary and grammatical structures at elementary level
- Recognise and memorize foundational Hebrew vocabulary
- Assess the grammar required for the translation of simple Hebrew texts
- Explore relevant grammatical and lexical reference tools
- Recognise and recall linguistic metalanguage
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew

texts

- Explore the significance of Hebrew for the study of relevant ancient cultures
- Synthesise elementary Hebrew reading skills

## Assessment tasks

- Class test 1
- Final Examination
- Participation

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Learn Hebrew vocabulary and grammatical structures at elementary level
- Assess the grammar required for the translation of simple Hebrew texts
- Explore relevant grammatical and lexical reference tools
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew texts
- Explore the significance of Hebrew for the study of relevant ancient cultures

## Assessment tasks

- Class test 1
- Final Examination

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Recognise and recall ancient Hebrew script and phonetic structure
- Learn Hebrew vocabulary and grammatical structures at elementary level

- Recognise and memorize foundational Hebrew vocabulary
- Assess the grammar required for the translation of simple Hebrew texts
- Explore relevant grammatical and lexical reference tools
- Recognise and recall linguistic metalanguage
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew texts
- Explore the significance of Hebrew for the study of relevant ancient cultures
- Synthesise elementary Hebrew reading skills

## Assessment tasks

- Assignments
- Class test 1
- Final Examination
- Participation

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcome

- Explore the significance of Hebrew for the study of relevant ancient cultures

### Assessment task

- Participation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcome

- Explore the significance of Hebrew for the study of relevant ancient cultures

## Assessment task

- Participation

## Changes since First Published

Date	Description
06/02/2017	So sorry, my previous version had the wrong edition of the textbook (as noted by eagle-eyed students!). My apologies.