

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Semester, Year</b>	<b>FALL, 2025</b>
<b>Course Title &amp; Code</b>	<b>HEBREW EXEGESIS I (SEMINARY)</b> OLDT 0711 1S  <b>READINGS IN BIBLICAL HEBREW I (UNDERGRADUATE STUDIES)</b> HEBR 3013 1S
<b>Date</b>	From September 8, 2025 to December 1, 2025 <b>Every Monday</b>
<b>Time</b>	8:15 – 11:05 AM
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The classes will be livestreamed on Mondays, 8:15–11:05 AM
<b>Instructor</b>	<b>DR. REBECCA G. S. IDESTROM</b>
<b>Contact Information</b>	Email: <a href="mailto:ridestrom@tyndale.ca">ridestrom@tyndale.ca</a> Tyndale Phone Number: (416) 226-6620 Ext. 6771
<b>Office Hours</b>	Mondays, 11:05 AM-12:00 PM or at a separate time by appointment.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

Tyndale Undergraduate students may enroll in this course under the following course code:  
HEBR 3013

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It is a graduate level course and operates on the Seminary schedule related to reading days, start and end of semester, exam schedule and according to the Seminary Academic Calendar.

## I. COURSE DESCRIPTION

Through the in-depth study of selected passages of Biblical Hebrew Narrative, students will learn various foundational methods essential for OT exegesis. While geared toward teaching and preaching, the course also provides the student with a solid foundation for further advanced academic study.

### *Prerequisites:*

*Seminary: Hebrew Grammar II (OLDT 0612), Biblical Interpretation (BIBL 0501)*

*Undergraduate Studies: BSTH 101, 102, 201, HEBR 201, 202.*

### *Exclusion:*

*Undergraduate Studies: HEBR 401.*

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. demonstrate a working knowledge of the grammar, vocabulary and syntax of Biblical Hebrew.
2. exegete a passage of Scripture in Hebrew.
3. read Hebrew with greater proficiency and understanding.
4. analyze the genre, structure, and techniques of Hebrew narrative.
5. examine and explain Hebrew word meanings responsibly.
6. master the technique of interpretive questioning.
7. use Hebrew lexicons, concordances, grammars, theological dictionaries and commentaries effectively for doing Bible study, word study, exegesis, and sermon preparation.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Berlin, Adele. *Poetics and Interpretation of Biblical Narrative*. Sheffield: Almond Press, 1983; reprint, Winona Lake: Eisenbrauns/Imprint Penn State University Press, 2005. ISBN # 978-1-57506-002-6

Arnold, Bill T., and John H. Choi. [\*A Guide to Biblical Hebrew Syntax\*](#). Second Edition. Cambridge: Cambridge University Press, 2018. ISBN # 978-1-107-43496-7

*Sefer Rut*. [\*Audio/Video Companion to Illustrated Ruth, Esther, Jonah in Hebrew\*](#), produced by Timothy McNinch. Wilmore, KY: GlossaHouse. OPTIONAL

McNinch, Timothy. [\*Illustrated Ruth, Esther, Jonah in Hebrew\*](#). GlossaHouse Illustrated Hebrew-English Old Testament. Wilmore, KY: GlossaHouse, 2017. ISBN # 9781942697428 (This

accompanies the Sefer Ruth Audio/Video; OPTIONAL)

The [STEP Bible](#) (a helpful Hebrew and Greek online resource). Tyndale recommends this free and reputable online resource developed by Tyndale House (Cambridge, England) for word searches of original language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the Library for other [online resources for Biblical Studies](#)

You will also need a Hebrew Bible and a Hebrew Lexicon. For a Hebrew Bible I recommend *A Reader's Hebrew Bible* (Zondervan), or the *BHS (Biblia Hebraica Stuttgartensia)*, or *Biblia Hebraica Stuttgartensia: A Reader's Edition* (Hendrickson). (See below for full bibliographic information). For a Hebrew Lexicon, I recommend David Clines' *Concise Dictionary of Classical Hebrew*, W. L. Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament* or the *BDB (The Brown-Driver-Briggs Hebrew and English Lexicon)*. Electronic versions of the Hebrew lexicons are also acceptable.

## **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

***It is highly recommended that students purchase Hebrew and Greek capable Bible software and learn to use it. It will greatly aid in the completion of assignments, and will enable the student to keep using Hebrew long after graduation.*** Accordance and Logos are the best Bible software programs for the biblical languages (Sadly, Bibleworks went out of business in 2018). If the student has not already purchased one of the above, the professor has negotiated a special student price (50 % off) for the Accordance software program, which functions on both Mac and PC. Accordance offers various packages for Hebrew and Greek software. Further information on how to order from Accordance with the student discount code, please go to the Hebrew Exegesis Course page. Owning this software will enable the student to make a giant leap forward both in the course itself, and in future work both in other Tyndale courses, and beyond.

