TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"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	WINTER, 2027
Course Title	**HEBREW GRAMMAR II** (SEMINARY) OLDT 0612 1P **INTRODUCTION TO BIBLICAL HEBREW I** (UNDERGRADUATE STUDIES) HEBR 2033 1P
Date **Time** **Delivery Format**	JANUARY 11 – APRIL 7, 2027 **Every Monday and Wednesday** 3:45 – 5:05 PM IN-PERSON
Class information	The classes will be in person on Mondays and Wednesdays, 3:45–5:05 PM.
Instructor **Contact Information**	**DR. REBECCA G. S. IDESTROM** Telephone/voice mail: (416) 226-6620 Ext. 6771 Email: ridestrom@tyndale.ca
Office Hours	Mondays, 11:15 AM–12:00, 5:05–6:00 PM, or Wednesdays, 5:05–6:00 PM or at a separate time by appointment.
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)/ HEBR 2013 (Introduction to Biblical Hebrew I), including some reading of selected portions of the Hebrew Old Testament.

Seminary Prerequisite: OLDT 0611.

UGS Prerequisite: HEBR 2013

II. LEARNING OUTCOMES

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

1. demonstrate a basic knowledge of the grammar and syntax of Biblical Hebrew.

2. read and translate basic Hebrew sentences.
3. parse and translate verbal forms in the categories studied in class.
3. recognize the vocabulary introduced through the course.
4. recall some of the history of the Hebrew language.
5. recognize the importance of knowing Biblical Hebrew for interpreting the Old Testament.
6. use Hebrew dictionaries and grammars for doing Bible study, word study, exegesis, and sermon preparation.

III. COURSE REQUIREMENTS

A. REQUIRED READING

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

Pratico, Gary D. and Miles V. Van Pelt. *Basics of Biblical Hebrew Grammar*. Third Edition. Grand Rapids: Zondervan, 2019. ISBN: 978-0-310-53349-8

Pratico, Gary D. and Miles V. Van Pelt. *Basics of Biblical Hebrew Workbook*. Third Edition. Grand Rapids: Zondervan, 2019. ISBN: 978-0-310-53355-9

Scheumann, Jesse R. and Merissa Scheumann. *According To Their Kinds: A Biblical Hebrew Picture Dictionary*. Wilmore, KY: GlossaHouse, 2019. ISBN: 978-1942697930

Picture Hebrew Flashcard App (4th ed.) https://glossahouse.com/products/picture-hebrew-flashcard-app-3rd-edition (the link says it is 3rd ed but it is really 4th ed).

Aleph with Beth Online YouTube videos (Required watching, Weekly Links are found on Moodle Course page). Bethany and Andrew Case are Bible Translators with Wycliffe. https://www.youtube.com/channel/UCkKmeTinUEU27syZPKrzWQQ

The STEP Bible (a helpful Hebrew and Greek online resource) https://www.stepbible.org/ 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.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

Brown II, A. Philip and Bryan W. Smith, eds. *A Reader's Hebrew Bible*. Grand Rapids: Zondervan, 2008.

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.

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

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

Dallaire, Hélène M. *Mastering Biblical Hebrew: A Living Language Grammar*. Grand Rapids: Zondervan Academic, 2026.

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

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.

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

Old Testament Hebrew Vocabulary Cards, by Miles V. Van Pelt and Gary D. Pratico (The Zondervan Vocabulary Builder Series; Zondervan).

Pratico, Gary D. and Miles V. Van Pelt. *Biblical Hebrew Laminated Sheet*. Zondervan Get an A! Study Guides. Grand Rapids: Zondervan, 2005.

Pratico, Gary D. and Miles V. Van Pelt. *Biblical Hebrew Survival Kit*. Grand Rapids: Zondervan, 2006. ISBN 13-978031074100

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

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: Hendrickson, 2014.

https://dailydoseofscripture.com/
Daily Dose of Hebrew website is now found on the Daily Dose of Scripture website.

C. ASSIGNMENTS AND GRADING

1. Class Attendance, Study Group Participation, and Completed Homework (10 %):

Regular and faithful attendance is required. The student is expected to participate in class, do the written assignments and exercises, participate in a study group, and become well acquainted with the grammar and other resources.

