# MCMASTER DIVINITY COLLEGE
## Hebrew II: Picking Up the Pace (Morphology)
### OT 3P1052

Summer Term 2026 | June 29–Aug 21, 2026 | Online Asynchronous

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*The mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development, and vocational formation.*

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**INSTRUCTOR:**
**Yadi Hu, MA**
Email: hu114@mcmaster.ca

**Online Asynchronous**. **OPTIONAL weekly livestream workshops will be held using Zoom at times mutually set**. There will be a course web page on Avenue to Learn (A2L).

## 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

While synchronous learning is online or distance education that happens in real time, asynchronous learning occurs through online channels without real-time interaction. This course will include **asynchronous lessons** available on A2L. Students must have a basic familiarity with computers to participate, including the ability to navigate Avenue to Learn (A2L) course site, as well as to make and upload PDFs of assignments to A2L. Meanwhile, **optional synchronous workshops** will be offered using Zoom. These optional, weekly workshops will be dedicated to answering questions, clarifying concepts, consolidating learning, discussing interpretation, and practicing skills.

The course consists of **two main components**—"**Hebrew Grammar**" and "**Bible Translation**." Students will view the assigned **video lectures**, read the **textbook**, and then complete the workbook **exercises** and/or **Bible translation worksheets**. A large part of the learning in Hebrew 2 will take place through *hands-on practices*. In comparison to Hebrew 1, there will fewer lecture videos, but more practicing opportunities where students will engage with the knowledge of Biblical Hebrew and discover insights through their own application.

As 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 **two major exams** must be proctored. You need to arrange for someone to **proctor** your exams—ideally, a person in a position of responsibility. It cannot be a classmate, and preferably not a relative, if possible. 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 scanning 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 **8–12 hours per week** on the course.

## COURSE OBJECTIVES



Knowing
the word of God

Being
transformed into
Christ's image

Doing
the work of ministry

a.  Knowing
1. To recognize various forms (morphology) of Hebrew words as they are used in sentences in biblical texts
2. To build a solid basic vocabulary of Classical Hebrew words

3. To understand and explain the morphological and syntactical basis for a translation decision or interpretive choice

b. ![leaf icon] Being
    1. To value the knowledge of the original language for exegeting and interpreting the Hebrew Bible
    2. To appreciate the literary artistry of the Holy Scripture expressed in the original language
    3. To deepen one's relationship with God through interacting with Scripture

c. ![hand icon] Doing
    1. To conduct basic discourse analysis of Hebrew prose texts in the Hebrew Bible with the aid of reference grammars and dictionaries
    2. To formulate clear and accurate English translations of Hebrew texts
    3. To evaluate varied interpretive options proposed in commentaries and other publications, and critically appraise translation differences in different English Bible versions

## COURSE RESOURCES
### *Textbooks and Resources*
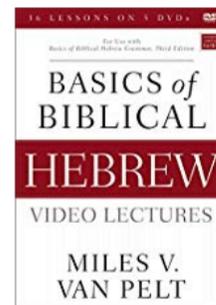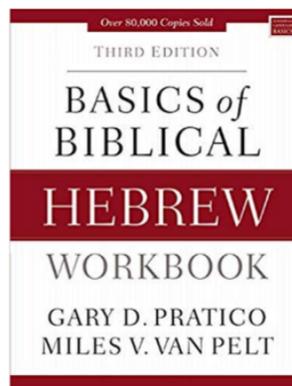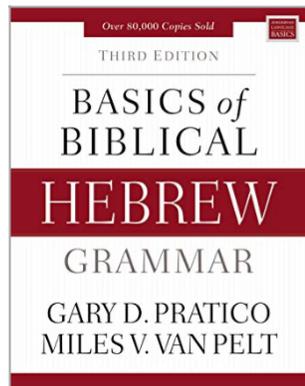


**1. Grammar (required)**
Pratico, Gary D., and Miles Van Pelt. *Basics of Biblical Hebrew Grammar*. 3rd ed. Grand Rapids: Zondervan, 2019. ISBN: 978-0310533559