Aleph with Beth Online YouTube videos. Bethany and Andrew Case are Bible Translators with Wycliffe.

Baker, David W., and Elaine A. Heath with Morven Baker. *More Light on the Path: Daily Scripture Readings in Hebrew and Greek*. Grand Rapids: Baker Books, 1998.

Buth, Randall. *Living Biblical Hebrew: Selected Readings with 500 Friends (Gimel)*. Jerusalem: Biblical Language Center, 2006.

*Biblia Hebraica Stuttgartensia (BHS)*. K. Elliger and W. Rudolph, eds. Stuttgart: Deutsche Bibelgesellschaft, 1967.

Brown, F., S. Driver, and C. Briggs. *The Brown-Driver-Briggs Hebrew and English Lexicon*. Peabody: Hendrickson, 1996.

- Brown II, A. Philip and Bryan W. Smith, eds. *A Reader's Hebrew Bible*. Grand Rapids: Zondervan, 2008.
- Chisholm, Robert B. Jr. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids: Baker Books, 1998.
- Clines, David J. A., ed. *The Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix Press, 2009.
- Cook, John A. and Robert D. Holmstedt. *Intermediate Biblical Hebrew: An Illustrated Grammar*. Grand Rapids: Baker Academic, 2020.
- Greenwood, Kyle. *Dictionary of English Grammar for Students of Biblical Languages*. Grand Rapids: Zondervan, 2020.
- Hardy II, H. H. [\*Exegetical Gems from Biblical Hebrew: A Refreshing Guide to Grammar and Interpretation\*](#). Grand Rapids: Baker Academic, 2019.
- Hardy II, H. H. [\*Exegetical Journeys in Biblical Hebrew: 90 Days of Guided Reading\*](#). Grand Rapids: Baker Academic, 2025.
- Holladay, W. L. [\*A Concise Hebrew and Aramaic Lexicon of the Old Testament\*](#). Grand Rapids: Eerdmans, 1988.
- Howell, Adam J., Benjamin L. Merkle, and Robert L. Plummer. [\*Hebrew for Life: Strategies for Learning, Retaining, and Reviving Biblical Hebrew\*](#). Grand Rapids: Baker Academic, 2020.
- Koehler, L. and W. Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament*. 2 vols. Trans. M. E. J. Richardson. Leiden: Brill, 2001. (Short form name: HALOT)
- Old Testament Hebrew Vocabulary Cards*, by Miles V. Van Pelt and Gary D. Pratico (The Zondervan Vocabulary Builder Series; Zondervan).
- Patton, Matthew H. and Frederic Clarke Putman. Edited by Miles V. Van Pelt. *Basics of Hebrew Discourse: A Guide to Working with Hebrew Prose and Poetry*. Grand Rapids: Zondervan Academic, 2019.
- Schertz, Mary H., and Perry B. Yoder. *Seeing the Text: Exegesis for Students of Greek and Hebrew*. Nashville: Abingdon Press, 2001.

Scheumann, Jesse R. and Merissa Scheumann. *According To Their Kinds: A Biblical Hebrew Picture Dictionary*. Wilmore, KY: GlossaHouse, 2019.

Steinmann, Andrew E. *Intermediate Biblical Hebrew: A Reference Grammar with Charts and Exercises*. Saint Louis: Concordia Publishing House, 2009.

Vance, Donald R., George Athas, and Yael Avrahami, eds. *Biblia Hebraica Stuttgartensia: A Reader's Edition*. K. Elliger, W. Rudolph, eds. 5th revised ed. A. Schenker. Peabody, MA: Hendrickson, 2014.

Waltke, Bruce K., and M. O'Connor. [\*An Introduction to Biblical Hebrew Syntax\*](#). Winona Lake: Eisenbrauns, 1990.

Williams, Ronald, revised and expanded by John C. Beckman. [\*Williams' Hebrew Syntax\*](#). 3<sup>rd</sup> Edition. Toronto: University of Toronto Press, 2007. ISBN # 978-0-8020-9429-2

### C. ASSIGNMENTS AND GRADING

The following written assignments will help foster the skills of critical analysis and doing biblical exegesis from the Hebrew Bible. Through doing the practical exercises, the student will learn how to ask interpretive questions, do Hebrew word studies, and analyze Hebrew narrative.

#### 1. Word Study: Due on October 6, 2025; 10 % of final grade.

Instructions for doing the Hebrew word study will be given in class. Length: 3-4 pages double-spaced. This assignment is related to learning outcomes # 1, 5, 7.

#### 2. Interpretive Questions and Answers Assignment: Due on November 3, 2025; 25 % of final grade.

This assignment is related to all the learning outcomes.