2. Quizzes (50 %):

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 zero. The lowest quiz mark will not be counted.

3. Final Exam (40 %):

There will be a final exam worth 40 % (the date to be confirmed by Office of the Registrar).

Students taking this course are required to form study groups comprised of between three to four members. Homework may be done as a group, however, the "divide and copy" method (i.e. you do questions 1–5 and I will do 6–10, and then copy each other's answers) is expressly prohibited. The groups must meet once per week to assist one another in learning the language. Each group can set a time when is convenient for them to meet in a live-streamed online meeting. Students are expected to be in contact with members of their study group frequently and regularly for the purpose of review, reading practice, vocabulary testing, problem solving, and mutual support. Your group is one of your most important assets in this course. If you and your study group is not a good match and is not working out, please tell the professor immediately.

Learning Hebrew requires adequate time. Therefore the student should refrain from overloading his or her schedule while studying Hebrew. The student must work on their Hebrew daily or at least every other day. Cramming last minute does not work when learning a language. Learn to use small chunks of time for vocabulary and paradigm review. As a suggested guideline, study three hours outside of class for every hour spent in class (the number of hours needed will vary with each student). Plan regular study time into your schedule. Attendance in class is also required. Do not miss class, even if your homework is not completed. Always ask questions if you do not understand. Do not allow yourself to fall behind by not resolving any problems you may have. Bring your questions to class and to your study group. Learning a biblical language can be challenging but it is also very rewarding. Anyone can learn if they really want to and are willing to work hard. You will not regret it when you begin to use your knowledge of Hebrew to read and study God's Word. You will discover innumerable treasures therein. You are about to begin a rich journey of discovery with God's grace!

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments:

Class Attendance, Participation and Completed Homework	10 %
Quizzes	50 %
Final Exam	40 %
Total Grade	**100 %**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

REQUIRED HOMEWORK

1. ALEPH WITH BETH AND HEBREW PICTURE VOCABULARY REVIEW
Watch the **Aleph with Beth** YouTube Videos. The video links for each week will be posted on Moodle Course page.

Review Hebrew Vocabulary from the textbook by Jesse Scheumann and Merissa Scheumann, *According To Their Kinds: A Biblical Hebrew Picture Dictionary*. Use the Hebrew Picture Flashcard App (4rd ed.) to review the vocabulary.

2. COMPLETE EXERCISES IN THE BASICS OF BIBLICAL HEBREW WORKBOOK
After a chapter has been taught in class, review the grammar, vocabulary, and do the homework assigned for that chapter. The course schedule for the chapters covered each week and when the quizzes are will be posted on the Moodle course page.

3. Homework exercises in BASICS OF BIBLICAL HEBREW WORKBOOK:
Please note that we will continue to work through the same Hebrew Grammar textbook and workbook during two semesters (Fall and Winter), so the homework listed below covers the two semesters.

Chapter 1: Do all exercises, pp. 1–8. (Only need to write out alphabet 20 times)
Chapter 2: Do all exercises, pp. 9–11.
Chapter 3: Do all exercises, pp. 12–14.
Chapter 4: Do all exercises, pp. 15–18.
Chapter 5: Do all exercises, pp. 19–21.
Chapter 6: Do all exercises, pp. 22–24.
Chapter 7: Do all exercises, pp. 25–28.
Chapter 8: Do all exercises, pp. 29–32.
Chapter 9: Do all exercises, pp. 33–37.
Chapter 10: Do all exercises, pp. 38–42.

