

# COLONNADE PROGRAM COURSE PROPOSAL

## World Language Proficiency

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### WORLD LANGUAGE PROFICIENCY

Admitted students are expected to demonstrate language proficiency at the “Novice high” level before completing 60 hours of coursework. Additional courses may be taken to meet this proficiency.

**Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).**

1. What course does the department plan to offer in ***World Languages***?

RELS 153: Intermediate Hebrew

2. How will this course demonstrate “Novice High” proficiency in the language?  
Please address **all** appropriate proficiency.

PRESENTATIONAL WRITING: Students will be able to write short messages and notes on familiar topics related to everyday life.

They will demonstrate this proficiency through written work on the final examination.

INTERPRETIVE READING: Students will be able to understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They will sometimes understand the main idea of what they have read.

They will demonstrate this proficiency by translating passages on the final examination.

3. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.

By the end of this course, students will achieve a “Novice High” proficiency in Presentational Writing and Interpretive Reading. They will be able to:

- write short messages and notes on familiar topics related to everyday life.
  - understand words, phrases, and simple sentences related to everyday life.
  - understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
  - sometimes understand the main idea of what they have read.
4. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

At the end of the semester, students will take a final examination that will require (among other items) them to write short sentences or passages in Hebrew and to translate passages from Hebrew to English. These items will be pulled from the examination so that the instructor can assess whether or not the students are able to accomplish the following "can do" tasks (these are drawn from the "Colonnade Program World Language Requirement" document on the Department of Modern Languages website, and are "Novice High" proficiencies):

- I can understand some ideas from simple texts that contain familiar vocabulary.
- I can write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

After reviewing the pertinent items from the examinations, the instructor will write a report to the Department Head of Philosophy and Religion. The report will provide data on the percentage of students who achieved each of the proficiencies. The goal is to achieve 80 percent for both proficiencies. Any deficiencies will be identified and explained, and the instructor will propose strategies for increasing student learning in the event of any deficiencies.

5. How many sections of this course will your department offer each semester?

Generally, this course only will be offered during the spring semester.

6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

## RELS 383 Hebrew Language 2

Western Kentucky University TR 11:10 am-12:20 pm - CH 0305

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CH 318B Office Phone: 270.745.5745

### Instructor Information:

Cell: 615.796.6436  
rkorstange

Office Hours: TR 2:15-4:00 pm  
Office: CH 0305. Skype:

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### Course Information:

**Description:** Further development of an understanding of the fundamentals of the Hebrew language with special attention to the reading of selected portions of the Hebrew Bible.

**Goals:** Upon successful completion of this course, you will be able to:

- Pronounce, write, and work in the Hebrew script (both cursive and block) with facility
- Be able to identify and understand Hebrew nouns, verbs, and adjectives, participles and verbs.
- Understand the historical and cultural context of the Hebrew Bible.

develop an ability to translate Hebrew texts.  
work through Hebrew Texts with the aid of Lexical and Syntactical resources. • Appreciate the distinctive linguistic culture of the ancient Hebrews.

• Develop the

• Compose brief phrases in Hebrew. **Prerequisites:**

REL 382

**Textbooks:** Required:

Webster, Brian. (2009). *Cambridge Introduction to Biblical Hebrew*,  
Cambridge University Press.

Elliger, K. and Rudolph, W., Eds. (1977). *Biblia Hebraica  
Stuttgartensia*. Stuttgart, Deutsche

Bibelgesellschaft

Brown, F., Driver, S. R., and Briggs, C. (1907). *A Hebrew and English  
Lexicon of the Old Testament*.

Oxford, Clarendon.

Williams, R. (1976). *Hebrew Syntax: An Outline*. Toronto, Univ. of  
Toronto.

Mitchel, Larry A. (1984). *A Student's Vocabulary for Biblical Hebrew and  
Aramaic*. Grand Rapids, MI, Zondervan.

Occasionally other reading assignments will be required - available on  
the course Blackboard page.

