

# ***HEBR/REL-131 & HEBR/REL-132: Elementary Biblical Hebrew I & II, Fall 2009 & Spring 2010 Semesters***

## **Course Syllabus**

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### **Summary Course Description:**

This course is designed to rapidly equip the student with an ability to comprehend the Massoretic (i.e., the classical or traditional) text of the Hebrew Bible, which in Hebrew is called the *TaNaKh*<sup>1</sup>. The course entails systematic study of the fundamentals of Hebrew grammar as used in the *TaNaKh*, together with the rapid development of a vocabulary which includes several hundred of the words most commonly appearing in it. In addition to translation, there is also a heavy emphasis on reading and pronunciation, on issues of Biblical idiom, as well as on structural features of the language that are of great significance in Biblical culture. *Prerequisites:* None for the first semester; however, the first semester's course (*HEBR/REL-131*), or the equivalent, is prerequisite for the second semester (*HEBR/REL-132*).

### **Main Course Texts and Materials (REQUIRED):**

1. SIMON, ETHELYN; `RESNIKOFF, IRENE; & MOTZKIN, LINDA (1992). *The First Hebrew Primer, Third Edition*. Berkeley, CA: EKS Publishing Co. PJ4567.5.S57 1992; ISBN 0-939144-15-8.  
**List Price: \$34.95, but available from Amazon.com for \$31.96+ S&H (as of 24 Aug 2008).**
2. LANDES, GEORGE M. (2001). *Building Your Biblical Hebrew Vocabulary: Learning Words by Frequency and Cognate*. Atlanta, GA: Society of Biblical Literature. PJ4845.L25 2001; 492.4/82421 21; 00051573; ISBN 1589830032; ISBN-13 978-1589830035.  
**List Price \$19.95, but available from Amazon.com for \$15.56 + S&H (as of 21 May 2009).**
3. BEN ASHER, AARON BEN MOSES (10<sup>th</sup> century; original compiler/editor); DOTAN, ARON, editor of printed edition (2001). *Biblia Hebraica Leningradensia: Prepared According to the Vocalization, Accents, and Masora of Aaron ben Moses ben Asher in the Leningrad Codex*. Peabody, MA: Hendrickson Publishers, Inc. BS715 2000; 221.4'4—dc21; 00-053907; ISBN 1-56563-089-0 (cloth).  
**List Price: \$49.95, but available from Amazon.com for \$37.96 + S&H (as of 21 May 2009)**
4. ABZUG, CHARLES (2009). *Foundations of Biblical Hebrew*. Manuscript in preparation. Excerpts from this work, which is currently in its initial stages, will be distributed in class.

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<sup>1</sup> Pronunciation: *Tah*—*NACH*<sup>ʹ</sup>. *Tah* rhymes with *Bah*, and *NACH* rhymes with *Bach* (as in *Johann Sebastian Bach*).

## Recommended:

5. BERTONOV, SHLOMO. (2003). *The Bible (Tanach): The Law, The Prophets, The Writings*. Netanya, Israel: Central Library for the Blind, Visually Impaired and Handicapped. [The **entire TaNAKh** (Hebrew Bible) is here narrated in *flawless* Israeli (*i.e.*, S'fardic) Hebrew, including the **ToRAH**<sup>2</sup>, the **N'viy'IM** (all of the extant writings of the Prophets), and the **K'tuVIM** ("The [Other] Writings"). These recordings were originally made in 1956 for use by blind and visually handicapped Israelis, and here are transcribed into MP3 (*i.e.*, computer-readable digitized) format on four compact disks. The narration is outstanding in its clarity, and the pace, while by no means slow, nevertheless is not hurried either. Beginning students will undoubtedly find it hard to keep up at first, but as they get through the first semester they should find themselves able to follow along, with the aid of a printed text.] *Available from TES, Inc., 455 Route 306, Monsey, NY 10952, Tel. 845-362-6360, also accessible through the Internet at [www.jewishsoftware.com](http://www.jewishsoftware.com)*  
*Regular Price: \$79.95 + S&H, but on sale for \$64.95 + S&H (as of 06 Jul 2007).*
6. BROWN, FRANCIS (1996; reprinted from the 1906 Houghton, Mifflin & Company edition). *The Brown, Driver, Briggs, Gesenius Hebrew and English Lexicon; with an Appendix containing the Biblical Aramaic / based on the lexicon of William Gesenius; as translated by Edward Robinson; and edited... by Francis Brown with the cooperation of S.R. Driver and Charles A. Briggs*. Peabody, MA: Hendrickson Publishers, Inc. PJ4833.B73 1979; 492.4'321—dc21; 99-477170; ISBN: 1-56563-206-0; ISBN-13: 978-1565632066. [An excellently executed work. Has the minor problem of distinguishing between the letters **shin** and **sin**, but at least recognizes that these are two manifestations of the same Hebrew letter, and therefore counts them together as the twenty-first letter of the Hebrew alphabet.]  
*List Price: \$34.95, but available from Amazon.com for \$22.02 + S&H (17 May 2007).*