Draw up a Hebrew term chart of Genesis 22:1–19. Select approximately 20–25 (or more) Hebrew words or phrases from the passage and list them in the chart. In the appropriate columns identify significant features of the text and ask insightful and pertinent interpretive questions. Then respond to some of the questions you have asked. More detailed instructions on interpretative questions will be given in class. The primary sources you should use to answer these questions are: Concordances, Hebrew Grammars and Syntax Books, Bible Dictionaries and Encyclopaedias, Specialized Articles on Verbal and Thematic Studies, and Commentaries. Ask different kinds of questions from the various categories outlined in the detailed instructions about interpretative questions. Some questions will require longer answers, whereas others can be answered in one or two sentences. You do not need to answer every question you have posed. Be selective and spend your energy on the most critical and relevant questions. Try to answer a variety of types of questions suggested from the different kinds of interpretative questions outlined in the Interpretative Questions Handout. Be sure to indicate the source of your answers on the term chart. For example, use author and page citations (e.g., Hamilton, p. 56) in the chart or use

footnotes, and include a full bibliography at the end. The length of the paper should be approximately 10–12 pages, not including bibliography.

**3. Exegetical Paper. Due on December 1, 2025; 30 % of final grade.**

This assignment is related to all the learning outcomes.

For this assignment, you need to do your own translation of the passage from Hebrew into English, parse all the verbs, and submit this along with the exegesis paper.

Full instructions on how to do an exegetical paper will be given in class.

**4. Completion of Translation Exercises: Due dates vary; 10 % of final grade.** This assignment is related to all the learning outcomes.

Throughout the semester we will be doing translation from the Hebrew Bible. The focus of the translation and parsing for the fall semester is on Hebrew narrative. The student is responsible for completing the translation exercises before each class when they are due and to come prepared to discuss them in class. The student should keep a log of when they complete the translations of the assigned passages and hand in the log on the final day of class, December 1, 2025. See the class schedule below of passages to be translated.

**5. Final Exam: 15 % of final grade. Date to be confirmed by the Office of the Registrar.** This exam is related to all the learning outcomes.

There will be an exam based on the Hebrew passages translated for class. This exam will involve translating and parsing the Hebrew and commenting on any grammatical features or theological and thematic questions. This exam will be held during exam week. Extra time will not be allowed for late arrivals. If the student misses the exam, the exam will be counted as zero unless the student misses the exam due to illness. In such a case, the student needs to fill out an Exam Reschedule Form and submit it to the Office of the Registrar along with a doctor's note within 48 hours of the originally scheduled exam time.

**6. Participation and Reading Assignment: Due December 1, 2025; 10 % of final grade.** This assignment is related to learning outcomes # 1, 2, 3.

The student is required to read the textbooks and assigned readings for the course. See the reading schedule below. As part of the reading assignment, the student should read two Hebrew devotions twice a week as part of their personal devotions. Any passage of Scripture from the Hebrew Bible is acceptable. The student should try to meditate on the Hebrew verse as part of their devotional time, so that learning Hebrew becomes more than just an academic exercise. At the end of the course, the student will hand in a log of the Scriptures used for the Hebrew devotions, as well as all the readings that were completed during the semester. The student is also required to listen to the Hebrew Scripture passages read aloud from either the *Sefer Rut* Audio/Video Companion or the audio Hebrew Bible on the [mechon-mamre.org](http://mechon-mamre.org) [online website](http://mechon-mamre.org) for the biblical texts listed each week according to the Course Schedule. The ultimate

goal is that the student will be able to understand the passage orally and improve their own reading skill of reading Hebrew.

The student is also encouraged to participate in class. Periodically we will break into small groups and the class will work on an exercise together. Each student is also required to join a study group comprised of three to four members. These study groups are required to meet once a week to assist each other in learning the language and to practice reading Hebrew together. Twenty to thirty minutes a week should be spent practicing reading aloud biblical Hebrew together as a group. Each person needs to keep a reading log indicating the date, the time spent and what passage was read (any OT passage is acceptable). This needs to be handed in on the last day of class. The rest of the study group time can be spent going over the homework, reviewing vocabulary and grammar, and helping each other grapple with any questions or problems. Homework may be done as a group; however, the “divide and copy” method (i.e., you translate verses 1–5 and I will do 6–10, and then copy each other’s answers) is expressly prohibited. Your study group is one of your most important assets in this course. It can provide mutual support and encouragement. If you and your study group is not a good match and is not working out, please tell the professor immediately.

Before turning to an interlinear Bible or computer translation and parsing guides or programs please try to do your translation work first unless you are completely stuck. These, however, may be used after a reasonable attempt has been made (3 minutes) to locate the term in Clines, Holladay, or BDB or using a computer software program. The use of Zondervan’s *A Reader’s Hebrew Bible* or Armstrong, Busby, Carr, *A Reader’s Hebrew-English Lexicon of the Old Testament* is encouraged as well as the use of Hebrew vocabulary cards or aids for practicing vocabulary. If you do not own a Hebrew computer program to check your work, you may consult J. J. Owens, *Analytical Key to the Old Testament* (4 vols; Grand Rapids: Baker Book House, 1989-92), available in the reference section of the library.

