



## Course Syllabus

**(DRAFT SYLLABUS: FINAL VERSION WITH MINOR CHANGES WILL BE POSTED BEFORE THE BEGINNING OF THE COURSE)**

**WINTER 2020**

**SEMINARY:  
HEBREW EXEGESIS II:  
READINGS IN NARRATIVE, PROPHECY, WISDOM AND PSALMS  
OLDT 0712**

**UNIVERSITY COLLEGE:  
READINGS IN BIBLICAL HEBREW II  
HEBR 3014**

**JANUARY 14 – APRIL 14, 2020  
TUESDAYS, 2:15 – 5:05 PM**

**INSTRUCTOR: DR. REBECCA G. S. IDESTROM**  
Telephone/voice mail: (416) 226-6620 Ext. 6771  
Email: [ridestrom@tyndale.ca](mailto:ridestrom@tyndale.ca)

Office Hours: Mondays, 2:00-3:00 PM, Tuesdays, 5:15-6:00 PM, by appointment

Access course material at <http://classes.tyndale.ca/>  
Course-related emails ONLY will be sent to your @MyTyndale.ca e-mail account.  
[Learn how to access and forward emails to your personal account.](#)

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.

### **I. COURSE DESCRIPTION**

The continuation of OLDT 0711/HEBR 3013. A study of selected prophetic, poetic and wisdom passages stressing exegetical method, hermeneutics and contemporary application in preaching and teaching.

Seminary Prerequisites: Hebrew Exegesis I (OLDT 0711) and Biblical Interpretation (BIBL0501).  
University College Prerequisite: Readings in Biblical Hebrew I (HEBR 3013).

## II. LEARNING OUTCOMES

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

### A. Knowledge and Understanding

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. demonstrate basic understanding of the genre, structure and techniques of Hebrew narrative and Hebrew poetry.
5. demonstrate a knowledge of some of the basic hermeneutical considerations involved in Old Testament interpretation.

### B. Discipline-specific Skills

1. parse and translate verbal forms and understand syntactical categories studied, especially as it relates to verbal translation values and causal relationships.
2. exegete psalms, proverbs, wisdom, legal and prophetic texts
3. use Hebrew lexicons, concordances, grammars, theological dictionaries and commentaries effectively for doing Bible study, word study, exegesis, and sermon preparation.

### C. Transferable Skills

1. use the available resources for studying Biblical Hebrew.
2. foster the ability to read biblical texts carefully, paying close attention to detail.
3. foster a desire for life-long learning of the Hebrew language.
4. 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

Ben Zvi, Ehud, Maxine Hancock and Richard Beinert. *Readings in Biblical Hebrew: An Intermediate Textbook*. New Haven: Yale University Press, 1993. ISBN # 0-300-05573-0

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

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](#)

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). 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

***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, Bibleworks, and Logos are the best three Bible software programs for the biblical languages. If the student has not already purchased one of the above, the professor has negotiated a special student price (40 % 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. Students who want to order it also need to email me their personal email address for me to confirm with Accordance that you are a student in my class. 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.

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.

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

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

- Buth, Randall, *Living Biblical Hebrew: Selected Readings with 500 Friends (Gimel)*. Jerusalem: Biblical Language Center, 2006.
- Clines, David J. A., ed. *The Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix Press, 2009.
- Eng, Milton, and Lee M. Fields, eds. *Devotions of the Hebrew Bible: 54 Reflections to Inspire and Instruct*. Grand Rapids: Zondervan, 2015.
- 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).
- Pleins, J. David, and Jonathan Homrighausen. *Biblical Hebrew Vocabulary by Conceptual Categories: A Student's Guide to Nouns in the Old Testament*. Grand Rapids: Zondervan, 2017.
- Schertz, Mary H., and Perry B. Yoder. *Seeing the Text: Exegesis for Students of Greek and Hebrew*. Nashville, TN: Abingdon Press, 2001.
- Steinmann, Andrew E. *Intermediate Biblical Hebrew: A Reference Grammar with Charts and Exercises*. Saint Louis, MO: 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.

