"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 **Course Code**	**HEBREW EXEGESIS II (SEMINARY)** OLDT 0712 1S **READINGS IN BIBLICAL HEBREW II (UNDERGRADUATE STUDIES)** HEBR 3023 1S
Date **Time** **Delivery Format**	From January 12, 2027 to *April 6, 2027* **Every Tuesday** From 8:15 AM to 11:05 AM SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Tuesdays 8:15-11:05 am.
Instructor **Contact Information**	**DR. GORDON OESTE, PhD** Email: goeste@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

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

HEBR 3023

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

I. COURSE DESCRIPTION

The continuation of OLDT 0711. A study of selected prophetic, poetic and wisdom passages stressing exegetical method, hermeneutics and contemporary application in preaching and teaching. *Prerequisites: BIBL 0501, OLDT 0711.*

II. LEARNING OUTCOMES

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

1. Demonstrate a working knowledge of the grammar, vocabulary and syntax of Biblical Hebrew.
2. Exegete two psalms of Scripture in Hebrew and read Hebrew with greater proficiency and understanding.
3. Analyze the genre, structure, and techniques of Hebrew narrative and poetry and describe the basic hermeneutical considerations involved in Old Testament interpretation.
4. Parse, translate, and exegete verbal forms and understand syntactical categories for Hebrew psalms, proverbs, wisdom, legal, and prophetic texts.
5. Master the technique of interpretive questioning and analyze and explain Hebrew word meanings responsibly.
6. Use Hebrew lexicons, concordances, grammars, theological dictionaries and commentaries effectively for doing Bible study, word study, exegesis, and sermon preparation.
   Use the available resources for studying Biblical Hebrew.
7. Foster the ability to read biblical texts carefully, paying close attention to detail, and a desire for life-long learning of the Hebrew language.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. 2nd Edition. Cambridge: Cambridge University Press, 2018. ISBN # 978-1107434967.

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

Howell, Adam J., Benjamin L. Merkle, Robert L. Plummer. *Hebrew For Life: Strategies for Learning, Retaining, and Reviving Biblical Hebrew*. Grand Rapids: Baker Academic, 2020. ISBN # 978-1-5409-6275-1

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

(*The Brown-Driver-Briggs Hebrew and English Lexicon)*. Electronic versions of the Hebrew lexicons are also acceptable.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

Tyndale recommends **STEPBible** – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

Papers should be submitted no later than 11:59 PM on the due date. Paper should be submitted as a **doc (or docx) file** (please do not submit your paper as a PDF file).

The assumption is, of course, that all written work will be submitted on or before the corresponding due dates. An assignment will be considered late if it has not been received by the professor by 11:59 PM on the due date. Should this fail to occur, the following policy will govern the evaluation of your work:

For each day late (or part thereof), the assignment grade will be reduced by 2 %.

Extensions are not readily available. Requests must be submitted and arranged beforehand with the instructor (at least **72 hours in advance**). Please note that extensions will only be granted for situations out of the student's control, and which could not knowingly be planned for in advance. As a result, extensions will NOT be granted for things like: church ministry responsibilities, mission trips, heavy workload, computer or server problems. Extensions will only be granted for exceptional circumstances (e.g. a family death, hospitalization, etc.). Thus, it is best to have your work completed and ready to submit 24 hours before it is due.

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 9, 2027.
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: April 6, 2027.
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. The students should parse every verb in the relevant passage and provide their own translation, which is to be handed in addition to the Ben Zvi book. The student also needs to attempt to answer some of the questions in the Ben Zvi book for each section and passage of Scripture. They will be evaluated on having made an effort to answer them, not on whether or not they always got everything correct. See class schedule for the Scripture passage to be translated. Besides the translation and parsing, the student must hand in their Ben Zvi textbook or scan the relevant pages and email them to the professor for evaluation.

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 6, 2027.

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 students will also watch the 2-minute Daily Dose of Hebrew videos https://dailydoseofhebrew.com/ each week (Monday to Friday) and report the completion of this on the homework log. The student is also required to listen to the Hebrew Scripture passages read aloud from the audio Hebrew Bible online https://torahclass.com/audio-bible-in-hebrew 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 (assigned readings from *Hebrew for Life* and other readings as assigned). 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 aloud biblical Hebrew together as a group. Each person needs to keep a reading log indicating the date, the time spent and what passage was read (any OT passage is acceptable). This needs to be handed in on the last day of class. The rest of the study group time can be spent going over the homework, reviewing vocabulary and grammar, and helping each other grapple with any questions or problems. Homework may be done as a group; however, the "divide and copy" method (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 mediate on the Hebrew psalm with the hope that this will eventually lead to devotional reflection using the biblical Hebrew text.