#### **D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

1. Word Study	10 %	Oct 6
2. Interpretive Questions and Answers Assignment	25 %	Nov 3
3. Exegetical Paper	30 %	Dec 1
4. Completion of Translation Exercises	10 %	Various
5. Exam on the Translation Passages	15 %	Exam Week
6. Participation and Reading Assignment	10 %	Dec 1
Total Grade	100%	

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

- Sept 8            Introduction and Review
- Sept 15           Review Continued and Introduction to Syntax  
Tools and Exegetical Aids  
Come to class having completed the following:  
Read Arnold and Choi, *Biblical Hebrew Syntax*, pp. 1–19 before class.  
Do 2 Hebrew Devotions  
Prepare Translation of Ruth 1:1-7  
Listen/Watch to Ruth 1 with *Sefer Rut* Audio/Video Companion OR with [Audio Hebrew Bible](#)  
Watch Weekly Aleph with Beth YouTube Video on Moodle Class Page  
Subscribe to and watch the [Daily Dose of Hebrew](#) 2 minutes video each day of the week
- Sept 22           How to do a Hebrew Word Study  
Read Chisholm, *From Exegesis to Exposition*, ch. 4, pp. 31–56.  
Read Arnold and Choi, *Biblical Hebrew Syntax*, pp. 19–44.  
Do 2 Hebrew Devotions  
Prepare Translation of Ruth 1:8–15  
Listen/Watch to Ruth 1 with *Sefer Rut* Audio/Video or Audio Hebrew Bible  
Watch Weekly Aleph with Beth YouTube Video on Moodle Class Page  
Watch the Daily Dose of Hebrew video each day of the week
- Sept 29           Introduction to Textual Criticism  
Read Arnold and Choi, *Biblical Hebrew Syntax*, pp. 45–65.  
Do 2 Hebrew Devotions  
Translation of Ruth 1:16-22  
Listen/Watch to Ruth 1 with *Sefer Rut* Audio/Video or Audio Hebrew Bible  
Watch Weekly Aleph with Beth YouTube Video on Moodle Class Page  
Watch the Daily Dose of Hebrew video each day of the week
- Oct 6            **Assignment # 1: Word Study Due**  
Introduction to Interpretative Questions  
Read Arnold and Choi, *Biblical Hebrew Syntax*, pp. 65–79.  
Do 2 Hebrew Devotions  
Translation of Ruth 2:1–8  
Listen/Watch to Ruth 1–2 with *Sefer Rut* Audio/Video or Audio Hebrew Bible  
and listen to Genesis 22 on Audio Hebrew Bible mechon-mamre.org website  
Watch Weekly Aleph with Beth YouTube Video on Moodle Class Page  
Watch the Daily Dose of Hebrew video each day of the week



- Oct 13 NO CLASS: Thanksgiving Monday
- Oct 20 Read Arnold and Choi, *Biblical Hebrew Syntax*, pp. 79–108.  
Do 2 Hebrew Devotions  
Translation of Ruth 2:9–18  
Listen/Watch to Ruth 1–2 with *Sefer Rut* Audio/Video or Audio Hebrew Bible and listen to Genesis 22 on Audio Hebrew Bible mechon-mamre.org website  
Watch Weekly Aleph with Beth YouTube Video on Moodle Class Page  
Watch the Daily Dose of Hebrew video each day of the week
- Oct 27 Introduction to Hebrew Narrative  
Read Arnold and Choi, *Biblical Hebrew Syntax*, pp. 109–129.  
Read chs. 1–2 in Adele Berlin, *Poetics and Interpretation of Biblical Narrative* (pp. 13–42)  
Do 2 Hebrew Devotions  
Translation of Ruth 2:19–23; 3:1–4  
Listen/Watch to Ruth 1–2 with *Sefer Rut* Audio/Video or Audio Hebrew Bible and listen to Genesis 22 on Audio Hebrew Bible mechon-mamre.org website  
Watch Weekly Aleph with Beth YouTube Video on Moodle Class Page  
Watch the Daily Dose of Hebrew video each day of the week
- Nov 3 **Assignment # 2:** Interpretive Questions and Answers Assignment Due  
Instructions for doing a Hebrew Exegesis Paper  
Read Arnold and Choi, *Biblical Hebrew Syntax*, pp. 129–147.  
Read ch. 3 in Adele Berlin, *Poetics and Interpretation* (pp. 43–82)  
Do 2 Hebrew Devotions  
Watch Weekly Aleph with Beth YouTube Video on Moodle Class Page  
Watch the Daily Dose of Hebrew video each day of the week
- Nov 10 Read Arnold and Choi, *Biblical Hebrew Syntax*, pp. 147–166.  
Read ch. 4 in Adele Berlin, *Poetics and Interpretation* (pp. 83–110)  
Do 2 Hebrew Devotions  
Translation of Ruth 3:5–14  
Listen/Watch to Ruth 1–3 with *Sefer Rut* Audio/Video or Audio Hebrew Bible  
Watch Weekly Aleph with Beth YouTube Video on Moodle Class Page  
Watch the Daily Dose of Hebrew video each day of the week
- Nov 17 Read Arnold and Choi, *Biblical Hebrew Syntax*, pp. 166–183.  
Do 2 Hebrew Devotions  
Translation of Ruth 3:15–18; 4:1–8

