



TYNDALE

• SEMINARY •

Course Syllabus

Fall 2012

HEBREW EXEGESIS I
OLDT 0711

THURSDAYS, 1:00 – 3:50 PM

INSTRUCTOR: DR. REBECCA G. S. IDESTROM
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To access your course material, please go to <http://mytyndale.ca>

I. COURSE DESCRIPTION

A study of exegetical methodology for preaching, teaching and scholarly research from the text of the Hebrew Bible. Selected narrative passages form the basis of the exegetical study.

Prerequisites:

Seminary: Hebrew Grammar I and II (OLDT 0611 and OLDT 0612)

University College: Introduction to Biblical Hebrew I and II (HEBR 1013 and HEBR 1023)

II. LEARNING OUTCOMES

Through this course, the student will learn the following:

A. Knowledge and Understanding

1. to demonstrate a working knowledge of the grammar, vocabulary and syntax of Biblical Hebrew.
2. to be able to exegete a passage of Scripture in Hebrew.
3. be able to read Hebrew with greater proficiency and understanding.
4. to demonstrate basic understanding of the genre, structure and techniques of Hebrew narrative.
5. to demonstrate a knowledge of some of the basic hermeneutical considerations involved in Old Testament interpretation.

B. Discipline-specific Skills

1. to be able to parse and translate verbal forms and understand syntactical categories studied, especially as it relates to verbal translation values and causal relationships.
2. to master the technique of interpretive questioning.
3. to analyze and explain Hebrew word meanings responsibly.
4. to use Hebrew lexicons, concordances, grammars, theological dictionaries and commentaries effectively for doing Bible study, word study, exegesis, and sermon preparation.

C. Transferable Skills

1. to be able to use the available resources for studying Biblical Hebrew.
2. to foster the ability to read biblical texts carefully, paying close attention to detail.
3. to foster a desire for life-long learning of the Hebrew language.
4. to learn self-disciplined study habits and the ability to meet fixed deadlines as set out by the course outline.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Buth, Randall, *Living Biblical Hebrew: Selected Readings with 500 Friends (Gimel)*. Jerusalem: Biblical Language Center, 2006. ISBN # 965-7352-04-5. To order it online, go to: <http://www.biblicallanguagecenter.com/> Your order needs to include the CD.

Chisholm, Robert B. Jr. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids: Baker Books, 1998. ISBN # 0-8010-2171-5

Williams, Ronald, revised and expanded by John C. Beckman. *Williams' Hebrew Syntax*. 3rd Edition. Toronto: University of Toronto Press, 2007. ISBN # 978-0-8020-9429-2

You will also need a Hebrew Bible. For a Hebrew Bible I recommend either *A Reader's Hebrew Bible* (Zondervan) or the *BHS (Biblia Hebraica Stuttgartensia)*, and 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)*.

B. RECOMMENDED TEXTS

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

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.

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.

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.

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

Schertz, Mary H., and Perry B. Yoder. *Seeing the Text: Exegesis for Students of Greek and Hebrew*. Nashville: Abingdon Press, 2001.

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

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

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 11, 2012; 10% of final grade.

Instructions for doing the Hebrew word study will be given in class. Length: 3-4 pages double-spaced (750-1000 words).

2. Interpretive Questions and Answers Assignment: Due on November 8, 2012; 20 % of final grade.

Draw up a Hebrew term chart of Genesis 22:1–19. Select approximately 20–25 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 interpretive 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 interpretive 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 interpretive questions outlined in the Interpretive 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 6–8 pages (1500-2000 words), not including bibliography.

3. Exegetical Paper. Due on December 6, 2012; 30 % of final grade. For this assignment you need to do your own translation of the passage from Hebrew into English 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; 15 % of final grade.

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 to complete 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 completed the translations of the assigned passages and hand in the log on the final day of class, December 6, 2012. See class schedule below of passages to be translated.

5. Final Exam: December 13, 2012; 15 % of final grade.

There will be a test 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. If the student needs to miss the exam due to illness, family emergencies, unforeseen circumstances which are beyond the student's control, in such cases the student needs to contact the professor immediately to explain the circumstances and arrange for another time to take the exam.

6. Participation and Reading Assignment: Due December 6, 2012; 10 % of final grade.

The student is required to read the textbooks and assigned readings for the course. See 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 the *Living Biblical Hebrew* CD listed in 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 two 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 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. 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.