### **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 analyze Hebrew narrative, poetry, legal and prophetic texts.

#### **1. Exegetical Analysis of two Psalms: Psalm 23 and Psalm 30 (50 %). Due: March 10, 2020.**

Your paper should include the following: Your own translation of the Hebrew and parsing of all Hebrew verbs. An outline of each psalm. Discussion of key words and literary techniques used in the psalm (e.g. acrostic, parallelism, strophic patterns, metaphors, similes, etc.). Then choose one of the psalms and prepare a Bible Study on the psalm. In your preparation, do further study of the one psalm in terms of psalm type, any relevant background information,

main themes, etc. The study needs to include a list of interpretive questions that the Bible study leader could use to lead the discussion. Please also include some answers to the interpretative questions. It is important that the paper demonstrates the Hebrew exegetical work that went into the preparation. This assignment needs to include a bibliography of the secondary sources used in preparation of this assignment (minimum 10 secondary academic sources). Approximate length: 15–18 pages double-spaced (use font Times New Roman, size: 12 point).

**2. Completion of Translation Exercises (25 %). Due: March 31, 2020.**

Throughout the semester we will be doing translation from the Hebrew Bible, both from the textbook, Ehud Ben Zvi, Maxine Hancock and Richard Beinert, *Readings in Biblical Hebrew (RBH for short)*, and any other biblical texts assigned in class. The focus of the reading and translation for the winter semester will be on both Hebrew narrative and poetry, taken from different parts of the Hebrew canon (Historical, Legal, Prophetic, Wisdom and Psalms). 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. See class schedule. The student must hand in their textbook for evaluation on March 31, 2020.

**3. Final Exam on Translation Exercises (15 %). Due: Date to be confirmed by Office of the Registrar.**

There will be one Hebrew exam, which will be based on the biblical texts studied and translated in *Readings in Biblical Hebrew (RBH)*. This exam will be held during the 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 missed 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.

**4. Study Group Participation, Completion of Reading and Memorization of Psalm 23 in Hebrew (10 %). Due: April 7, 2020.**

The student is required to read the assigned readings for the course. See the reading schedule below. Some reading may also be assigned in class. As part of the reading assignment, the student should do 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 Academy of Ancient Languages online website ([http://www.aol.org/hebrew\\_audiobible.htm](http://www.aol.org/hebrew_audiobible.htm)) for the Scripture passages required for translation each week from the textbook by Ben Zvi (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.

At the end of the course, the student will hand in a log of the reading that has been completed during the semester. 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. 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 (e.g. 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.

Finally, each student must try to memorize Psalm 23 in Hebrew and recite it to their study group. The study group will then report to the professor when each person has completed this task. The reciting of the memorized psalm can happen any time throughout the semester, but must be done before or on the last day of class. If a student is unable to memorize the whole psalm but is able to memorize part of it, they can still get some credit for this. In this case, how many verses they memorized needs to be reported. This exercise is to encourage the students to meditate on the Hebrew psalm with the hope that this will eventually lead to devotional reflection using the biblical Hebrew text.

No interlinear Bible or computer translation and parsing guides or programmes may be used for doing translation work in your initial attempt, 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. The use of 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 programme 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. 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.

## E. SUMMARY OF ASSIGNMENTS AND GRADING

Exegetical Analysis of Two Psalms	50 %
Completion of Translation Exercises	25 %
Exam on Translation Exercises	15 %
Study Group Participation, Completion of Reading, Memorization of Psalm	10 %
Total Grade	100 %

## F. 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? 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 [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 [10.44 to 10.48](#) and [14.238 to 14.241](#).

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 encouraged to consult [writing resources](#).

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.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

### 3. 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. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

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. 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 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 to the professor 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 (Monday, April 20, 2020). No assignments will be accepted after that date, 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.

#### 5. 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. For example, the evaluation of your exegetical study of the two psalms will be based on whether you followed the specific instructions for doing this study.

#### 6. Submission of Written Work

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 in class on the due date. If the student wishes to have all written work returned to them (after the semester is over), they must submit the written work with a stamped, self-addressed envelope. Otherwise assignments will be returned to the main Tyndale reception and the student can pick them from the receptionist.