Listen/Watch to Ruth 1–4 with *Sefer Rut* Audio/Video or Audio Hebrew Bible  
Watch Weekly Aleph with Beth YouTube Video on Moodle Class Page  
Watch the Daily Dose of Hebrew video each day of the week

- Nov 24      Read Arnold and Choi, *Biblical Hebrew Syntax*, pp. 184–205.  
Do 2 Hebrew Devotions  
Translation of Ruth 4:9–22  
Listen/Watch to Ruth 1–4 with *Sefer Rut* Audio/Video or Audio Hebrew Bible  
Watch Weekly Aleph with Beth YouTube Video on Moodle Class Page  
Watch the Daily Dose of Hebrew video each day of the week
- Dec 1      Complete the Course Evaluation Online  
Do 2 Hebrew Devotions  
**Assignment # 3:** Exegetical Paper Due  
Participation in Study Groups and Reading Log Due  
Completion of Bible Translations Log Due
- TBD      **Final Exam** on the Hebrew Translation Passages  
(Date To be confirmed by the Office of the Registrar)

**NOTE:** This course follows the Seminary Calendar. There are no classes during the Reading Days, October 21–24, 2025.

## V. SELECTED BIBLIOGRAPHY

### Introductory Grammars:

Buth, Randall. *Living Biblical Hebrew: Introduction Part One (Aleph)*. Jerusalem: Biblical Language Center, 2006.

Buth, Randall. *Living Biblical Hebrew: Introduction Part Two (Beth)*. Jerusalem: Biblical Language Center, 2006.

Cook, John A. and Robert D. Holmstedt. *Beginning Biblical Hebrew: A Grammar and Illustrated Reader*. Grand Rapids: Baker Academic, 2013.

Cook, John A. and Robert D. Holmstedt. *Intermediate Biblical Hebrew: An Illustrated Grammar*. Grand Rapids: Baker Academic, 2020.

Dallaire, Hélène M. *Biblical Hebrew: A Living Language*. Lexington, KY, 2016.

Dobson, John H. *Learn Biblical Hebrew*. 2<sup>nd</sup> Edition. Grand Rapids: Baker Academic, 1999, 2005.

Fuller, Russell T. and Kyoungwon Choi. *Invitation to Biblical Hebrew: A Beginning Grammar*. Grand Rapids: Kregel Publications, 2006.

Futato, Mark D. [Beginning Biblical Hebrew](#). Winona Lake: Eisenbrauns, 2003.

Hackett, Jo Ann. *A Basic Introduction to Biblical Hebrew*. Peabody: Hendrickson, 2010.

Kelley, Page H. [Biblical Hebrew: An Introductory Grammar](#). Grand Rapids: William B. Eerdmans Publishing Co, 1992.

Kittel, B., V. Hoffer, R. Wright. *Biblical Hebrew: A Text and Workbook*. New Haven: Yale University Press, 1989.

Kutz, Karl V. and Rebekah L. Josberger. *Learning Biblical Hebrew: Reading for Comprehension: An Introductory Grammar*. Bellingham, WA: Lexham Press, 2018.

Lambdin, Thomas O. *Introduction to Biblical Hebrew*. New York: Scribner, 1971.

Overland, Paul. *Learning Biblical Hebrew Interactively*. Vol. 1. Student Edition. Sheffield: Sheffield Phoenix Press, 2014.

Overland, Paul. *Learning Biblical Hebrew Interactively*. Vol. 2. Student Edition. Sheffield: Sheffield Phoenix Press, 2014.

Ross, Allen P. *Introducing Biblical Hebrew*. Grand Rapids: Baker, 2001.

Seow, C. L. *A Grammar for Biblical Hebrew*. Nashville: Abingdon Press, 1987.

Webster, Brian L. *The Cambridge Introduction to Biblical Hebrew*. Cambridge: Cambridge University Press, 2009.

Weingreen, J. *A Practical Grammar for Classical Hebrew*. New York: Oxford University Press, 1959.

West, Travis. *Biblical Hebrew: An Interactive Approach*. Ha'Arets: Hebrew and Aramaic Accessible Resources for Exegetical and Theological Studies. Wilmore, KY: GlossaHouse, 2016.

