



MCMASTER DIVINITY COLLEGE

A Guide to Biblical Languages: Hebrew 2

OT 3P1052

Winter Term 2026 | Fridays 9:00–10:50am | Online Synchronous

INSTRUCTOR:

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Online Synchronous: This course is offered synchronously online for all students. The course web page on Avenue to Learn (A2L) will offer all resources needed to navigate the requirements for the course.

COURSE DESCRIPTION

This course is a continuation of OT 3P1051. *It assumes that the student has an awareness of the material taught in that course.*

This course develops the students' understanding of biblical Hebrew morphology and syntax in order to enable them to translate and sight read Hebrew text and understand it more fully. It also further develops the students' Hebrew vocabulary. This course will greatly enhance their capacity for study in the biblical texts and prove a tremendous aid to interpretation.



N.B.: The study of Hebrew is challenging for most students but is very rewarding for those who persevere. **You should plan on spending time every day listening to lectures, completing assignments, and reviewing.** You cannot “set this course aside” for a week or two while you work on a paper for another course. The secret of success is to keep to a regular schedule of study, to complete your assignments carefully and on time, and to review what you have learned on a consistent basis.

MODE OF DELIVERY

This course is designed as an **online synchronous** learning course, with *both synchronous* and **asynchronous** learning components. Students must have a basic familiarity with computers to participate in this course, including the ability to navigate A2L, access and download resources, and make and upload PDFs of assignments to A2L.

Synchronous sessions are scheduled to meet online in real time once a week (**Fridays 9:00–10:50 AM**, Eastern Time), which will both conclude a *weekly cycle* and start a new one. Each session will be dedicated primarily to reviewing the lessons and workbook exercises from the preceding week cycle to answer questions, clarify concepts, consolidate learning, and practice translation. In addition, the new content for the following week cycle will be introduced briefly during the session, which will be further elaborated in the lecture videos and explicated in the textbook.

Beyond the synchronous learning sessions, a major part of the learning takes place through self-paced **asynchronous** learning during the week. This includes watching lecture **videos**, reading the **textbook**, completing the **workbook** and/or **translation exercises**, submitting the weekly **quizzes** and **workbook** scans (when collected), and making online **discussion** posts (when applicable). All these asynchronous learning activities are *due the following week before class* (Friday 9:00 AM).




The course consists of two main components—“**Hebrew Lessons**” and “**Bible Translation**.” In comparison to Hebrew 1, Hebrew 2 places more focus on *hands-on practices*. There will be fewer lecture videos to directly “feed” students new knowledge, but more practicing opportunities for students to discover knowledge through engagement and application.

Since this is an online course, the question arises about accountability on quizzes and exams. For all quizzes, you are on your honor to not use any notes or tools as you take the quiz. However, the **three major exams must be proctored**. You need to arrange for someone to proctor your exams, ideally, a person in a position of responsibility. But it cannot be a classmate (preferably not a relative, if possible at all). For example, you can ask someone with official capacity at your church, such as a church administrative assistant or your small group leader. You will be asked to submit your proctor information the week before the exam for approval. Prior to the exam date, the instructor will **email the exam to the proctor**, who needs to **print** out the exam from a PDF file, **supervise** you taking the exam, then **scan** it back to the instructor.

Students are also encouraged to meet with the instructors (by appointment either in person or on Zoom) to discuss any questions raised in the forum and/or the assignments. Students should expect to commit **at least 5–6 hours per week** on the course.