### **G. 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.

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

- Jan 14 Introduction to Biblical Hebrew Poetry
- Jan 21 Come to class having completed the following:  
Exercises in *Readings in Biblical Hebrew (RBH)*:  
Introduction (pp. vii-xiv and pp. 1–17) and 1 Samuel 1:1–9 due  
Listen to 1 Samuel 1 read on the Academy of Ancient Languages website (AAL)  
Reading of *Williams' Hebrew Syntax*, pp. 1-25 due  
Do 2 Hebrew Devotions
- Jan 28 Exercises in *RBH* (pp. 17–29) 1 Samuel 1:10–19 due  
Listen to 1 Samuel 1 read on the AAL website  
Reading of *Williams' Hebrew Syntax*, pp. 25-34 due  
Read Adele Berlin, "Introduction to Hebrew Poetry," in *The New Interpreter's Bible* Vol. IV: 301–315.  
Do 2 Hebrew Devotions
- Feb 4 Exercises in *RBH* (pp. 29–40) 1 Samuel 1:20–28 due  
Listen to 1 Samuel 1 read on the AAL website  
Reading of *Williams' Hebrew Syntax*, pp. 35-46 due  
Read "Parallelism," (pp. 502-515) and "Poetics, Terminology of," (pp. 520-524) in *Dictionary of the Old Testament: Wisdom, Poetry and Writings*, edited by Tremper Longman and Peter Enns.  
Do 2 Hebrew Devotions
- Feb 11 Exercises in *RBH* (pp. 69–82) Leviticus 5:20–26 due  
Listen to Leviticus 5:20–26 read on the AAL website  
Reading of *Williams' Hebrew Syntax*, pp. 46-66 due  
Do 2 Hebrew Devotions
- Feb 18 READING WEEK: NO CLASS
- Feb 25 Exercises in *RBH* (pp. 99–111) Jeremiah 22:1–5 due

- Listen to Jeremiah 22:1–5 read on the AAL website  
Reading of *Williams' Hebrew Syntax*, pp. 66-95 due  
Do 2 Hebrew Devotions
- Mar 3 Exercises in *RBH* (pp. 112–123) Ezekiel 37:1–6 due  
Listen to Ezekiel 37 read on the AAL website  
Reading of *Williams' Hebrew Syntax*, pp. 96-137 due  
Do 2 Hebrew Devotions
- Mar 10 Exercises in *RBH* (pp. 124–138) Ezekiel 37:7–14 due  
Listen to Ezekiel 37 read on the AAL website  
**Exegetical Analysis of Two Psalms Paper due**  
Do 2 Hebrew Devotions
- Mar 17 Exercises in *RBH* (pp. 139–156) Isaiah 49:1–6 due  
Listen to Isaiah 49:1–6 read on the AAL website  
Reading of *Williams' Hebrew Syntax*, pp. 138-171 due  
Do 2 Hebrew Devotions
- Mar 24 Exercises in *RBH* (pp. 161–178) Proverbs 3:13–26 due  
Listen to Proverbs 3:13–26 read on the AAL website  
Reading of *Williams' Hebrew Syntax*, pp. 172-211 due  
Do 2 Hebrew Devotions
- Mar 31 Exercises in *RBH* (pp. 207–216) Psalm 1:1–6 due  
Listen to Psalm 1 read on the AAL website  
*Readings in Biblical Hebrew (RBH)* textbook due (to be handed in)  
Do 2 Hebrew Devotions
- Apr 7 Translation of Psalm 150:1–6 due  
Listen to Psalm 150 read on the AAL website  
Study Group Participation and Completion of Reading Log due
- Apr 14? Final Exam on Hebrew Translation Passages  
(Date to be confirmed by the Office of the Registrar)

All readings are on reserve in the library or are posted on the course page.

## V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). 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*. 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, IN: Eisenbrauns, 2003.
- Hackett, Jo Ann. *A Basic Introduction to Biblical Hebrew*. Peabody, MA: 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.
- Pratico, Gary D. and Miles V. Van Pelt. *Basics of Biblical Hebrew Grammar*. Second Edition. Grand Rapids: Zondervan, 2001, 2007.
- Pratico, Gary D. and Miles V. Van Pelt. *Basics of Biblical Hebrew Workbook*. Second Edition. Grand Rapids: Zondervan, 2007.
- 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.

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.

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*. 3<sup>rd</sup> 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, MA: 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, MA: 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.

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

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

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

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:

Academy of Ancient Languages:

<http://aol.org/>

[http://www.aol.org/hebrew\\_audiobible.htm](http://www.aol.org/hebrew_audiobible.htm)

<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>  
<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/>

A list of additional resources can be found on the Biblical Studies website:  
<http://tyndale.ca/seminary/biblical-studies>.