

“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.”

Semester, Year	Spring/Summer, 2025
Course Title	HEBREW GRAMMAR II (SEM) / INTRODUCTION TO BIBLICAL HEBREW II (UGS)
Course Code	SEM: OLDT 0612 1S UGS: HEBR 2023 1S
Date	From June 23, 2025 to July 28, 2025 MONDAYS & THURSDAYS
Time	From 6:30PM to 9:20PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Mondays & Thursdays from 6:30 PM to 9:20 PM.
Instructor	GORDON OESTE, PhD.
Contact Information	Email: goeste@tyndale.ca
Office Hours	By appointment via email only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

The continuation of OLDT 0611 Hebrew Grammar I, including some reading of selected portions of the Hebrew Old Testament.

Prerequisite: OLDT 0611

Course Philosophy:

1. The goal of this course is to provide the student with a basic grasp of Hebrew grammar, so as to enable him/her to preach and teach the Old Testament with accuracy and confidence.

2. The course will seek to steer a middle course between a simplistic and an overly detailed approach.
3. Language learning need not be frustrating and intimidating. If grammatical terminology and categories are understood, and if adequate time is given to the memorization of forms and vocabulary, the student can expect to acquire a good working knowledge of forms and vocabulary of Biblical Hebrew.

II. LEARNING OUTCOMES

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

1. Recognize, parse, and translate nominal and verbal forms in the categories studied in class to demonstrate a basic knowledge of Biblical Hebrew grammar and syntax
2. Recognize and recall vocabulary learned from the vocabulary handout
3. Read and translate basic prose passages from the Hebrew Bible with the aid of a lexicon.
4. Discover the impact of translation choices on the understanding and application of the Hebrew Bible

III. COURSE REQUIREMENTS

A. REQUIRED READING

Pratico, G. D., and M. V. Van Pelt. *Basics of Biblical Hebrew Grammar*. 3rd Edition. Grand Rapids, MI: Zondervan, 2019, ISBN: 9780310533498.

Pratico, G. D., and M. V. Van Pelt. *Basics of Biblical Hebrew Workbook*. 3rd Edition. Grand Rapids, MI: Zondervan, 2019, ISBN: 9780310533559.

Holladay, W. L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids, MI: Eerdmans, 1988, 978-0802834133.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Pratico, G. D., and M. V. Van Pelt. *Biblical Hebrew Laminated Sheet*. Grand Rapids, MI: Zondervan, 2005. 9780310262954.

Van Pelt, M.V. *English Grammar to Ace Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2010. 9780310318316.

Biblical Hebrew Vocabulary Flashcards
Google Play Store:

<https://play.google.com/store/apps/details?id=com.school.ctclements.superbiblicalhebrewvocabulary>

Apple Store

<https://apps.apple.com/app/id883490699>

[Accordance Bible Software](#)

Tyndale recommends www.stepbible.org – a 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](#).

C. ASSIGNMENTS AND GRADING

Each of the assigned elements below contributes to Learning Outcomes A-C above.

1. Homework assignments (10%):

Homework assignments will be given for each class period and will be taken up in class. The assigned exercises from the workbook will develop the skills needed to recognize and read biblical Hebrew. Students will indicate whether or not the homework has been done with an emailed confirmation to the professor within the first 5 minutes of the class. **The key to learning this language is consistency and thoroughness in preparation of daily assignments. As a result, keeping up with home will be crucial to learning.**

Students will meet with a study group for encouragement, help, and growth in Hebrew. Each student will be assigned a study group comprised of 3 to 4 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. Each person needs to keep a **study log** indicating the date of the group's meeting, which will then **be handed in during the last day before the final exam**. 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.

2. Quizzes (40%):

There will be regular quizzes given in class during the course of the semester based on the vocabulary and grammar studied up to that point. Quizzes are given at the beginning of the class period. Missed quizzes count as a zero unless previous arrangements have been made with the professor.

3. Final Exam (50%):

A three-hour examination will be given at the end of Hebrew Grammar II (Thursday, August 1).

Regular class attendance is a must. Your grade will be impacted should you fail to attend class regularly. Moreover, please make every effort to log on to the class on time. Do not miss class, even if you have not completed your homework.

It is expected, in terms of homework time, that students will study three hours for every hour in class. Few spend less, many spend a little more.