Chapter 11: Bible Translation, pp. 43–44.
Chapter 12: Do all exercises, pp. 45–47.
Chapter 13: Do all exercises, pp. 48–51.
Chapter 14: Do all exercises, pp. 52–55.
Chapter 15: Do all exercises, pp. 56–59.
Chapter 16a: Exercises in 16a: Parsing (1–15); Translation (1–8); Bible Translation (1, 2, 5, 7, 10), pp. 60–63.
Chapter 16b: Exercises in 16b: Parsing (1–30); Bible Translation (2, 4, 6, 10), pp. 64–67.
Chapter 17: Parsing (1–10, p. 68); Bible Translation (1–4, p. 69); Parsing (1–10, p. 70); Bible Translation (1–4, p. 71), pp. 68–71.
Chapter 18: Parsing (1–30); Translation (1–5); Bible Translation (1, 2, 4, 5, 7), pp. 72–76.
Chapter 19: Parsing I–III (pp. 77–79); Bible Translation (1–2, 4–6, p. 80), pp.77–80.
Chapter 20: Parsing I–II (pp. 82–83); Translation (1–5, p. 84); Bible Translation (1, 2, 4, 6, 8, pp. 84–86).
Chapter 21: Parsing (1–20); Translation (1–7); Bible Translation (1, 5, 7, 9), pp. 87–90.
Chapter 22: Parsing II (p. 92); Translation (1–6, p. 93); Bible Translation (1, 2, 4, 7), pp. 94–95.
Chapter 23: Translation I–III, pp. 96–97.
Chapter 24: Diagnostics; Parsing (1–20); Translation (1–10); Bible Translation (1–3, 9), pp. 102–106.
Chapter 25: Diagnostics; Parsing 1–14; Bible Translation (1, 3, 4) pp. 107–110).
Hebrew Reading One: 1 Kings 8:22–26; pp. 112–115.
Chapter 26: Diagnostics; Parsing 1–25; Translation (1, 6, 8, 9); Bible Translation (1, 2, 4, (pp. 116–119).
Chapter 27: Diagnostics; Parsing (1–14); Bible Translation (1, 2, 3, 4), pp. 121–124.
Hebrew Reading Two: Genesis 9:8–13; pp. 127–132.
Chapter 28: Diagnostics; Parsing 1–15; Bible Translation (1, 2, 3), pp. 133–135.
Chapter 29: Diagnostics; Parsing 1-15; Bible Translation (1, 2, 5), pp. 137–139.
Hebrew Reading Three: Deuteronomy 10:12–14; pp. 141–143.
Chapter 30: Diagnostics; Parsing 1–20; Translation (1–10); Bible Translation (2, 6, 8); pp. 144–148.
Chapter 31: Diagnostics; Parsing 1–14; Bible Translation (1, 2, 5); pp. 150–153.
Hebrew Reading Four: 1 Kings 8:55–58; pp. 155–159.
Chapter 32: Diagnostics; Parsing 1–15; Translation (1–9); Bible Translation (1, 2, 8); pp. 160–165.
Chapter 33: Diagnostics; Parsing 1–15; Bible Translation (1, 2, 3); pp. 166–168.
Hebrew Reading Five: Psalm 96:1–5; pp. 170–174.
Chapter 34: Diagnostics; Parsing 1–25; Bible Translation (1, 2, 3, 5); 175–178.
Chapter 35: Diagnostics; Parsing 1–25; Bible Translation (1, 6, 7); pp. 180–183.
Hebrew Reading Six: Exodus 34:33–35; pp. 184–187.
Final Parsing Exercise (1–92); pp. 188–192.

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.

Dallaire, Hélène M. *Mastering Biblical Hebrew: A Living Language Grammar*. Grand Rapids: Zondervan Academic, 2026.

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.

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.

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.

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

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.
Hardy II, H. H. and Matthew McAffee. *Going Deeper with Biblical Hebrew: An Intermediate Study of the Grammar and Syntax of the Old Testament.* Brentwood, TN: B & H Publishing, 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 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.

Hardy II, H. H. *Exegetical Journeys in Biblical Hebrew: 90 Days of Guided Reading.* Grand Rapids: Baker Academic, 2025.

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

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.

Tyndale Library Research Guides for biblical languages:
https://libguides.tyndale.ca/sb.php?subject_id=63436

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/
https://dailydoseofscripture.com/

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: http://tyndale.ca/seminary/biblical-studies.

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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at 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. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in Academic Calendar and consult guidance from their course instructors.

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 polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not

submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

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 (seminaryoffice@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 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. For general grading guidelines, refer to Seminary Grading System & Scale.