No interlinear Bible or computer translation and parsing guides or programmes may be used for doing translation work, unless you are completely stuck. These may be used after a reasonable attempt has been made (5 minutes minimum, 10 minutes maximum) to locate the term in Holladay or BDB. 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.

Please NOTE: Going over the allowable page limit by more than one page (or word count by 250 words) on the papers will result in a reduction in the grade.

D. GENERAL 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?

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) or the [Chicago Manual of Style Online](#). For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-

resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254.

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.

3. Plagiarism and Honesty

Students should 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.

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. Please note that plagiarism in any form on any assignment will automatically result in a grade of "F" for the assignment with no opportunity for resubmission.

4. Title Page and Documentation

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 (if you have a Tyndale Campus mailbox, this must also appear on the title page).

Ensure that you have accurately and fully documented sources used in your paper (footnotes are preferred, endnotes or, in the case of a review, parenthetical references may be used). Documentation and notes should be consistent with the model provided in [The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies](#) (P. H. Alexander, et al, eds. Peabody: Hendrickson, 1999) or the [Chicago Manual of Style Online](#).

5. Late Assignments

The assumption is, of course, that all written work will be submitted on and before the corresponding due dates. Should this not occur, the following policy shall govern the

evaluation of your work. For every week late, the grade will be reduced by 5 %, a half a letter grade (i.e. 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 a heavy work load, other assignments, professional or ministry obligations or holidays do not constitute legitimate grounds for an extension.

Requests for extensions must be submitted in writing using the Tyndale Extension Forms, explaining the reason why the extension is needed. Such requests need to be submitted prior to the due date.

All assignments must be handed in by the last day of exams. No assignments will be accepted after that date (Friday December 14, 2012), unless the student has a valid reason for an extension. In that case, the student must apply for an extension to the Registrar and not to the professor.

6. Criteria for the Evaluation of Written Work

Your work will be evaluated on whether you answered the specific questions given and whether you followed the general guidelines for submitting written work.

7. Submission of Written Work

See the 'Guidelines on Written Work' above.

Students are required to retain a copy of all assignments (hard copy or electronic version). If a student wishes to submit written work by mail, they must be mailed directed to the Professor, c/o Tyndale Seminary. Alternatively, work may be given directly to the Professor on the due date. If the student does not have a Tyndale Campus mailbox and wishes to have all written work returned to them, they must submit written work with a stamped, self-addressed envelope. Otherwise assignments will be returned in the student's campus mailbox. Unclaimed assignments are destroyed after six months.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Assignment #1: Word Study	10 %
Assignment # 2: Interpretive Questions and Answers Assignment	20 %
Assignment # 3: Exegetical Paper	30 %

Completion of Translation Exercises	15 %
Exam on the Translation Passages	15 %
Participation and Reading Assignment	10 %
Total Grade	100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Sept 13	Introduction and Review
Sept 20	Review Continued and Introduction to Syntax Tools and Exegetical Aids Come to class having completed the following: Read <i>From Exegesis to Exposition (EE)</i> chs. 1–2 (pp. 7–18) Review Vocab for <i>aleph</i> and <i>beth</i> in <i>Living Biblical Hebrew (LBH)</i> Do 2 Hebrew Devotions Prepare Translation of Ruth 1:1-7 (Listen to Ruth 1 from <i>LBH CD</i>)
Sept 27	How to do a Hebrew Word Study Read <i>EE</i> (ch. 4, pp. 31–56) Review Vocab for <i>gimel</i> and <i>daleth</i> in <i>Living Biblical Hebrew (LBH)</i> Do 2 Hebrew Devotions Prepare Translation of Ruth 1:8–15 (Listen to Ruth 1 from <i>LBH CD</i>)
Oct 4	Introduction to Textual Criticism Read <i>EE</i> (ch. 3, pp. 19–29) Review Vocab for <i>he</i> in <i>LBH</i> Do 2 Hebrew Devotions Translation of Ruth 1:16-22 (Listen to Ruth 1 from <i>LBH CD</i>)
Oct 11	Assignment # 1: Word Study Due Introduction to Interpretative Questions Read <i>EE</i> (ch. 5, pp. 57–75) Review Vocab for <i>waw</i> , <i>zayin</i> and <i>het</i> in <i>LBH</i> Do 2 Hebrew Devotions Translation of Ruth 2:1–8 (Listen to Ruth 1-2 and Genesis 22 from <i>LBH CD</i>)
Oct 18	Read <i>EE</i> (ch. 5 cont., pp. 76–94) Review Vocab for <i>tet</i> , <i>yod</i> and <i>kaph</i> in <i>LBH</i> Do 2 Hebrew Devotions Translation of Ruth 2:9–18 (Listen to Ruth 1-2 and Genesis 22 from <i>LBH CD</i>)
Oct 25	READING DAYS: NO CLASS Read <i>EE</i> (ch. 5 cont., pp. 94–117)