## Learning Objectives:

By the end of this course, the student should be able to:

- (1) Understand the structure of the **Aleph-Bet** (this is the Hebrew term from which the Greek term "alphabet", of distinctly later origin, was derived);
- (2) Functionally understand the system of pointing that is currently in common use in almost all printed versions of the **TaNaKh** to identify vowels, as well as the various symbols used to indicate other features of Hebrew phonetics and cantillation;
- (3) Read and properly pronounce Biblical texts with reasonable facility when using a fully pointed text (*i.e.*, a text which includes the Tiberian notation of vowels) that also contains cantillation marks and other aids to reading and pronunciation ;
- (4) Understand the basics of Hebrew word structure;
- (5) Understand the basics of the structure of verses as used in the **TaNaKh**, and of the relationship between the Biblical verse and the modern notion of a sentence;

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<sup>2</sup> The word **ToRAH** is translated in the English title of this set of CDs as "The Law". However, a better translation into English of the Hebrew word **ToRAH** is "The Teaching".

- (6) Understand and be able to conjugate regular Hebrew verbs, as well as several classes of irregular verbs, including the simple Perfect, Imperfect, and Present tenses;
- (7) Construct simple sentences using grammatical forms and idioms of the *TaNakh*;
- (8) Comprehend certain critical nuances of Biblical text that are either poorly conveyed or totally lost in translation;
- (9) Read simple Biblical passages with comprehension, and translate them accurately into English.

## Course Outline:

1. Introduction to the Hebrew language
  - a. History and Context
  - b. Alternative Concepts: The Hebrew Language vs. *Lashon HaKodesh*
2. Difficulties of Translation between Hebrew and Other Languages
  - a. Culturally acceptable English (“The King’s English”) vs. “low” English or slang
  - b. Space/Time Limitations: the expectation that a translation be comparable in size to the original, vs. the idiomatic usage, implication, or nuance that may not be representable in the target language without an elaborate explanation
  - c. Philosophical and Cultural Concepts embedded in the language
  - d. Consonance, Assonance, Alliteration, Sibilance, and Other Rhetorical Techniques that do not readily translate from Hebrew into another language
3. The *Aleph-Bet*: Orthography and Phonology/Phonetics (NOTE: These technical terms are derived from Latin and Greek: Their English/Anglo-Saxon equivalents are: **Writing** and **Speaking**. But “Orthography” and “Phonology/Phonetics” sound highbrow and learned, while “Writing” and “Speaking” do not.)
  - a. What is a “Foreign Accent”?
  - b. English sounds not present in Hebrew
  - c. Hebrew sounds not present in English
  - d. Consonants
    - i. Ordinary consonants
    - ii. The 4-and-a-half Hebrew Gutturals
    - iii. The five Hebrew ender letters
  - e. Vowels
    - i. Vowel Letters: *matres lectionis*
    - ii. *MaLEY* (Complete) vs. *ChaSER* (Deficient)
    - iii. “Long” vs. “Short” Vowels
    - iv. *Sh’va*
      1. *Sh’va Nach* (resting or quiescent *Sh’va*)
      2. *Sh’va Na* (mobile or vocal *Sh’va*)
    - v. Clipped (“Extremely Short”)vowels
  - f. Representation in English characters of Hebrew sounds
    - i. Consonants
    - ii. Vowels
  - g. Syllabification
    - i. Open syllables
    - ii. Closed syllables
    - iii. The Accented Syllable
      1. *mil’RA*
      2. *mil’EL*
    - iv. exceptions