Vance, Donald R. *Introduction to Classical Hebrew*. Boston: Brill Academic Publishers, 2004.

#### More Advanced Grammars:

*Davidson's Introductory Hebrew Grammar – Syntax*. Ed. J. C. L. Gibson. 4th ed. Edinburgh: T. & T. Clark, 1994.

Chisholm, Robert B. *Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth*. Grand Rapids: Kregel Academic, 2006.

Gesenius, W. *Gesenius' Hebrew Grammar (GKC)*. Ed. E. Kautzsch and A. E. Cowley. Oxford: Clarendon Press, 1910.

Joüon, Paul and T. Muraoka, [\*A Grammar of Biblical Hebrew\*](#). 2 Vols. Rome: Pontifical Biblical Institute, 1991.

Patton, Matthew H. and Frederic Clarke Putnam. *Basics of Hebrew Discourse: A Guide to Working with Hebrew Prose and Poetry*. Grand Rapids: Zondervan, 2019.

Rocine, B. M. *Learning Biblical Hebrew: A New Approach Using Discourse Analysis*. Macon, GA: Smyth & Helwyn Publishing Inc., 2000.

Van der Merwe, Christo H. J., Jackie A. Naudé and Jan H. Kroeze. [\*A Biblical Hebrew Reference Grammar\*](#). Biblical Languages: Hebrew 3. Sheffield: Sheffield Academic Press, 1999, 2000.

Waltke, Bruce K. and M. O'Connor. [\*An Introduction to Biblical Hebrew Syntax\*](#). Winona Lake: Eisenbrauns, 1990.

Williams, R. J. [\*Hebrew Syntax: An Outline\*](#). Second edition. Toronto: University of Toronto, 1976.

Zvi, E., M. Hancock, R. Beinert. *Readings in Biblical Hebrew: An Intermediate Textbook*. New Haven: Yale University Press, 1993.

#### Dictionaries/Lexicons:

Brown, F., S. R. Driver and C. A. Briggs. *A Hebrew and English Lexicon of the Old Testament (BDB)*. Oxford: Clarendon Press, 1907; corrected impression 1952.

Clines, D. J. A. ed. *The Dictionary of Classical Hebrew*. 9 Volumes. Sheffield: Sheffield Academic Press, 1993, 1995, 1996, 1998, 2001, 2007, 2010, 2011, 2016.

Clines, David J. A., ed. *The Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix Press, 2009.

Gibson, Jonathan, and Bryce Simon. *An Interpretive Lexicon of Old Testament Hebrew and Aramaic. Analysis of Adverbs, Conjunctions, Interjections, Particles, Prepositions, and Pronouns*. Grand Rapids: Zondervan, 2024.

Holladay, W. L. [\*A Concise Hebrew and Aramaic Lexicon of the Old Testament\*](#). Grand Rapids: Eerdmans, 1988.

Jenni, Ernst, and Claus Westermann. *Theological Lexicon of the Old Testament* (transl. Mark E. Biddle: vol 1-3; Peabody: Hendrickson, 1997.

Koehler, L., and W. Baumgartner, eds. *Hebräisches und aramäisches Lexikon zum Alten Testament (KB)*. 3rd ed. Leiden: Brill, 1967-1990.

Koehler, L. and W. Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament*. 2 vols. Trans. M. E. J. Richardson. Leiden: Brill, 2001.

*The New Brown-Driver-Briggs-Gesenius Hebrew and English Lexicon*. Peabody: Hendrickson, 1979.

#### Concordances:

Even-Shoshan, A., ed. *A New Concordance of the Old Testament*. 2nd ed. Grand Rapids: Baker Book House, 1989.

Lisowsky, G. *Konkordanz zum Hebräischen Alten Testament*. 2nd ed. Stuttgart: German Bible Society, 1981.

Mandelkern, Solomon. *Veteris Testamenti concordantiae Hebraicae atque Chaldaicae*. 3rd Rev. ed. New York: Schocken, 1971.

#### Other Lexical Aids:

Armstrong, T. A., D. L. Busby and C. F. Carr. *A Reader's Hebrew-English Lexicon of the Old Testament. Four Volumes in One*. Grand Rapids: Zondervan, 1989.

Beall, T. D. and W. A. Banks. *The Old Testament Parsing Guide*. 2 Vols. Chicago: Moody, 1986, 1990.

Biblical Hebrew Vocabulary Cards. Visual Education Association, 581 West Leffel Lane, P.O. Box 1666, Springfield, Ohio 45501, USA.

Carver, Daniel E. *Illustrated Daniel in Hebrew and Aramaic*. GlossaHouse Illustrated Biblical Texts. Wilmore, KY: GlossaHouse, 2018.

Einspahr, Bruce. *Index to Brown, Driver & Briggs Hebrew Lexicon*. Chicago: Moody Press, 1976.

