

“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.”

Course	HEBREW EXEGESIS II (SEMINARY) OLDT 0712 1S READINGS IN BIBLICAL HEBREW I (UNDERGRADUATE STUDIES) HEBR 3023 1S
Date, Time, and Delivery Format	JANUARY 13 – APRIL 7, 2025 MONDAYS, 6:45 PM – 9:35 PM SYNCHRONOUS ONLINE
Instructor	DR. GORDON K. OESTE Email: goeste@tyndale.ca
Class Information	The classes will be livestreamed on Mondays, 6:45 PM – 9:35 PM Students may participate in live-streamed office hours: Mondays, 6:00 PM – 6:45 PM or at a separate time by appointment.
Course Material	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 3013

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

Prerequisites: Seminary: Hebrew Exegesis I (OLDT 0711), Biblical Interpretation (BIBL 0501)

Undergraduate Studies: Readings in Biblical Hebrew (HEBR 3013)

II. LEARNING OUTCOMES

At the end of this course, the student will 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 a 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 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

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 Tyndale 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). (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.

C. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*Exceptions with permission from professor

D. 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.

E. 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, 2025.

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 interpretive 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 7, 2025.

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 7, 2025.

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.

F. 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.

G. 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%

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

Clarity – your work should be well organized and should make sense

Accuracy – your work should follow the instructions given and accurately represent the works consulted

Thoughtfulness – your work should reflect the mature fruit of your critical reflection upon the assigned topics/issues

Thoroughness – your work should reflect proper grammar, spelling and style

Conciseness – your work should be presented in a clear and succinct manner, following the guidelines given for the length of the assignment

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; 2nd ed. Atlanta: SBL Press, 2014) or the Chicago Manual of Style Online. (Please use footnotes). For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (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 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

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 Services](#). Citation and other [tip sheets](#).

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.

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 (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.

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Statement on the Use of AI

In this course, we will be developing skills and knowledge that are important to discover and practice on your own. The assignments in this class have been designed to challenge you to develop creativity, critical-thinking, and problem-solving skills. Using AI technology will limit your capacity to develop these skills and to meet the learning goals of this course.

As a result, students are not allowed to use any AI tools, such as ChatGPT or Dall- E 2, in this course. Students are expected to only submit work that is their own without assistance from others, including automated tools. Using AI tools in this course will violate the Seminary's academic integrity policy.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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.

4. Late Assignments

Papers should be e-mailed to the professor (see e-mail address on p.1) 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.

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 Office (aa@tyndale.ca) before proceeding.

5. Submission of Written Work

Students are required to retain a copy of all assignments (hard copy or electronic version). The assignment needs to be uploaded on the Moodle course page before midnight on the due date. Graded assignments will be emailed back to the student.

6. Marking Standards: General Principles

Marking standards follow the stated Tyndale academic policies. Generally speaking, assignments which satisfactorily meet the professor's expectations will receive a B/75% (i.e. a B is a good grade – students have completed the assigned work well).

Excellence or deficiency in the following areas will increase or decrease the mark assigned:

- 1) Form and Presentation – thus, correct bibliographic form must be used
- 2) Number and quality of primary and secondary sources cited. A good general rule for a research or exegetical paper is that the number of sources should at least equal the number of assigned pages for the paper (unless otherwise stated).
- 3) Thoroughness of historical, grammatical, syntactical, exegetical, and theological investigation. This could include, though not be limited to things like: doing your own

word studies, research into background materials, examination of archaeological data, synthesizing your own research on a theological theme, etc.

- 4) Logical and methodological accuracy and consistency.
- 5) Use of foundational tools like: ANE texts and inscriptions; Hebrew grammar and syntax; specialized studies in ANE history, archaeology, culture, and sociology; specialized scholarly articles and monographs; interaction with major commentaries.
- 6) Quality and clarity of written English.
- 7) Ability to carefully follow the assignment instructions.

I. 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

Date	Topic	Translation	Readings	Practice	Assignment
Jan 13	Introduction to Hebrew Poetry				
Jan 20	Historical Analysis	RBH: 1 Sam 1:1-9	HFL – ix-xxii; 1-23	Devos (x 2) DD (x 5) AHB (1 Sam 1)	
Jan 27	Rhetoric & Structure in Narrative	RBH: 1 Sam 1:10-19	HFL – 25-45	Devos (x 2) DD (x 5) AHB (1 Sam 1)	
Feb 3	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 10	Law & Exegesis	RBH: Lev 5:20-26	HFL – 67-87	Devos (x 2) DD (x 5) AHB (Lev 5:20-26)	
Feb 17	Family Day/Reading Week – No Class				
Feb 24	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 3	Figurative Language	RBH: Ezek 37:1-6	HFL – 117-139	Devos (x 2) DD (x 5) AHB (Ezek 37:1-6)	
Mar 10	Theological Exegesis	RBH: Ezek 37:7-14		Devos (x 2) DD (x 5) AHB (Ezek 37:7-14)	Exegetical Paper of Two Psalms
Mar 17	Socio-Cultural Exegesis	RBH: Isa 49:1-6	HFL – 141-164	Devos (x 2) DD (x 5) AHB (Isa 49:1-6)	
Mar 24	Wisdom	RBH: Prov 3:13-26	HFL – 165-185	Devos (x 2) DD (x 5) AHB (Prov 3:13-26)	
Mar 31	Application	Ps 1:1-6	HFL – 187-208	Devos (x 2) DD (x 5) AHB (Ps 1:1-6)	
Apr 7		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

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

Introductory Grammars:

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

_____. *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.

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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.
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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>.