- h. Cantillation marks and accented syllables
- i. *MEteg*
- j. *MaqQEPH*
- k. *DaGESH*
  - i. *Dagesh Qal* (*Dagesh lene*: the Light (Gentle) *Dagesh*)
  - ii. *Dagesh ChaZAQ* (*Dagesh forte*: the Powerful *Dagesh*)
- l. The *Mappiq-Hey*
- 4. Nouns and Verbs
  - a. Masculine Singular
  - b. Feminine Singular
  - c. Masculine Plural
  - d. Feminine Plural
- 5. The “Perfect” Tense
  - a. Concept and Meaning
  - b. Conjugation of Verbs
- 6. Definite and Indefinite Nouns
  - a. Direct Object
  - b. Attached (**not** inseparable) Prepositions
- 7. Constructs or “Word Pairs”
  - a. Singular
  - b. Plural
  - c. Indicating definitiveness in a Construct
- 8. The “Imperfect” Tense
  - a. Concept and Meaning
  - b. Conjugation of Regular Verbs
  - c. Conjugation of Irregular Verbs: the “Drop-Letter Imperfects”
- 9. Special Kinds of Sentences
  - a. Implied-Verb (or Verbless) Sentences
  - b. Negative Sentences
  - c. Emphatically Positive Sentences
- 10. Adjectives
  - a. Forms
  - b. Adjectival Phrases
  - c. Nounal Sentences
  - d. Use of Adjectives in Constructs (“Word Pairs”)
- 11. Possessive Endings
  - a. Indefinite Singular Nouns
  - b. Attachment of Prepositions to Nouns with Possessive Endings
  - c. Possessive Endings for Definite Nouns
- 12. Pronouns
  - a. Direct-Object Pronouns
  - b. Prepositions with Pronomial Endings
- 13. Two kinds of Initial *Vav*
  - a. The *Vav HaM’Chab-BER* (the **Connecting Vav** or *Vav Conjunctive*)
  - b. The *Vav HaM’Hap-PEYCH* (the **Inverting Vav** or *Vav Conversive* or *Vav Consecutive*)
- 14. The Participle
  - a. Verbal Usage: the Present Tense
  - b. Adjectival Usage
  - c. Nounal Usage
- 15. Commands and Numbers
  - a. Positive Commands
  - b. Negative Commands
  - c. Simple Numbers
  - d. Numbers in *S’mi-CHUT*

16. The Infinitive
  - a. What Is an Infinitive?
  - b. How to Identify an Infinitive
  - c. Types of Infinitives in Hebrew
  - d. The Infinitive of Emphasis
17. Hollow Verbs
  - a. Hollow Verbs in the *Qal/Pa-'al* Verb Pattern
  - b. Hollow Verbs of Clipped Form
  - c. The *Hey HaSh'ey-LAH* (Interrogative *Hey*)
18. Plural Nouns and Possessive Endings for them
  - a. Pronominal Endings for Demonstrative Adjectives
  - b. Possessive Endings for Plural Nouns
19. The Seven Verb Constructions
  - a. Simple Construction, Active Voice
  - b. Simple Construction, Passive Voice
  - c. Intensive Construction, Active Voce
  - d. Intensive Construction, Passive Voice
  - e. Causative Construction, Active Voice
  - f. Causative Construction, Passive Voce
  - g. Relexive Construction
20. Use of the Hebrew-English Dictionary/Lexicon and of the Concordance

## Course Practices:

**Attendance Policy, and Relationship of Course Sessions to Readings:** Course sessions will cover *some* of the material in the readings, but will *also* include some material *not* found in the readings. Therefore, students **must** not only do all of the readings, but must **also** attend **all** classes. Furthermore, in class announcements are sometimes made of new or changed course policies, requirements, modifications to assignments, etc. Information provided in such announcements may not appear anywhere in the course documentation. In order not to miss such announcements, again you must be present in class.

There are three acceptable grounds for a student's missing a class: (1) grave medical or (2) serious personal problems affecting the student him/herself, or in some cases affecting a member of the student's immediate family. Immediate family is defined for the purpose of this policy as father/grandfather, mother/grandmother, sister, brother, spouse, or fiancé to whom you are formally engaged. (NOTE: Insofar as I am concerned, your girlfriend/boyfriend is **not** a member of your immediate family.) The other acceptable excuse for a student's missing a class is (3) *force majeure* (overpowering force due to an unexpected and uncontrollable event). An example of *force majeure* is the occurrence of a flat tire or of a motor vehicle accident involving your vehicle while you are traveling to class. If you want to claim exemption on one of these three grounds, be prepared to submit evidence (e.g., a note from a licensed physician on physician's stationery, or copy of police accident report).