Greenwood, Kyle. *Dictionary of English Grammar for Students of Biblical Languages*. Grand Rapids: Zondervan, 2020.

- Hardy II, H. H. and Matthew McAfee. *Going Deeper with Biblical Hebrew: An Intermediate Study of the Grammar and Syntax of the Old Testament*. Brentwood, TN: B & H Publishing, 2024.
- Hardy II, H. H. *Exegetical Gems from Biblical Hebrew: A Refreshing Guide to Grammar and Interpretation*. Grand Rapids: Baker Academic, 2019.
- Hardy II, H. H. *Exegetical Journeys in Biblical Hebrew: 90 Days of Guided Reading*. Grand Rapids: Baker Academic, 2025.
- Imes, Carmen Joy. *Illustrated Exodus in Hebrew*. GlossaHouse Illustrated Hebrew-English Old Testament. Wilmore, KY: GlossaHouse, 2017.
- Matheny, Jennifer M. *Illustrated Joshua in Hebrew*. GlossaHouse Illustrated Biblical Texts. Wilmore, KY: GlossaHouse, 2019.
- McNinch, Timothy. *Illustrated Genesis in Hebrew*. GlossaHouse Illustrated Hebrew-English Old Testament. Wilmore, KY: GlossaHouse, 2016.
- McNinch, Timothy. *Illustrated Ruth, Esther, Jonah in Hebrew*. GlossaHouse Illustrated Hebrew-English Old Testament. Wilmore, KY: GlossaHouse, 2017.
- Mitchel, Larry A. *A Student's Vocabulary for Biblical Hebrew and Aramaic*. Grand Rapids: Eerdmans, 1984.
- Overland, Paul. *Millim: Words for Conversation in the Biblical Hebrew Classroom*. Ha'Arets: Hebrew and Aramaic Accessible Resources for Exegetical and Theological Studies. Wilmore, KY: GlossaHouse, 2016.
- Owens, J. J. *Analytical Key to the Old Testament*. 4 Vols. Grand Rapids: Baker Book House, 1989-92.
- Pleins, David J. with Jonathan Homrighausen. *Biblical Hebrew Vocabulary by Conceptual Categories*. Grand Rapids: Zondervan, 2017.
- Scheumann, Jesse R. and Merissa Scheumann. *According To Their Kinds: A Biblical Hebrew Picture Dictionary*. Wilmore, KY: GlossaHouse, 2019.
- Scheumann, Jesse R. and Christine Lynn Hiegel. *Jonah: An Illustrated Hebrew Reader's Edition*. Wilmore, KY: GlossaHouse, 2017.
- Scheumann, Jesse R. and Merissa Scheumann. *Illustrated Graded Reader for Biblical Hebrew*. Volume 1. Wilmore, KY: GlossaHouse, 2024.

Scheumann, Jesse R. and Merissa Scheumann. *Illustrated Graded Reader for Biblical Hebrew*. Volume 2. Wilmore, KY: GlossaHouse, 2024.

Scott, W. R. *A Simplified Guide to BHS: Critical, Apparatus, Masora, Accents, Unusual Letters & Other Markings*. 2nd ed. Berkeley: Bibal Press, 1990.

Van Pelt, Miles V. and Gary D. Pratico, *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids: Zondervan, 2003.

Van Pelt, Miles V. and Gary D. Pratico. *Old Testament Hebrew Vocabulary Cards*. The Zondervan Vocabulary Builder. Grand Rapids: Zondervan.

Van Pelt, Miles V. *English Grammar to ACE Biblical Hebrew*. Grand Rapids: Zondervan, 2010.

Williams, Michael. *The Biblical Hebrew Companion for Bible Software Users*. Grand Rapids: Zondervan, 2015.

Wonneberger, R. *Understanding BHS: A Manual for the Users of Biblia Hebraica Stuttgartensia*. 2nd Rev. ed. Trans. D. R. Daniels. Rome: Pontifical Institute, 1990.

There is a lot of computer software available as well for learning Hebrew and doing lexical and grammatical searches of the Hebrew Bible. Accordance and Bibleworks are recommended. Williams, Michael. *The Biblical Hebrew Companion for Bible Software Users*. Grand Rapids: Zondervan, 2015.