**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 (either one)**
Clines, David J. A., ed. *The Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix, 2009. ISBN:  978-1906055790

Holladay, William Lee, ed. *A Concise Hebrew and Aramaic Lexicon of the Old Testament: Based upon the Lexical Work of Ludwig Koehler and Walter Baumgartner*. 10th ed. Grand Rapids, MI: Eerdmans, 1988. ISBN: 0802834132
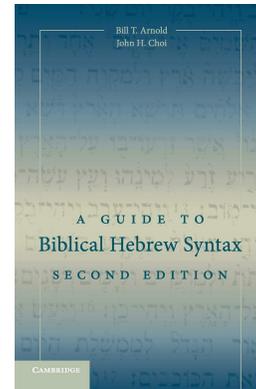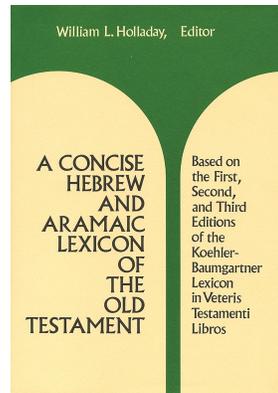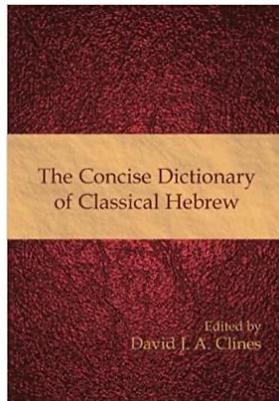
### 4. Syntax Guide (ebook available via DTL)
Arnold, Bill T, and John H Choi. *A Guide to Biblical Hebrew Syntax*. 2nd edition. Cambridge: Cambridge University Press, 2018. ISBN: 9781107078017

### 5. BBH Video Lectures (optional)[1]
Van Pelt, Miles. *Basics of Biblical Hebrew Video Lectures*. 3rd ed. Grand Rapids: Zondervan, 2019. ASIN: 031053860

### 6. MDC Video Lectures (available on A2L)
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.

### 7. 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 and recommended books 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.

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[1] 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.

### Other Suggested Resources
**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 Tools
**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.
**Quizlet** (https://quizlet.com) This is a helpful online flashcard tool (website and APP) for vocabulary memorization.[2]

## COURSE GRADING SCALE AND ASSIGNMENT WEIGHTS
### Grading Scale

| Percent Grade | Letter Grade | Grade Point (12pt Scale) | Grade Point (4pt Scale) | Grading Guidelines |
|---|---|---|---|---|
| 90–100 | A+ | 12 | | for work displaying mastery of the subject matter, creativity, and individualized integration of insights and their relationship(s) |
| 85–89 | A | 11 | 4 | |
| 80–84 | A- | 10 | | |
| 77–79 | B+ | 9 | | for work displaying a good level of competence and comprehension |
| 73–76 | B | 8 | 3 | |
| 70–72 | B- | 7 | | |

### Activity/Assignment Weights

| | |
|---|---|
| Workbook (including self-correction) | 5% |
| Translation Worksheets | 5% |
| Quizzes | 30% |
| Midterm Exam | 30% |
| Final Exam | 30% |
| Total Grade | 100% |

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[2] A complete vocab set for BBH has been created for this course which will be made available to you (link is provided on A2L), although you can also create your own flashcards for each chapter/week as you like.

## COURSE ACTIVITIES AND ASSIGNMENTS

*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 (5%).** Due: see schedule. (Objectives: a.1–2; b.1; c.2)

- Students will complete weekly exercises from the BBH Workbook that involve the use of material covered in the BBH Text/Videos. Students are required to **complete at least the alternate questions** in *all* sections (1, 3, 5, etc.), unless otherwise noted in the schedule below.
- Students are expected to check their answers against the answer key and indicate **evidence of self-correction** in their workbook and worksheets (e.g., mark the correct answers with a check mark, circle out mistakes and put the right answers with a different color).
- The workbook (BBH) will be **collected** and graded on **different dates** indicated on the **schedule**. 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).
- The synchronous **online workshops** 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.