I normally take attendance at every class. Attendance usually does not get factored directly into the grading process. Why, then, do I take attendance? The purpose is primarily two-fold: (i) attendance data sometimes provide me with advance information that a student may be experiencing academic difficulty because of medical or personal problems, or for some other reason. In addition, (ii) I may also consult attendance records in deciding how much I am willing to extend myself in providing help should you get into academic difficulty during the semester. You are in a much better position to get a "break" if you have been conscientiously attending class. Note, however, that **I do reserve the right to reduce a student's grade if he/she either has an excessive total number of unexcused absences (four or more), or is absent on the class day immediately preceding or following an official university holiday.**

Note that if you do miss out on a class, it is **your** responsibility to find out *from your fellow students* what we covered in class, as well as what announcements might have been made. It is also your responsibility to obtain the missed material. “I wasn’t in class when you made that announcement” is **not** an acceptable excuse for your failure to comply with any directives issued in class. Please see the companion to this section entitled, “Policy Regarding Classes Missed by Students”.

**E-mail on Course-Related Matters:** I receive an enormous amount of E-mail, and therefore its management is a major problem for me. In order that I be able readily to spot and give highest precedence to E-mail coming from my students, I ask that all messages related to the course be identified by a Subject header of the form: **HEBR/REL-131 {additional subject identification}** or **HEBR/REL-132 {additional subject identification}**, in which the course number appears first, and additional subject identification may be appended following the course number. Thus, a question regarding homework assignment 47 would have a Subject header: **HEBR/REL-131-Assignment-47**.

**Overall Course Grade, Grading of Tests and Assignments, and the JMU Honor Code:** Eventually, I will assign you (**not** “give” you) an overall course grade, which you will have earned on the basis of your performance in the course throughout the semester. The course grade assigned to you will be based principally upon your grades earned on individual quizzes, exams, homework assignments, projects, *etc.* Integrity of the grading process requires that you be graded on the basis of **your own work** and not on someone else’s. Yet, sometimes a student may get stymied and not be able to complete an assignment on his/her own. ***If you find it necessary to obtain help from someone else in completing your assignment, you are required to indicate that by clearly marking it on your assignment,*** for example via a clearly-written footnote or annotation to indicate where and how the other person’s help contributed to the product. In the absence of a clear annotation in your submitted assignment, you will be assumed to be the sole author of all work that you submit. Should that turn out not to be the case, it will be accounted as an honor code violation and will be dealt with accordingly. Details of the JMU Honor Code are to be found at: <http://www.jmu.edu/honor/>

The JMU Honor Code specifies that every assignment, whether written or electronically submitted by a student, be submitted pursuant to the Honor Code, and **must contain a declaration** stating that “This work complies with the JMU Honor Code.”, together with your signature. I personally require that you place this signed declaration **on the first page** of your assignment. If the Honor Code declaration is not included *at the time that the assignment was submitted*, your grade for that assignment will be a zero.

**Assignment/Homework Policy: Content:** All written work should be thoroughly professional in accordance with the highest standards. Your writing should be clear, should comply with the rules of grammar of the language in which it is written (for most of my courses, this will be English, although in this course nearly all if not all of the homework assignments will be written in Hebrew), as well as with good writing practice, and should be correctly spelled and punctuated and free of both slang and jargon.

**Assignment/Homework Policy: Format:** Assignments of problems or exercises from the course text must be submitted in **legible** hard copy. Submitted homeworks are **required** to be of the following form in order for you to receive credit:

- (1) **Your** name must appear **legibly** in the top left corner of the first page and of all odd-numbered pages.

- (2) Please note that I have no trouble remembering my own name. Therefore, you do not need to write my name on your homework assignments.
- (3) On the first page *only*, following your name, you must write the course number, in the form: **HEBR/REL-131 or HEBR/REL-132.**
- (4) Next, there should be a declaration of compliance with the JMU Honor Code, **including your signature.**
- (5) On the first page *only*, in the center of the page near the top, you must prominently write: **Assignment # \_\_\_\_\_** (fill in the assignment number); **Chapter # \_\_\_\_\_** (fill in the chapter number).
- (6) Each numbered problem must start on a new line, with the number of the problem clearly identified at the beginning of the line.
- (7) Skip two lines or more after each problem.
- (8) Write your solutions ***legibly.***
- (9) Fasten the pages together by stapling them in the upper left-hand corner. Paper clips or dog-earing of the pages is **NOT** acceptable *in lieu of* a staple. Please note that if you cannot afford to buy a stapler, or if you forget to bring it with you, there are several staplers available for student use in the CISAT Copy Center in Room 1002. There is no charge for use of the Copy Center's staplers.
- (10) Bring the completed assignment in to class **on the date that it is due**, and be prepared to submit it at the beginning of class.