Tyndale Library Research Guides for biblical languages:  
<http://libguides.tyndale.ca/content.php?pid=130812>

Helpful websites for Hebrew:

Audio Hebrew Bible:

<http://www.mechon-mamre.org/p/pt/ptmp3prq.htm>

<https://torahclass.com/audio-bible-in-hebrew>

<https://biblingo.org/>

<http://www.animatedhebrew.com/>

<http://torahforme.org>

<http://www.learningbiblicalhebrewinteractively.com/>

<http://bakerpublishinggroup.com/books/beginning-biblical-hebrew/342630/esources>

<http://dailydoseofhebrew.com/>

<https://www.stepbible.org/>

<https://biblehub.com/interlinear/>

<https://scholarsgateway.com/>

<https://www.blueletterbible.org/>

<http://qbible.com/>  
<http://openscriptures.github.io/morphhb/index.html>  
[http://obohu.cz/bible/index.php?wlc\\_en=ano&k=Gn&styl=OSH&kap=1](http://obohu.cz/bible/index.php?wlc_en=ano&k=Gn&styl=OSH&kap=1)

Bible Society in Israel: BSI Hebrew Bible with Lexicon and Parsing:  
<http://haktuvim.co.il/en/study/>

## VI. GENERAL REQUIREMENTS FOR ALL COURSES

### A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

### B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

*\*exceptions with permission from professor*

### C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

#### 1. Your work should demonstrate the following characteristics:

- **Accuracy** (a fair and accurate presentation of scholarly judgment on the issues) – Is what I say correct? Is it valid? Have I understood the topic or question?



- **Critical Analysis** – Have I understood the main issues? Have I done sufficient research on the topic? Does my paper show critical reflection, interaction and dialogue with the biblical text and with authors writing on the subject?
- **Organization** – Does my paper follow a clear outline? Does my paper have a thesis statement? Is there a clear progression and development of an idea or an argument in the paper? Does my argument have a meaningful order?
- **Clarity** – Does what I say make sense? Will others clearly understand what I am seeking to express?
- **Good Grammar and Writing** – Is my paper clean of spelling mistakes? Is the text punctuated correctly? Does the sentence structure consistently adhere to basic rules of good grammar? Do I use inclusive language?
- **Well Documented** (thorough) – Is my work complete? Does my bibliography reflect sufficient research? Have I fully and accurately documented where I have relied upon the work of others? Have I provided complete information about my research sources? Will others be able to locate these sources on the strength of my documentation? Do my footnotes and bibliography follow the proper citation style required?

## 2. Matters of Style

You should submit written work in a style consistent with either the model outlined in [\*The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies\*](#) (P. H. Alexander, et al, eds. Peabody: Hendrickson, 1999; 2<sup>nd</sup> ed. Atlanta: SBL Press, 2014) or the Chicago Manual of Style Online. (Footnotes are preferred). For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. It is expected that written work will be submitted in a clear, straight-forward style of academic prose (cf. the guidelines in Strunk and White, [Elements of Style](#)). Written work ought to betray clear organization, argument and coherent thought. The use of inclusive language is expected.

*The title page for all written work ought to include the following:*

The title of the paper, name of the course, name of the professor, date of submission, and your name.

Students are required to retain a copy of all assignments (hard copy or electronic version). The assignment needs to be uploaded on the Moodle course page before midnight on the due date. Graded assignments will be emailed back to the student.

## **Grading Rubric**

Please consult the rubric provided for each assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

## **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

In all work, you are obliged to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. Plagiarism, by definition, is the use of the work of another person without proper acknowledgement. Examples of plagiarism include (but are not limited to) the following: copying a sentence or part of a sentence from a book or article without using quotation marks and citing the source; rephrasing another person's words without giving credit for the idea that you have borrowed by citing the source; copying the work of someone else and handing it in as your own. It is assumed that each assignment required for this course will be written independently.

### **The Use of AI:**

In this course the student is **NOT** allowed to use artificial intelligence programs to research and write their papers. This will be considered plagiarism.

Some of the reasons why you should not use AI in this course are the following: By doing your own work and engaging in the material directly, you develop important life skills like critical thinking, analytical skills, and problem-solving. Learning how to research, write, and synthesize material are all part of the educational process of learning, and are essential and transferable life skills. If you use AI to write your paper and submit it as if you wrote it, it is not only a question of academic integrity and ethics, but you are also short-changing your learning experience. Learning how to communicate well in writing and completing various assignments is very rewarding. You will build confidence and develop a sense of achievement which brings joy and satisfaction.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](https://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

### Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

### Late Papers and Extensions Policy

All papers and course assignments are to be submitted by the due dates indicated in the course syllabus. However, should this not occur, grades for papers submitted late without an approved extension will subject to the following late grade penalty: **For every week late**, the grade will be reduced by **5 %**, a half a letter grade (e.g. one week late: 82 % A- becomes 77 % B+; two weeks late, 82 % becomes 72 % B-, etc.). Please note that the deduction is accumulated weekly, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.

Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to heavy workload, other assignments, professional or ministry obligations, holidays, or technology-related difficulties do not constitute legitimate grounds for an extension. Requests for extensions must be submitted in writing to the professor explaining the reason why the extension is needed. Such requests need to be submitted prior to the due date.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the

[Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

## **E. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

## **F. LIBRARY RESOURCES**

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

## **G. GRADING SYSTEM & SCALE**

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](https://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).