



AHIX158

Ancient Hebrew A

S1 OUA 2018

Open Universities Australia

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Disclaimer

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General Information

Unit convenor and teaching staff

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By appointment

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Prerequisites

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.open.edu.au/student-admin-and-support/key-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 memorise foundational Hebrew vocabulary

Assess the grammar required for the translation of simple Hebrew texts

Explore relevant grammatical and lexical reference tools

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

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.

Please note: 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

IMPORTANT NOTE ON FINAL MARKS: Please note with respect to the marks you receive for work during the session: that the marks given are indicative only; final marks will be determined after moderation. See further the note on Results in the Policies and Procedures section below.

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 claim for Special Consideration - please see policy section below.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	20%	No	Continuous
<u>Assignments</u>	40%	No	Continuous
<u>Presentation</u>	10%	No	Week 8
<u>Online test</u>	30%	No	Week 13

Participation

Due: **Continuous**

Weighting: **20%**

Participation will be assessed based on the student's 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. A rubric will be available 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. 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 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:

- Explore relevant grammatical and lexical reference tools
- Recognize and recall linguistic metalanguage
- Explore the significance of Hebrew for the study of relevant ancient cultures
- Build a supportive and positive learning community in class and online, develop as independent learners

Assignments

Due: **Continuous**

Weighting: **40%**

1. Students will complete homework assignments based on weekly learning. These assignments will be in the form of short exercises from the course textbook. (20%)
2. As well as weekly homework tasks, students will complete a larger homework assignment reviewing the first 8 units of the course textbook. This assignment is due in Week 10. 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. A sample summary can be found on the iLearn page. (20%)

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 memorise foundational Hebrew vocabulary
- Assess the grammar required for the translation of simple Hebrew texts
- Explore relevant grammatical and lexical reference tools
- Recognize 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

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Presentation

Due: **Week 8**

Weighting: **10%**

Internal students will give a short in-class or online presentation in small groups on an aspect of ancient Hebrew. **External** and **OUA students** may choose to give a presentation via video link, or to submit a written summary.

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 memorise 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
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Online test

Due: **Week 13**

Weighting: **30%**

A two hour online test assesses the student's knowledge of Hebrew grammar and vocabulary as well as translation skills learned through the semester. The test is available **online** for external, internal, and OUA students. To prepare, students are 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 test is open book.

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 memorise 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
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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.

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

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** (even prior to the first class, if practicable) in order to provide a firm foundation for the semester of study.

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

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.

Extension Request

Special Consideration Policy and Procedure
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the

future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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.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

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

Assessment tasks

- Participation
- Assignments
- Presentation
- Online test

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

Assessment tasks

- Assignments
- 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

- Recognise and recall ancient Hebrew script and phonetic structure
- Learn Hebrew vocabulary and grammatical structures at elementary level
- Recognise and memorise foundational Hebrew vocabulary
- Explore relevant grammatical and lexical reference tools
- Recognize and recall linguistic metalanguage
- Explore the significance of Hebrew for the study of relevant ancient cultures
- Build a supportive and positive learning community in class and online, develop as independent learners

Assessment tasks

- Participation
- Presentation

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 memorise foundational Hebrew vocabulary
- 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
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Assessment tasks

- Participation
- Assignments
- Presentation
- Online test

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
- Assess the grammar required for the translation of simple Hebrew texts
- Explore relevant grammatical and lexical reference tools
- Recognize and recall linguistic metalanguage
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- Participation
- Assignments
- Presentation
- Online test

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
- Recognize and recall linguistic metalanguage
- Integrate knowledge of grammar and vocabulary in reading and/or writing simple Hebrew texts
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Assessment tasks

- Assignments
- Presentation
- Online test

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 memorise foundational Hebrew vocabulary
- Assess the grammar required for the translation of simple Hebrew texts
- Explore relevant grammatical and lexical reference tools

- Recognize 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
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- Participation
- Assignments
- Presentation
- Online test

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

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

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 outcomes

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

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

Assessment task

- Participation