Your work should demonstrate the following characteristics:

- *Clarity* – your work should be well organized and should make sense
- *Accuracy* – your work should follow the instructions given and accurately represent the works consulted
- *Thoughtfulness* – your work should reflect the mature fruit of your critical reflection upon the assigned topics/issues
- *Thoroughness* – your work should reflect proper English grammar, spelling and style
- *Conciseness* – your work should be presented in a clear and succinct manner, following the guidelines given for the assignment/quiz

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following for Hebrew Grammar I:

Homework assignments	10 %
Quizzes	40 %
Final exam	50 %
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topics	Homework	Quiz
Hebrew Grammar II			
June 23 (M)	18: Qal Imperative, Cohort, Jussive 19: Verb Suffixes	pp. 72-73 p. 74 (Part II) pp. 75-76 (Odds #s) pp. 77-79 p. 80-81 (Evens #s)	

June 26 (Th)	20: Qal Infinitive Construct 21: Qal Infinitive Absolute	pp. 82-83 p. 83 (Part II) p. 84 (Part III) pp. 84-86 (5 of 10) pp. 87-88 p. 88 (Part II) pp. 89-90 (5 of 10)	Quiz #6 Vocab 6-7
June 20 (M)	22: Qal Participle 23: Syntax	p. 92 p. 93 pp. 94-95 (1-7) pp. 96-98 (Parts 1-4)	
July 3 (Th)	24: Niphal (strong) 25: Niphal (weak)	pp. 102-104 (Parts II - IV) pp. 105-106 (1-5) p. 108-109 pp. 110-111 (5 of 10)	Quiz #7 Vocab 8-9
July 7 (M)	26: Hiphil (strong) 27: Hiphil (weak)	pp. 116-117 (Part II) p. 118 pp. 119-120 (3 of 10) pp. 122-123 (15-30) pp. 127-32	
July 10 (TH)	28: Hophal (strong) 29: Hophal (weak)	pp. 134-35 (Part II) pp. 135-36 [#4] pp. 137-38 (Part II) pp. 139-40 [#3-5]	Quiz #8 Vocab 10-11
July 14 (M)	30: Piel (strong) 31: Piel (weak)	p. 145 pp. 147-49 (#4-10) p. 151-152 (11-30) p. 153-154 (#4-6)	
July 17 (TH)	32 Pual (strong) 33: Pual (weak)	p. 161 pp. 162-63 (Part IV) pp. 164-65 (#5-8) pp. 166-67 (#10-25) pp. 168-69 (4 of 9)	
July 21 (M)	34: Hithpael (strong) 35 Hithpael (weak)	pp. 176-77 pp. 180-81 (#12-25) pp. 184-87	Quiz #9 Vocab 12
July 24 (Th)	Review		
July 28(M)	Final Exam		

V. SELECTED BIBLIOGRAPHY

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

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.

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

Dobson, John H. *Learn Biblical Hebrew*. 2nd 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, IN: 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.

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

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew*. Peabody, MA: Hendrickson, 2002.

Overland, Paul. *Learning Biblical Hebrew Interactively*. 2 Volumes. 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:

Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University Press, 2003.

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

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

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.

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

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, IN: Eisenbrauns, 1990.

Williams, R. J. *Hebrew Syntax: An Outline*. Second edition. Toronto: University of Toronto, 1976.

Williams, Ronald J. *Williams' Hebrew Syntax*. 3rd E. Revised and expanded by John C, Beckman. Toronto: University of Toronto Press, 2007.

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.

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 Lexicon zum Alten Testament (KB)*. 3rd ed. Leiden: Brill, 1967-1990.

Koehler, L. and W. Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament*. Vol. 1 a-j. Trans. M. E. J. Richardson. Leiden: Brill, 1994-.

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.
- Hardy II, H. H. *Exegetical Gems from Biblical Hebrew: A Refreshing Guide to Grammar and Interpretation*. Grand Rapids: Baker Academic, 2019.
- 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.
- 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.

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

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.

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* or *Logos* are recommended.

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

[Tyndale Library Research Guides for biblical languages](#)

Audio Hebrew Bible:

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

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

Helpful websites for Hebrew:

<https://biblingo.org/>

<http://dailydoseofhebrew.com/>

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

<http://www.mechon-mamre.org>

<http://torahforme.org>

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

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

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

A list of additional resources can be found on the [Biblical Studies website](#)

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. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each individual assignment.

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.

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. 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 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 (aa@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

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 this course 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](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).