



AHIS158

Ancient Hebrew A

S2 Online 2019

Dept of Ancient History

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General Information

Unit convenor and teaching staff

Natalie Mylonas

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By appointment

Kyle Keimer

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit introduces students of ancient history to study of the Ancient Hebrew language. It provides a systematic introduction to the script, grammar (especially morphology and basic syntax), and vocabulary. The unit also aims to help students develop the skills necessary for reading original Ancient Hebrew texts, and explores the significance of Ancient Hebrew for the study of relevant ancient cultures.

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 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>Assignments</u>	35%	No	Continuous
<u>Class Test 1</u>	25%	No	Week 8
<u>Online Final Examination</u>	40%	No	Examination Period

Assignments

Due: **Continuous**

Weighting: **35%**

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 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

Class Test 1

Due: **Week 8**

Weighting: **25%**

A two hour test assesses the student's knowledge of Hebrew grammar and vocabulary as well as translation skills learned up to week 8. 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, and to complete the exercises at the end of each chapter.

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
- Synthesise elementary Hebrew reading skills

Online Final Examination

Due: **Examination Period**

Weighting: **40%**

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 strongly advised to reread the chapters of the textbook covered in class, as well as all course notes and handouts

given during the semester.

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
- Synthesise elementary Hebrew reading skills

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 useful for students to have a Hebrew Bible to start reading the actual text. There are two recommended versions of the Hebrew Bible: 1) The *Biblia Hebraica Stuttgartensia (BHS)* compiled by K. Ellinger and W. Rudolph (Deutsche Bibelgesellschaft: Stuttgart). This is the main version of the Hebrew Bible used by scholars. [You can purchase it online in hardback or paperback for an affordable price]; or, 2) *A Reader's Hebrew Bible* compiled by A. Philip Brown II and Bryan W. Smith (Zondervan: Grand Rapids, MI). This is the version that will be used in Hebrew C. Each page includes footnoted vocabulary that occurs less than 100 times. It uses the same Hebrew text as BHS but has the added vocabulary help.

As you develop your Hebrew skills you will still find it useful to read biblical passages in English. Access to an English translation is also highly recommended (though it should not be a crutch for translating!)

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 because they better reflect the original structure of the Hebrew language. 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

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](#) or if you are a Global MBA student contact globalmba.support@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](#)

If you are a Global MBA student contact globalmba.support@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

- Assignments
- Class Test 1
- Online Final Examination

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
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- Online 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 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

- Assignments
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- Online Final Examination

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
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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

- 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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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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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
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independent learners

Assessment tasks

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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

- 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

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