- Read chs. 1–2 in Adele Berlin, *Poetics and Interpretation of Biblical Narrative* (pp. 13–42)
Do 2 Hebrew Devotions
- Nov 1 Introduction to Hebrew Narrative
Read *EE* (ch. 6, pp. 119–138)
Review Vocab for *lamed* and *mem* in *LBH*
Do 2 Hebrew Devotions
Translation of Ruth 2:19–23; 3:1–4 (Listen to Ruth 1-3 and Genesis 22 from *LBH* CD)
Read ch. 3 in Adele Berlin, *Poetics and Interpretation* (pp. 43–82)
- Nov 8 **Assignment # 2:** Interpretive Questions and Answers Assignment Due
Instructions for doing a Hebrew Exegesis Paper
Read *EE* (ch 6 cont., pp. 139–147)
Review Vocab for *nun* and *samech* in *LBH*
Do 2 Hebrew Devotions
Translation of Ruth 3:5–14 (Listen to Ruth 1-3 from *LBH* CD)
- Nov 15 Read *EE* (ch 7, pp. 149–186)
Review Vocab for *ayin* and *pe* in *LBH*
Do 2 Hebrew Devotions
Translation of Ruth 3:15–18; 4:1–8 (Listen to Ruth 1-4 from *LBH* CD)
Read ch. 3 in Robert Alter, *The Art of Biblical Narrative* (pp. 47–62)
- Nov 22 Read *EE* (ch. 8, pp.187–220)
Review Vocab for *qof* and *resh* in *LBH*
Do 2 Hebrew Devotions
Read ch. 5 in Robert Alter, *The Art of Biblical Narrative* (pp. 88–113)
Translation of Ruth 4:9–22 (Listen to Ruth 1-4 from *LBH* CD)
- Nov 29 Read *EE* (ch 9, pp. 221–278)
Review Vocab for *sin*, *shin* and *tav* in *LBH*
Do 2 Hebrew Devotions
Prepare Translation of Deuteronomy 6:4–9 (Listen to Deut 6:4–9 from *LBH* CD)
- Dec 6 **Assignment # 3:** Exegetical Paper Due
Participation in Study Groups and Reading Log Due
Completion of Bible Translations Log Due
- Dec 13 **Final Exam** on the Hebrew Translation Passages

The readings assigned are all found on reserve in the library. Besides the textbooks, you will also read from Adele Berlin, *Poetics and Interpretation of Biblical Narrative* (Winona lake: Eisenbrauns, 1994) and Robert Alter, *The Art of Biblical Narrative* (New York: Basic Books, 1981).

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.

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

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

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.

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

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

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

More Advanced Grammars:

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.

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.

The Dictionary of Classical Hebrew. Ed. D. J. A. Clines; vol 1 a; vol 2 b-w; vol 3 z-f; vol 4 y-l; vol 5 m-n; vol 6 s-p. Sheffield: Sheffield Academic Press, 1993, 1995, 1996, 1998, 2001, 2007.

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 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*. 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.

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

Mitchel, Larry A. *A Student's Vocabulary for Biblical Hebrew and Aramaic*. Grand Rapids: Eerdmans, 1984.

Owens, J. J. *Analytical Key to the Old Testament*. 4 Vols. Grand Rapids: Baker Book House, 1989-92.

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.

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. A book which lists some of the resources available is Jeffrey Hsu, *Computer Bible Study. Up-to-Date Information on the Best Software and Techniques* (Dallas: Word, 1993). Accordance is recommended for Apple MacIntosh computers and Bibleworks for PCs.

Helpful websites for Hebrew:

Tyndale Library LibGuide for Hebrew

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

Academy of Ancient Languages:

http://www.aol.org/hebrew_audiobible.htm

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

<http://torahforme.org>

A list of additional resources can be found on the Biblical Studies website:

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