**Translation Worksheet (5%).** Due: see schedule. (Objectives: a.1, 3; b.1–3; c.1–3)

- Students will also **translate** the Joseph story in Gen 37. A weekly translation worksheet will be provided with grammar and analytical questions (alongside some notes to facilitate the translation). This is also a chance for students to practice using lexicons and reference grammar. Students are expected to **answer the questions** on the worksheet, **finish the translation**, **compare their translation to their English Bible**, and **make corrections** if needed (with evidence of self-correction). If any questions arise in the process, students are welcome to bring them up during workshops or post their questions in the discussion forum on the A2L.
- The translation worksheets (Gen 37) will be **collected** and graded on **different dates** indicated on the **schedule**. They will be graded upon **timeliness** of submission, **completeness**, and evidence of **individual effort** (e.g., parsing and tentative translations) and of **self-correction** (e.g., comparison with other English Bible versions).
- Questions in these exercises may also be discussed in the synchronous **online workshops**.

**Quizzes (30%).** Due: almost weekly, see schedule. (Objectives: a.1–3)

- 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 accessed on A2L.
- 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.

- No notes are allowed. No proctoring required, so the student is on his or her own honor before the Lord.

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**Midterm Exam (30%).** Due: **Aug 2, 2026** (11:59pm). (Objectives: a.1–3; c.1–2)

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- There will be a midterm exam. This will be conducted <u>with the assistance of a proctor</u>. More information will be given on A2L.

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**Final Exam (30%).** Due: **August 21, 2026** (11:59pm). (Objectives: a.1–3; c.1–2)

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- There will be a final exam for this course. This will be conducted <u>with the assistance of a proctor</u>. 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.** Any missing assignments will receive a grade of "0." *<u>Extensions must be approved before the due date</u>*. Assignments **cannot be submitted after <u>August 21, 2026</u>** (the last day of classes for the term) unless the student has already been granted an incomplete or deferral in advance from the Office of the Registrar (<u>mdcreg@mcmaster.ca</u>) (see policy for "Incompletes and Deferrals").

## COURSE AND INSTITUTIONAL POLICIES
### *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, including Generative AI) 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 Generative AI:** You are expected to do your own thinking and to write your own papers, etc. Generative AI is not to be used to do this work for you. Using AI to produce content for you and then submitting that content as if you produced 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. Additionally, although there may be value in using an AI tool to correct mistakes in English grammar, usage, and mechanics, Generative AI is not to be used for translating from your native language to English. All degree programs at MDC are taught in English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

### *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).

### *College Style for Submission of Written Work*
All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the **McMaster Divinity College Press Style Guide**. Failure to observe appropriate form will result in grade reductions.

### *AODA*
In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), McMaster Divinity College (MDC) is committed to supporting a learning environment that is inclusive and accessible to all students, including those with disabilities. Students who require academic accommodations to participate fully in this course must register with Student Accessibility Services (SAS) (https://sas.mcmaster.ca/) of McMaster University. SAS will work directly with the MDC Registrar to ensure reasonably appropriate accommodations are in place. Students with accommodations must use the SAS portal to activate the accommodations relevant to each course at the start of each term they are enrolled in. This will generate a notification to course instructors outlining the activated accommodations for the student in their course. Please note that accommodations must be requested in advance to allow sufficient time for implementation. Accommodations will be implemented once the faculty member has been notified. Accommodations are not retroactive and will not be applied to coursework or activities that have already concluded.

Contact Information:
- **Student Accessibility Services General Inquiries:** sas@mcmaster.ca
- **Roksana Sobota (SAS Representative for MDC)**: sobotar@mcmaster.ca
- **MDC Registrar:** mdcreg@mcmaster.ca

## VIRTUAL CLASSROOM BEHAVIOR AND PARTICIPATION
### *Presence and Meaningful Participation*
- 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.