Before turning to an interlinear Bible or computer translation and parsing guides or programs please try to do your translation work first unless you are completely stuck. These, however, may be used after a reasonable attempt has been made (3 minutes) to locate the term in Clines, Holladay, *HALOT*, or BDB or with using a computer software program. 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.

Please NOTE: Going over the allowable page limit by several pages on the papers will result in a reduction in the grade.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Exegetical Analysis of Two Psalms	50 %
Completion of Translation Exercises	20 %
Exam on Translation Exercises	20 %
Study Group Participation, Completion of Reading, Memorization of Psalm	10 %
Total Grade	100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topic	Translation	Readings	Practice	Assignment
Jan 12	Introduction to Hebrew Poetry				
Jan 19	Historical Analysis	RBH: 1 Sam 1:1-9	HFL – ix-xxii; 1-23	Devos (x 2) DD (x 5) AHB (1 Sam 1)	
Jan 26	Rhetoric & Structure in Narrative	RBH: 1 Sam 1:10-19	HFL – 25-45	Devos (x 2) DD (x 5) AHB (1 Sam 1)	
Feb 2	The ANE and the OT	RBH: 1 Sam 1:20-28	HFL – 47-66	Devos (x 2) DD (x 5)	

				AHB (1 Sam 1)	
Feb 9	Law & Exegesis	RBH: Lev 5:20-26	HFL – 67-87	Devos (x 2) DD (x 5) AHB (Lev 5:20-26)	
Feb 16	**Family Day/Reading Week – No Class**				
Feb 23	Prophecy and the Future in Exegesis	RBH: Jer 22:1-5	HFL – 89-115	Devos (x 2) DD (x 5) AHB (Jer 22:1-5)	
Mar 2	Figurative Language	RBH: Ezek 37:1-6	HFL – 117-139	Devos (x 2) DD (x 5) AHB (Ezek 37:1-6)	
Mar 9	Theological Exegesis	RBH: Ezek 37:7-14		Devos (x 2) DD (x 5) AHB (Ezek 37:7-14)	**Exegetical Paper of Two Psalms**
Mar 16	Socio-Cultural Exegesis	RBH: Isa 49:1-6	HFL – 141-164	Devos (x 2) DD (x 5) AHB (Isa 49:1-6)	
Mar 23	Wisdom	RBH: Prov 3:13-26	HFL – 165-185	Devos (x 2) DD (x 5) AHB (Prov 3:13-26)	
Mar 30	Application	Ps 1:1-6	HFL – 187-208	Devos (x 2) DD (x 5) AHB (Ps 1:1-6)	
Apr 6		RBH: Ps 150:1-6		Devos (x 2) DD (x 5) AHB (Ps 150:1-6)	**1) Scan of RBH work** **2) Study Group & Participation Log**
TBD	**Final Exam – Hebrew Translation Passages – TBD by the Registrar's Office**				

Devos = Hebrew Devotions
RBN = Ben Zvi, Hancock, Beinert, *Readings in Biblical Hebrew*
DD = Daily Dose of Hebrew

HFL = Howell, Merkle, and Plummer, *Hebrew For Life*
AHB = Audio Hebrew Bible https://mechon-mamre.org/p/pt/ptmp3prq.htm

V. SELECTED BIBLIOGRAPHY

Introductory Grammars:

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

_____. *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.

_____. *Intermediate Biblical Hebrew: An Illustrated Grammar.* Grand Rapids: Baker Academic, 2020.

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

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

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

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.

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

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

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

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

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.

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

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

Joüon, Paul and T. Muraoka, *A Grammar of Biblical Hebrew*. 2 Vols. Rome: Pontifical Biblical Institute, 1991.