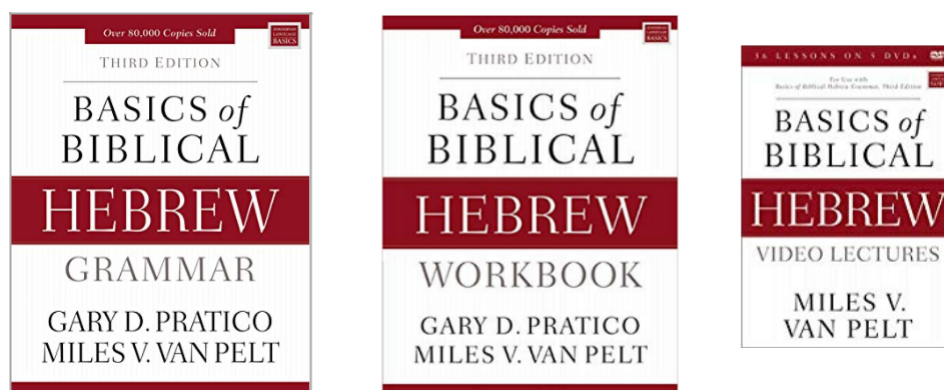
COURSE OBJECTIVES



- a.  **Knowing**
 1. To recognize the forms (morphology) of Hebrew words as they are used in various ways in sentences
 2. To recognize the significance of Hebrew syntax for interpretation
 3. To build a solid basic vocabulary of Classical Hebrew words
 4. To read biblical Hebrew prose
- b.  **Being**
 1. To embrace the value of understanding the original language for exegeting the biblical text
 2. To deepen one's relationship with God through interacting with Scripture
- c.  **Doing**
 1. To evaluate interpretive options and English translation differences
 2. To develop skills in using grammars and dictionaries when translating and interpreting Hebrew texts

COURSE REQUIREMENTS

Texts and Resources



1. Textbook (required)

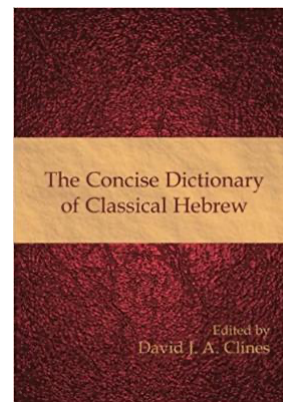
Pratico, Gary D., and Miles Van Pelt. *Basics of Biblical Hebrew Grammar*. 3rd ed. Grand Rapids: Zondervan, 2019. ISBN: 978-0310533559

2. Workbook (required)

Pratico, Gary D., and Miles Van Pelt. *Basics of Biblical Hebrew Workbook*. 3rd ed. Grand Rapids: Zondervan, 2019. ISBN: 978-0310533498

3. Lexicon

The Concise Dictionary of Classical Hebrew. Edited by David J. A. Clines et al. Sheffield: Sheffield Phoenix, 2009. ISBN: 978-1906055790



4. BBH Video Lectures (***)OPTIONAL(***)

Van Pelt, Miles. *Basics of Biblical Hebrew Video Lectures*. 3rd ed. Grand Rapids: Zondervan, 2019. ASIN: 031053860

NOTE: Some students say that they prefer learning just from the textbook rather than the BBH video lectures. However, many visual/aural learners find them very helpful. Learning styles differ, and you know yourself best. A sample lecture is available online at <https://www.youtube.com/watch?v=76IyeFx9jXs>. The PPT slides used in these videos will be posted free online. If you do not think the BBH videos will be helpful, you may choose not to use them. You may find that the MDC videos, which are required, are enough.

5. MDC Video Lectures (required)

A series of video lectures has been prepared specifically for this course that tracks the chapters of the textbook. These are free and available under each week's modules on A2L.

6. Bible Software (optional)

During second semester Hebrew, it is still good practice to avoid using electronic tools. Forcing oneself to use hardcopy (i.e., analog) is a great help in solidifying fundamental skills in using Hebrew tools (even if one eventually migrates to electronic only).

Textbook Purchase: All required textbooks for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

SUGGESTED RESOURCES

This is a helpful resource for Hebrew students unfamiliar with English grammar:

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

Vocabulary Resources (keyed to the text)

Pratico, Gary D., and Miles Van Pelt. *Old Testament Hebrew Vocabulary Cards*. ISBN: 978-0310534181.

Van Pelt, Miles. *Basics of Biblical Hebrew Vocabulary Audio*. Audible Audiobook. ASIN: B07LCSPFNT.

(A number of other vocabulary and supplemental resources are given on A2L first semester. Making one's own vocabulary flashcards also has advantages for learning.)

Online Resources

Course Website (<http://avenue.mcmaster.ca/>) Log in with your MAC ID.

STEPBible (<https://www.stepbible.org>) STEP (standing for "Scripture Tools for Every Person") is a free online Bible study tool which allows users to open and compare a Bible alongside one or more other Bibles in any language, including Greek and Hebrew texts.

Animated Hebrew Jonah (http://www.animatedhebrew.com/jonah/jonah_01.html) This free site is very helpful in learning to pronounce Hebrew.