**Requirements:** During this semester, we're going to shift our  
attention away from the textbook, and onto the text of the Hebrew Bible.  
As we work through these texts, we will make morphological,  
grammatical and syntactical observations in which our textbook will  
serve as the base. In our reading, we will consider several different texts,  
and our quizzes and exams will measure your comprehension of the  
texts we read, and the grammatical, syntactical, and morphological  
principles we cover as we read them.

## 1. Weekly Reading: (20% of your final score)

- It is absolutely imperative that you read the assigned Hebrew text before you come to class. Here are some tips to improve your reading:
  - 1) Read A loud: T
  - 2) Make a list
  - 3) Make a list of
  - 4) Make a list of syn
- a list of Vocabulary you did not know.
- that you could not identify.
- relationships you were confused by.

- Our class session will be devoted to sorting out these problems, and making sure that we understand the features of the text. It is imperative that you are present in class.

- Your participation in the weekly reading will be assessed by completion of in class worksheets, the

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assigned translation, and your interaction in class.

## 2. Vocab Quizzes: (10% of your final grade)

- We will have a vocabulary quiz each week, which will cover vocabulary words which occur more than 100 times in the Hebrew Bible, as well as the vocabulary we encounter in the texts we read.

- These quizzes will be offered in the first few minutes of class on Tuesday.

- Each of these quizzes will be worth 5 points. Makeup quizzes will not be offered.

## 3. Exams: (50% of your total Grade)

- We will have regular exams which will cover the texts we are reading in class. Exams will likely not take the entire class session.

– Late Exams: Each student is expected to take each test at the time it is scheduled. Students who are not able to take the test on time will be allowed to take a make-up test ONLY if they contact the professor BEFORE the regularly scheduled time of the test. Unless other arrangements are made with the professor, a student who does not make up a missed test within ONE WEEK after it is given will receive a zero on the test. Any make up exam given will have different questions from the regularly scheduled exam, and could well be more difficult.

4. Derived Stem Presentation: (10% of your final grade)

– At some point in the Semester, you'll give a 15-20 min overview of one of the Derived Stems. A sign up sheet will be distributed in the first week of class.

– You will provide a description of the Morphology for the Perfect, Imperfect, Preterite, Imperative, Participle, Infinitive, as well as a description of the problems associated with the morphology for each of the problematic consonants.

5. Annotated Translation: (10% of your final grade)

– As something of a 'capstone project' you will select a passage from the Hebrew Bible, and submit an

annotated translation during exam week. Full details will be provided later in the semester, but for now, you'll need to explain the grammar and syntax of this passage, and during the exam period, you'll need to read a section of the passage with me.

Syllabus: Hebrew Bible / Old Testament - 2

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– This assignment will take the place of our exam. **Grading:**

Grade Breakdown: Percentage Exams : 50% Vocab Quizzes: 10%  
Presentation: 10%

Annotated Translation 10%

Participation 20%

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Grading Scale:        - ~~100%~~ B 80-89% C 70-79%

D 60-69%

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F less than 59%

## **Policies:**

1. Academic Integrity Policy: No form of cheating (including plagiarism, and facilitating another students cheating) will be tolerated on any of the exams or assignments in this course. It is NEVER permissible to copy someone else's work (including work found on internet sources) for any of the required components of this course without proper documentation. Any occurrence of cheating will be reported to the Office of Judicial Affairs.

– For more information on academic dishonesty please see: <https://www.wku.edu/judicialaffairs/process-for-academic-dishonesty.php>

– For more information on how to avoid plagiarism please see: <http://www.plagiarism.org>

2. Students with Disabilities Who Require Accommodations: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270)745-5004; TTY is (270)745-3030. Per university

policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

3. **The Learning Center:** Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment.
4. **Writing Center Assistance** The Writing Center  
Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the website ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.
5. **Late Work:** Specific policies regarding late submission of individual assignments have been laid out above. Please refer to the relevant sections of the Course Requirements.



– For all work, deadlines may be modified after consultation with the professor, but only in the case of exceptional circumstances (which will require documentation).

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