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, Ronald, revised and expanded by John C. Beckman. *Williams' Hebrew Syntax*. 3rd Edition. 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.
Duke, Robert R. *Biblical Hebrew and Aramaic Dictionary*. Grand Rapids, MI: Zondervan, 2024.
Holladay, W. L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1988.
Jenni, Ernst, and Claus Westermann. *Theological Lexicon of the Old Testament* (transl. Mark E. Biddle: vol 1-3; Peabody: Hendrickson, 1997.
Koehler, L., and W. Baumgartner, eds. *Hebräisches und aramäisches Lexikon zum Alten Testament (KB)*. 3rd ed. Leiden: Brill, 1967-1990.
Koehler, L. and W. Baumgartner. *The Hebrew and Aramaic Lexicon of the Old Testament.* 2 vols. Trans. M. E. J. Richardson. Leiden: Brill, 2001. (Short form name: *HALOT*)
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.
Imes, Carmen Joy. *Illustrated Exodus in Hebrew*. GlossaHouse Illustrated Hebrew-English Old Testament. Wilmore, KY: GlossaHouse, 2017.
McNinch, Timothy. *Illustrated Genesis in Hebrew*. GlossaHouse Illustrated Hebrew-English Old Testament. Wilmore, KY: GlossaHouse, 2016.
_____. *Illustrated Ruth, Esther, Jonah in Hebrew*. GlossaHouse Illustrated Hebrew-English Old Testament. Wilmore, KY: GlossaHouse, 2017.
_____. *Sefer Ruth: The Audio/Video Companion to Illustrated Ruth*. Wilmore, KY: GloassaHouse, 2018.
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.
Van Pelt, Miles V. and Gary D. Pratico, *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids: Zondervan, 2003.

_____. *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.

Other Resources:

Aleph with Beth Online YouTube videos. Bethany and Andrew Case are Bible Translators with Wycliffe.
Baker, David W., and Elaine A. Heath with Morven Baker. *More Light on the Path: Daily Scripture Readings in Hebrew and Greek*. Grand Rapids: Baker Books, 1998.
Buth, Randall, *Living Biblical Hebrew: Selected Readings with 500 Friends (Gimel).* Jerusalem: Biblical Language Center, 2006.

Biblia Hebraica Stuttgartensia (BHS). K. Elliger and W. Rudolph, eds. Stuttgart: Deutsche Bibelgesellschaft, 1967.
Brown II, A. Philip and Bryan W. Smith, eds. *A Reader's Hebrew Bible*. Grand Rapids: Zondervan, 2008.
Cook, John A. and Robert D. Holmstedt. *Intermediate Biblical Hebrew: An Illustrated Grammar.* Grand Rapids: Baker Academic, 2020.
Greenwood, Kyle. *Dictionary of English Grammar for Students of Biblical Languages*. Grand Rapids: Zondervan, 2020.
Hardy II, H. H. *Exegetical Gems from Biblical Hebrew: A Refreshing Guide to Grammar and Interpretation.* Grand Rapids: Baker Academic, 2019.
_____. Exegetical Journeys in Biblical Hebrew: 90 Days of Guided Reading. Grand Rapids, MI: Baker, 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.
Old Testament Hebrew Vocabulary Cards, by Miles V. Van Pelt and Gary D. Pratico (The Zondervan Vocabulary Builder Series; Zondervan).
Patton, Matthew H. and Frederic Clarke Putman. Edited by Miles V. Van Pelt. *Basics of Hebrew Discourse: A Guide to Working with Hebrew Prose and Poetry*. Grand Rapids: Zondervan Academic, 2019.
Schertz, Mary H., and Perry B. Yoder. *Seeing the Text: Exegesis for Students of Greek and Hebrew.* Nashville: Abingdon Press, 2001.
Scheumann, Jesse R. and Merissa Scheumann. *According To Their Kinds: A Biblical Hebrew Picture Dictionary*. Wilmore, KY: GlossaHouse, 2019.
Steinmann, Andrew E. *Intermediate Biblical Hebrew: A Reference Grammar with Charts and Exercises.* Saint Louis: Concordia Publishing House, 2009.
Vance, Donald R., George Athas, and Yael Avrahami, eds. *Biblia Hebraica Stuttgartensia: A Reader's Edition.* K. Elliger, W. Rudolph, eds. 5th revised ed. A. Schenker. Peabody, MA: Hendrickson, 2014.

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

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

Helpful websites for Hebrew:
Audio Hebrew Bible: http://www.mechon-mamre.org/p/pt/ptmp3prq.htm
https://torahclass.com/audio-bible-in-hebrew

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
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.

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.