ASSIGNMENTS AND GRADING

Workbook (including self-correction) and Translation (Gensis 2)	10%
Quizzes	20%
Term Exam 1	20%
Term Exam 2	20%
Final Exam	30%
Total Grade	100%

Assignment Details:

Note: Quizzes, workbook, and translation exercises must be submitted to the appropriate Box on Avenue to Learn (A2L) **in PDF format only**. Exams must be emailed to the instructor by the proctor.

Workbook and Translation (10%). Due: see schedule. (Outcomes a.1–4; b.1–2; c.1–2)

- Students will complete weekly exercises from the BBH Workbook that involve the use of material covered in the BBH Text/Videos. Unless otherwise noted, students are required to **complete at least the alternate questions** in *each* section (1, 3, 5, etc. or a, c, e, etc.).
- In addition, students are expected to check their answers against the answer key and indicate **evidence of self-correction** in their workbook (e.g., mark the correct answers with a check mark, circle out mistakes and put the right answers with a different color).

- Besides workbook exercises, students will also **translate** the selected passage in Genesis. They will be given translation worksheet for Gen 37 and will practicing using BHS for the translation of Gen 2 (including parsing all verbs).
- The workbook (BBH), worksheet (Gen 37), and translation (Gen 2) will be **collected** and graded on **different dates** indicated on the **schedule** (7x total). They will be graded upon timeliness of submission, completeness, and evidence of individual effort (e.g., parsing and tentative translations) and of self-correction (there is no penalty for incorrect answers as long as students indicate self-correction). More instructions will be given in A2L.
- The synchronous **online sessions** will focus in part on discussing and answering questions about these exercises. We will work through examples and translation together and will discuss any exegetical insights discovered in the process of reading the Bible in the original language.

Quizzes (20%). Due: Almost weekly, see schedule. (Outcomes a.1–4)

Each quiz will consist of vocabulary (almost exclusively weak verbs), a paradigm (assigned in class for memorization), and sentence translation (taken from workbook). The quiz can be downloaded in PDF from A2L. No notes are allowed. No proctoring required, so the student is on his or her own honor before the Lord. After completing the quiz, it needs to be submitted to the corresponding A2L folder for grading. Scanning is best, however, a **well**-photographed quiz is allowed for submission.

Term Exams 1 & 2 (20% each). Due: see schedule. (Outcomes a.1–4; c.1–2)

There will be two term exams. This will be conducted with the assistance of a proctor. More information will be given on A2L.

Final Exam (30%). Due as per course schedule. (Outcomes a.1–4; c.1–2)

There will be a final exam. This will be conducted with the assistance of a proctor. Information will be given on A2L.

Policy for Late Assignments:

Marks will be deducted for late assignments if there is no valid reason, such as illness (a doctor's note may be required) or serious family crisis. The deduction will be 3% per day. Extensions must be approved before the due date. Assignments cannot be submitted after April 10, 2026 without written permission from the Office of the Registrar (mdcreg@mcmaster.ca).

VIRTUAL CLASSROOM BEHAVIOR AND PARTICIPATION

- Students are expected to attend all online classes. Missing a class in order to work on other assignments is a consequence of poor planning and is unacceptable. If the student is genuinely ill or there is a serious emergency, the absence is acceptable. But an email explanation is required (see “A Note about Unavoidable Absence” below).

- Students are expected to be on time for class. Admittedly, unavoidable delays do occasionally happen. If you join in the online class late, please email an explanation to the instructor after class.
- Students are also expected to stay for the entire class session.
- Students are to observe proper online learning etiquette and manner. All thoughtful student participation is welcome. There are no “dumb questions” or “stupid answers.” Students will respect the contributions of other students, although they may disagree, and respond to them without ridicule or scorn.
- Please choose a location that allows you to attend the synchronous meeting with the least amount of (expected) distractions and interruptions. A busy café, for example, may not be the best environment for you to participate in various class activities.
- Students are responsible for a device that meets the recommended requirements of running zoom and A2L smoothly and have a fast and reliable internet connection for the meeting.

A Note about Unavoidable Absence:

- If a **student** must miss a class due to extenuating circumstances, please email the instructor as soon as possible to explain the situation. The online session may be recorded for review (on condition that every participant gives consent). It is highly recommended that the student schedule a follow-up meeting afterwards to go over any missed content. Please note that, by default, the student is still expected to complete the asynchronous learning components for the week (e.g., lecture videos, quizzes, and exercises)—but a reasonable extension may be granted depending on the circumstance.
- In the event the **instructor** must miss a class due to extenuating circumstances, communication will be sent via A2L. A supplemental lecture video will be posted on A2L to make up for the missed class session. Additional office hours will be available upon return for Zoom drop-ins or by appointment to address any remaining questions. Details will be communicated on A2L.

GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>. Failure to observe appropriate form will result in grade reductions.

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender- inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

Academic Honesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

A special note about AI: You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you "tidy up" your English grammar, usage, and mechanics, especially if English is not your native language. However, using AI to create content for you and then submitting that content as if you created it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy.

Disclaimer: This syllabus is the property of the instructors and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

COURSE SCHEDULE

Wk	Date	Preparation & Assignments (Due by Class Time)			Quizzes & Exams & Submissions (Due by Class Time)		Topics at Synchronous Sessions	
		Lecture Videos	Workbook	Translation & Parsing	Quiz/Exam	Upload	Hebrew Grammar	Bible Translation
1	Jan 5– Jan 9	BBH 17 (28:25)	BBH 17				BBH 17: Qal Consecutive	
2	Jan 10– Jan 16	BBH 18 (22:23)	BBH 18		Quiz 1: BBH 17–18		BBH 18: Qal Imperative	
3	Jan 17– Jan 23	BBH 19 (22:52)	BBH 19	Gen 37:1–4		Workbook: chs. 17–19	BBH 19: Pronominal Suffixes on Verbs	Gen 37:1–4
4	Jan 24– Jan 30	BBH 20 (36:32) BBH 21 (9:06)	BBH 20 BBH 21	Gen 37:5–11	Quiz 2: BBH 17–21		BBH 20–21: Qal Infinitive Construct, Infinitive Absolute	Gen 37:5–11
5	Jan 31– Feb 6	BBH 22–23 (28:55)	BBH 22 BBH 23	Gen 37:12–17	Quiz 3: BBH 17–23	Worksheet: Gen 37:1–17	BBH 22–23: Qal Participle, Sentence Syntax	Gen 37:12–17
6	Feb 7– Feb 13*	BBH 24 (20:37) BBH 25 (14:03)	BBH 24 BBH 25		Exam 1: thru BBH 23 (due by Feb 12)	Workbook: chs. 20–25	BBH 24–25: Niphal Strong & Weak Verbs (Class meets from 9:00–10:00; optional office hour between 10:00–10:50)	
7	Feb 14– Feb 20	Reading Week (No Class)						
8	Feb 21– Feb 27	BBH 26 (20:22)	BBH 26	Gen 37:18–22	Quiz 4: BBH 17–26		BBH 26: Hiphil Strong Verbs	Gen 37:18–22
9	Feb 28– Mar 6	BBH 27 (21:42)	BBH 27	Gen 37:23–28	Quiz 5: BBH 17–27		BBH 27: Hiphil Weak Verbs	Gen 37:23–28
10	Mar 7– Mar 13	Read: BBH 28–29 (No Video)	BBH 28* BBH 29* (parsing only)		Exam 2: thru BBH 27 (due by Mar 12)	Workbook: chs. 26–29	BBH 28–29: Hophal Strong & Weak Verbs (Class meets from 9:00–10:00; optional office hour between 10:00–10:50)	
11	Mar 14– Mar 20	BBH 30–31 (16:35)	BBH 30 BBH 31	Gen 37:29–35	Quiz 6: BBH 17–31	Worksheet: Gen 37:18–35	BBH 30–31: Piel Strong & Weak Verbs	Gen 37:29–35
12	Mar 21– Mar 27	Intro to BHS–Gen 1 (36:35)	BBH 32* BBH 33* (parsing only)	Gen 2:4–9			BBH 32–33: Pual Strong & Weak Verbs BBH 34–35: Hithpael Strong & Weak Verbs	BHS Gen 2:4–9
13	Mar 28– Apr 3	Read: BBH 32–33 (No Video) Read: BBH 34–35 (No Video)	BBH 34* BBH 35* (parsing only)	Gen 2:15–25	Quiz 7: Gen 2:4–9	Trans. & Pars.: Gen 2:4–9, 15–25	Good Friday (No Class)	
14	Apr 4– Apr 10				Final Exam: thru BBH 31 & Gen 2:4–25 (due by April 10)	Workbook: chs. 30–35	Final Exam (No Class) (Zoom open for optional drop-in)	