**Late Submissions Policy:** All work is due at the designated date and time. Under some circumstances, I might be willing to accept a late submission. If so, then late submissions are subjected to the following penalties:

Date Submitted	Penalty from Maximum Credit
Up to <b>one</b> class late	20%
Up to <b>two</b> classes late	50%
Up to two <b>weeks</b> late	80%
Over two weeks late	100%

## Grading Policy:

**Overall Meaning/Definition of Grades:** A grade of **A**, either on an individual assignment or for the entire semester, indicates work that is truly outstanding in my opinion, demonstrating excellent mastery of the material covered. A grade of **B** indicates very good work, above the instructor's level of expectation for an undergraduate student. An undergraduate grade of **C** indicates work that is satisfactory, although not outstanding, demonstrating sufficient comprehension of the material to merit the student's receiving credit for achieving the course objectives. A grade of **D** indicates work less than satisfactory at the undergraduate level, but nevertheless sufficient to merit receipt of undergraduate credit for the class. A grade of **F** indicates work far below the minimum level considered to be satisfactory, demonstrating insufficient achievement in the skills or level of knowledge required even at the undergraduate level.

**Extra-Credit Opportunities.** Grades are based only on assignments given to every student in the class. Opportunities to earn extra credit may be announced to the entire class at various times during the semester, but extra-credit assignments will NOT be custom-crafted for the sake of an individual student. Your best strategy is to learn the

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course material by conscientiously studying and doing your assigned homeworks throughout the semester. If you wake up at the end of the semester and suddenly realize that you are in trouble, there may not be anything that you can do.

**Extra Tutorial Assistance:** I will be pleased to provide extra help in most instances to any student who requests it. However, the student who needs help must **both:** (i) take the initiative on his/her own to seek me out, **and** (ii) seek help in a timely manner and not wait until the last minute, when the examination or assignment due date is already imminent. You must also understand (iii) that I am willing to help when your own assiduous efforts to learn the material prove to be inadequate, but that I **cannot** provide tutorial assistance to a student who cannot find the time to do the assigned readings and homeworks.

**Quizzes and Examinations:** There will be one in-semester examination (mid-term), and a final examination. In addition, starting in week 2 there will be an in-class quiz in the even-numbered weeks throughout the semester except for the week of the mid-term (week 8). Each quiz will cover both **vocabulary** and **grammar**. During the week of the Mid-Term Examination, there will not be a quiz. The quizzes, as well as the Mid-Term and Final Examinations, will be based **both** upon the reading assignments, regardless of whether or not the readings were covered in class, that were due up to **and including** the date of the quiz or examination, **and** also upon the material covered in class up to the moment of the quiz or examination, regardless of whether or not the assigned readings also cover the same material. *Occasionally* a student may have a bad day and will therefore not perform on a quiz up to his/her level of knowledge. Alternatively, circumstances may come up either that prevent him/her from covering the day's assignment on time, or that preclude his/her attendance on the particular day when a quiz is given. In either case, this will result in a quiz grade below the norm for that student, or in an automatic grade of zero if the quiz is not taken at all. To avoid excessive anxiety on the part of a student who experiences a rare bad day, and to avoid having to take up students' and instructor's time with the giving and judging of explanations and excuses, as a matter of policy the lowest quiz grade for each student will be dropped. Students are warned not to use up this opportunity frivolously (e.g., don't miss class without grave cause). Preserve your excused low-quiz grade for circumstances of real need.

**Class Participation:** Vigorous student participation in class discussion makes for a much more lively and interesting class for all. To encourage participation in class discussion, the grading mechanism includes the opportunity for the student to earn a reward (details given below) for participating both **vigorously and constructively** in class. Note that your mere attendance can **not** be considered to be "class participation", and will **not** be rewarded with class participation points. Attendance is mandatory, and therefore rewards will not be meted out merely for attendance. However, your vigorous and constructive participation in class discussion will certainly make the class more interesting both for me and for your fellow students as well as for yourself, and this therefore can possibly result in an enhancement to your grade, as well.