### *Online Etiquette*

It is critical in any MDC class that students show respect for classmates and the instructor. This is even truer in the online environment because many of the non-verbal cues that we use to interpret what a person is communicating to us are not present online (except, perhaps in video posts). Therefore, it is especially critical that we be mindful of how our words will be interpreted by those who are reading them. As the instructor of the course, it is my responsibility to monitor communications to ensure that all students feel comfortable expressing their views in a respectful manner. Most if not all courses at MDC are devoted to the interpretation of Scripture. Invariably there will be disagreements; these disagreements must be discussed and negotiated in a respectful manner. This applies to individual and group communications involving the instructor and the others enrolled in the course. The instructor will expect that you will give some thought to your postings. Excessive postings are also frowned upon because these amount to dominating the discussion. Please limit your postings to less than 200 words. Instructors reserve the right to ask students to take a step back to allow others discussion time if she or he feels that an individual is dominating the discussion. In your responses, please try to be clear which point your response refers to. Students who violate these guidelines may be dismissed from class.

**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.

## TENTATIVE COURSE SCHEDULE

| Wk | Date | Hebrew Grammar (BBH) | | Bible Translation | Evaluations & Dues (Unless otherwise noted, submissions are due at 11:59pm on Sundays) | |
|---|---|---|---|---|---|---|
| | | **Hebrew Lessons** | **Workbook** | **Translation Worksheet** | **Quiz/Exam** | **Assignment Upload** |
| 1 | June 29–July 5 | **Waw Consecutive:** BBH 17 (28:25) **Qal Imperative:** BBH 18 (22:23) **Pronominal Suffixes** on Verbs: BBH 19 (22:52) | chs. 17–19 | | **Quiz 1:** BBH 13–19 | |
| 2 | July 6–12 | **Qal Infinitive Construct:** BBH 20 (36:32) **Qal Infinitive Absolute:** BBH 21 (9:06) **Qal Participle:** BBH 22 (20:39) | chs. 20–22* ("III. Bible Translation" in ch. 21 *not* required) | Gen 37:1–4 | **Quiz 2:** BBH 17–22 | **BBH Wkbk:** chs. 17–22 **Trans. Wkst:** Gen 37:1–4 |
| 3 | July 13–19 | **Sentence Syntax:** BBH 23 (7:09) **Niphal** (Strong): BBH 24 (20:37) **Niphal** (Weak): BBH 25 (14:03) | chs. 24–25* ("III. Bible Translation" in ch. 25 *not* required) | Gen 37:5–11 | **Quiz 3:** BBH 23–25 | |
| 4 | July 20–26 | **Hiphil** (Strong): BBH 26 (20:22) **Hiphil** (Weak): BBH 27 (21:42) | chs. 26–27* ("III. Bible Translation" in ch. 27 *not* required) | Gen 37:12–17 | **Quiz 4:** BBH 26–27 | |
| 5 | July 27–Aug 2 | **Hophal** (Strong & Weak): Read BBH 28–29 (No Video) | chs. 28–29** (Only "II. Parsing" is required) | Gen 37:18–22 | **Midterm Exam (due by 11:59pm, Aug 2):** thru BBH 27 | **BBH Wkbk:** chs. 24–29 **Trans. Wkst:** Gen 37:5–22 |
| 6 | Aug 3–9 | **Piel** (Strong & Weak): BBH 30–31 (16:35) | chs. 30–31* ("III. Bible Translation" in ch. 31 *not* required) | Gen 37:23–28 | **Quiz 5:** BBH 30–31 | |
| 7 | Aug 10–16 | **Pual** (Strong & Weak): Read BBH 32–33 (No Video) | chs. 32–33** (Only "II. Parsing" is required) | **Video**: **Intro to BHS** (36:35) Gen 37:29–36 | **Quiz 6:** BBH 28–33 | |

| 8 | Aug 17–**21** | **Hithpael** (Strong & Weak): Read BBH 34–35 (No Video) | chs. 34–35** (Only "II. Parsing" is required)<br><br>ch. 36 (practice on at least 50x parsing exercises) | | **Final Exam (due by 11:59pm, Aug 21):** thru BBH 35 & Gen 37 & (translation) | **BBH Wkbk:** chs. 30–35<br>**Trans. Wkst:** Gen 37:23–36 |