



AHIS259

Ancient Hebrew B

S2 External 2018

Dept of Ancient History

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General Information

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By appointment
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Credit points
3
Prerequisites
AHIS158 or AHIS258
Corequisites
Co-badged status
Unit description
This unit extends students' grasp of Biblical Hebrew by continuing to work through the grammar book and building reading skills. Students also read a prose text from the Hebrew Bible.

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:

- Identify and recall ancient Hebrew vocabulary and grammatical structures at more advanced level
- Synthesise learned grammar and vocabulary for the analysis, parsing, translation, and discussion of Hebrew texts
- Investigate and weigh the significance of the study of Ancient Hebrew for relevant ancient and modern cultures
- Explore, appraise, and evaluate relevant grammatical and lexical reference tools

Employ linguistic metalanguage

Build a supportive and positive learning community in class and online, develop as independent learners

General Assessment Information

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD High Distinction 85-100

D Distinction 75-84

Cr Credit 65-74

P Pass 50-64

F Fail 0-49

Students should familiarise themselves with policies relating to their assessment, such as the Academic Integrity Policy. Links to these policies may be found in the Policies and Procedures section of this document.

Students should note in particular the new system for **Special Consideration**, which relates to short-term, unexpected, serious and unavoidable circumstances, which affect student performance in assessment tasks. Students seeking extensions for assessment tasks must apply for Special Consideration under the new policy commencing this year.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	20%	No	Continuous assessment
<u>Homework assignments</u>	40%	No	Continuous assessment
<u>Class presentation</u>	10%	No	Week 8
<u>Online test</u>	30%	Yes	Final week of semester

Participation

Due: **Continuous assessment**

Weighting: **20%**

Participation will be assessed based on the student's preparation and engagement with course activities, and contributions in class and/or online. Students are encouraged to create a supportive and positive learning environment in the course. There will be a rubric for participation on iLearn.

Students are required to make at least ONE contribution to the online Wiki. The Wiki is focused on exploring the continued cultural and scholarly relevance of Ancient Hebrew in the modern day: there will be a sample on iLearn. The Wiki connects 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:

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Homework assignments

Due: **Continuous assessment**

Weighting: **40%**

1. Students will complete five homework assignments based on weekly learning. These assignments will be in the form of exercises from the course textbook, and other short written exercises. (20%)

2. As well as the fortnightly homework tasks, students will complete a larger homework assignment reviewing 6 units of the course textbook (students may choose any units to review except for units 1-8). This assignment is due in **Week 11**. Students will write a short (100-300 words) summary of each unit, including a list of the top three things they considered to be most important in that unit. Students are encouraged to compare and contrast a number of Hebrew grammars and textbooks in their assignment. (20%)

On successful completion you will be able to:

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Class presentation

Due: **Week 8**

Weighting: **10%**

Internal students will give a short in-class presentation in small groups on an aspect of ancient Hebrew. Internal, external and OUA students may choose to submit a written summary in place of the class presentation.

On successful completion you will be able to:

- Identify and recall ancient Hebrew vocabulary and grammatical structures at more advanced level
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- Investigate and weigh the significance of the study of Ancient Hebrew for relevant ancient and modern cultures
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Online test

Due: **Final week of semester**

Weighting: **30%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

A two hour online test assesses the student's knowledge of Hebrew grammar and vocabulary as well as translation skills learned through the semester. To prepare, students are advised to reread the chapters of the textbook covered in class, as well as all course notes and handouts

given during the semester. The test is open book.

On successful completion you will be able to:

- Identify and recall ancient Hebrew vocabulary and grammatical structures at more advanced level
- Synthesise learned grammar and vocabulary for the analysis, parsing, translation, and discussion of Hebrew texts
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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 attend/listen to all classes. **Tutorials commence in Week 2.**

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 For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Reading requirements

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 textbook can be posted to students from the bookstore for an additional cost.

As the student's skills with Hebrew develop, we will begin to read and translate passages of the biblical text. It would be then useful for students to have a Bible.

What Bible version should I use? It is best to work from a more “literal” translation of the Bible such as the New Revised Standard Version, or the English Standard Version. There are many suitable Bibles, so if in doubt, ask. Online websites such as Bible Gateway provide free access to multiple versions. While a dynamic equivalence translation like the Good News Bible is great for reading, it is harder to see the contours of the original texts and so is not so useful for scholarly work.

Online glossary of terms used in Biblical Studies: <http://www.read-the-bible.org/glossary.html>

Unit Schedule

There will be revision in Weeks 1-3 of grammar learned in semester 1. Students will continue to work through units of the course textbook.

Students will spend time in class reading and analysing excerpts from the Book of Judges, Samuel, and other biblical texts. As skills develop, students will be required to prepare excerpts of text either at home or in class as part of their class participation.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.m](#)

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) 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

IT Help

For help with University computer systems and technology, visit 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

- Synthesise learned grammar and vocabulary for the analysis, parsing, translation, and discussion of Hebrew texts
- Investigate and weigh the significance of the study of Ancient Hebrew for relevant ancient and modern cultures

- Explore, appraise, and evaluate relevant grammatical and lexical reference tools
- Build a supportive and positive learning community in class and online, develop as independent learners

Assessment tasks

- Participation
- Homework assignments
- Class presentation

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

- Investigate and weigh the significance of the study of Ancient Hebrew for relevant ancient and modern cultures
- Explore, appraise, and evaluate relevant grammatical and lexical reference tools
- Build a supportive and positive learning community in class and online, develop as independent learners

Assessment tasks

- Homework assignments
- Class presentation
- Online test

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

- Identify and recall ancient Hebrew vocabulary and grammatical structures at more advanced level

- Synthesise learned grammar and vocabulary for the analysis, parsing, translation, and discussion of Hebrew texts
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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

- Identify and recall ancient Hebrew vocabulary and grammatical structures at more advanced level
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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

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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

- Identify and recall ancient Hebrew vocabulary and grammatical structures at more advanced level
- Synthesise learned grammar and vocabulary for the analysis, parsing, translation, and discussion of Hebrew texts
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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

- Identify and recall ancient Hebrew vocabulary and grammatical structures at more advanced level
- Synthesise learned grammar and vocabulary for the analysis, parsing, translation, and discussion of Hebrew texts
- Investigate and weigh the significance of the study of Ancient Hebrew for relevant ancient and modern cultures
- Explore, appraise, and evaluate relevant grammatical and lexical reference tools
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- Homework assignments
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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 outcomes

- Investigate and weigh the significance of the study of Ancient Hebrew for relevant ancient and modern cultures
- Build a supportive and positive learning community in class and online, develop as independent learners

Assessment tasks

- Participation
- Homework assignments
- Class presentation

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 outcomes

- Investigate and weigh the significance of the study of Ancient Hebrew for relevant ancient and modern cultures
- Build a supportive and positive learning community in class and online, develop as independent learners

Assessment tasks

- Participation
- Class presentation