**Assignment of Grades:** Makeup of overall grade for the semester will be as follows: First, a numeric score will be calculated based upon the student's performance on all the examinations, on the quizzes and homeworks, and on the term project. The basis for calculating the numeric score is:

Collected Homeworks:	20 pts
In-class Quizzes:	30 pts
In-semester (mid-term) Examination	20 pts
Final Exam:	30 pts
TOTAL:	100 pts
Opportunities that may be announced, and participation in class discussion can earn extra points :	
	≤10 pts

After the numeric scores have been determined, letter grades will be assigned, based upon the distribution of the numeric scores. I make **no** commitment in advance regarding the letter-grade equivalent of specific numeric grades. The standard cutoff scores for grades are: 90 for **A**, 80 for **B**, 70 for **C**, and 60 for **D**. However, I reserve the right to lower the cutoff points in accordance with my judgment after studying the actual distribution of numeric scores.



**Enhancement of Grades for Vigorous Class Participation:** An initial assignment of grades is made to all members of the class as described above. After the initial assignment of grades has been made, additional points will be dispensed to those students who participated vigorously and effectively in class discussion. This may result in the improvement of the grades for such students. Thus, non-participation will **not** lower anyone's grade, but high-quality participation may **possibly** raise it.

**Legibility and Clarity-of-Communication Requirements for Quizzes, Examinations, Homeworks, and Term Papers:** It is up to you, the student, to demonstrate to the satisfaction of your instructor that you have mastered the course material. We know that at the time of your birth you knew nothing about the subject matter of this course. If a change has occurred between then and now, then *you* must demonstrate that this has taken place. Therefore, your writing and drawing must be clear and unambiguous, and your answer should be obviously correct on its own, without benefit of any *post hoc* verbal explanation that you may provide of your answer. What this means is that:

- (i) your handwriting must be legible to the instructor;
- (ii) you must, yourself, bear the burden of choosing the correct words and technical terms that answer the question;
- (iii) your drawings must be neat, technically correct, and properly labeled;
- (iv) your sentences must be properly structured, and paragraphs must be correctly and logically organized;
- (v) you must thoroughly address **all** the specific issues raised by the question; and
- (vi) for multiple-choice, fill-in-the-blank and other short-answer type questions, you are responsible for marking the answer in the correct place on the answer sheet. The grader will **not** be responsible for searching for the correct answer in other places, nor can credit be given after the fact for notations made on your question booklet that were not reflected in the answer marked on your answer sheet. Be careful, and check what you are doing. It can be very frustrating for student and instructor alike when a student who knows the material has to take a lower grade than he or she could have earned, because of the student's carelessness in marking the answer properly on the answer sheet.

**Errors in Grading:** Unclear answers will be marked **wrong**. I am human, and sometimes I make mistakes, too. You are entitled to complain politely after class if you honestly feel that your answer is both clear and correct, but I misunderstood it at grading time. If I agree that I made a mistake, then I shall cheerfully correct your grade.

#### Rules for Examinations:

- (1) **No computers, no books, no notes.**
- (2) The JMU Honor Code must be scrupulously observed.
- (3) All work **must** be shown on your examination paper. You will certainly be given extra paper if you ask for it.
- (4) You must provide exactly ONE answer to each test question. In the event that you should provide more than one answer, the answer that is **wrong** is the one that will be graded.
- (5) All examinations **must** be taken at the scheduled time. If you miss the scheduled examination, you are responsible for providing **timely** documentation to support a medical or other *bona fide* emergency to avoid getting a grade of zero for the examination. Medical exemption requires certification from a licensed medical practitioner or facility. The documentation must be provided on the practitioner's letterhead and must be dated and signed by the practitioner, and must clearly certify the time range over which you were incapacitated. The practitioner's telephone number must also appear on the document.

**Note** that there is a deadline for submitting your documentation to support medical or other excused absence. The deadline is one calendar week after you return to class.

## Homework Assignments:

**Educational Philosophy:** There are three ways for a student to learn complex subject matter, such as you will encounter in this course. First is by reading. Second is by coming to class and both watching and listening attentively and **interactively**. Third is by working selected problems and exercises. This course has been carefully designed to integrate all three modes of teaching and learning. There may be some material covered in the reading assignments that will **not** also be covered in the classroom, and there is other material **not** covered in the reading assignments that will be covered **only** in the classroom. Students will be held responsible **both** for the content of all assigned readings, *whether or not covered in class*, and also for all classroom material, *whether or not covered in the assigned readings*. To assist you in reviewing both the readings and the classroom materials, and in preparation for the examinations, review questions covering the main points may be provided, and in some cases answers as well. You are **well advised** to answer review questions in writing, and, where applicable, also to work out solutions to assigned problems in detail before peeking at the answers. The reason for this recommendation is that in first crafting your own answers or your own solutions you will be much more seriously stress-testing your own level of comprehension of the material. Then, when you compare your own answers with those provided to you, you will gain much better insight into any deficiencies in comprehension that you may have. If you look at the answers first, then in the short-term it will go much faster for you, but over the long term you will suffer in the depth of learning that you will attain. I treat you as an adult by providing the answers up front in some cases and by trusting you to use good judgment in working through the exercises before consulting the answers. Please don't disappoint me.

**Types of Assignments:** Details of homework assignments for this course are specified in a separate document. In general, a homework assignment may have three components: readings, review questions, and practical exercises. Readings **must** be done on time. Review questions and exercises are also extremely important for you to answer prior to the class when they are due. In most cases, your answers to these will *not* be collected and graded, but these constitute excellent preparation both for the brief quiz that you may encounter when you come to class and for in-class recitation, as well as for the relatively lengthy final examinations. Readings, review questions, and practical exercises must all be completed no later than the scheduled due date and must be ready for submission on the due date at the beginning of class. Only some homeworks will be collected. These will be graded **not** on the basis of whether the answers are correct, but merely on the basis of whether the homework was done completely and conscientiously.

## Policy Regarding Classes Missed by Students:

In the university environment, there is an implied contract between students and faculty. You (students) expect us (faculty) to come to class. I, as a faculty member, also expect all of my students to come to class. Occasionally, you may find it necessary to miss a class. If you must miss an occasional class, I trust you, as a responsible adult, to do so only for adequate reason. Therefore, you don't need to seek my permission before skipping a solitary class, nor do you need explain afterwards why you were absent. Please note, however, that I do look particularly askance at students who miss the last class prior to a vacation period and/or the first class after vacation. The university is very generous with scheduled vacations, and I expect you to make do with the allotted vacation days and **not** to take for yourself an extension of your vacation period beyond what the university has generously scheduled for all students and faculty. Airline tickets can usually be procured for travel *during* the scheduled vacation period, if they are purchased sufficiently in advance. In the event that you are unable to obtain a ticket without committing yourself to straying into the time scheduled for classes, then I invite you to make alternate plans and to spend your vacation closer to Harrisonburg.

If you have missed the class for good and valid reason, nevertheless you **are** responsible for making up the work you missed, as well as for complying with any announcements, directives, or instructions that might have been

issued during the class that you missed. Therefore, it is up to **you** both to find out what was covered or announced, **and** to make up in a timely fashion any missed work.

You would be wise to prepare, as early as the very first day of the semester, for the possible occurrence of sudden brief acute illness (tummy ache, head ache, etc.), or of other, non-medical emergencies, such as a flat tire, traffic jam, family emergency, or the like. I suggest that you exchange phone numbers and E-mail addresses on the first day of class with several of your classmates. If at all possible, give notice to one of your colleagues prior to the class you will miss. Follow up as soon as possible after the missed class, so that you will be able to stay abreast of what is happening in class. Also, if you know in advance that you must miss a class, you should arrange to have someone hand in for you any assignments you may have done that are due that day. If you did not make advance arrangements, then it is even more important both that you follow up rapidly to find out what you missed and that you make up for missed work.

Please do **not** send me E-mail, either asking in advance of the class you must miss what do I intend to cover, or querying me subsequently to the class on what did I cover. I teach many students each semester, and I just don't have the time to answer a blizzard of "What will I miss?" and "What did I miss?" E-mails. In the fortunately rare case that a student encounters a serious health problem or an issue in his/her personal or family life that spans several consecutive classes, it is my experience that I have almost always been able to make a special accommodation to try to help the student through the crisis, and I will certainly make every effort to do so in the future, as well. But I must insist that you take care of the onesies and twosies on your own.

## **Class Meetings:**

Classes meet during the Fall 2009 semester on Tuesdays and Thursdays from 1900 to 2045 hrs in the HHS building, Room 1201. Time and place for classes for the Spring 2010 semester are to be announced.

## **Instructor:**

[Dr. Charles Abzug](#)