



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

Winter Term 2027 | Fridays 11:00am–12:50pm | Online (Synchronous)

INSTRUCTOR:

Yadi Hu, MA

Email: hu114@mcmaster.ca

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 11:00AM–12:50PM**, 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**, and submitting the weekly **quizzes** and **workbook** scans (when collected). All these asynchronous learning activities are *due the following week before class* (Friday 11:00AM).




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, students are on their honor to not use any notes or tools as they take the quiz. Meanwhile, the **three major exams will be proctored**—either by the instructor during normal class time, or by a proctor of the students’ choice outside of the normal class time. More details of the three exams will be discussed in class.

Students are also encouraged to meet with the instructor (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.

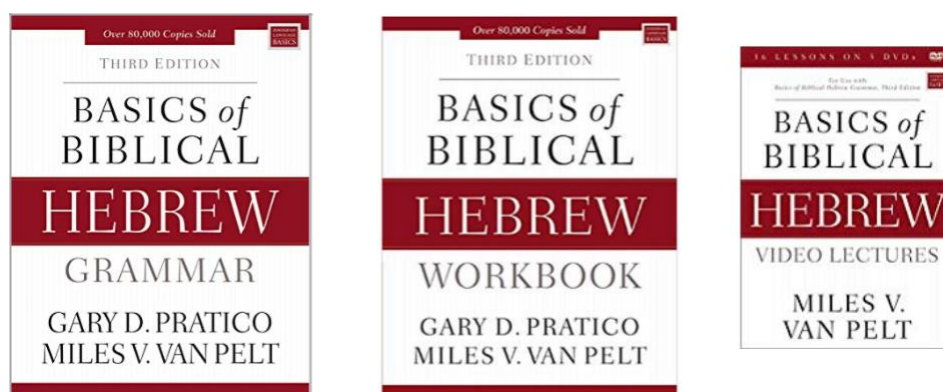
COURSE OBJECTIVES



- 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 as a basis for biblical exegesis
- b.  Being
1. To embrace and manifest 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
 3. To critically appraise varied interpretive and exegetical publications and presentations

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)

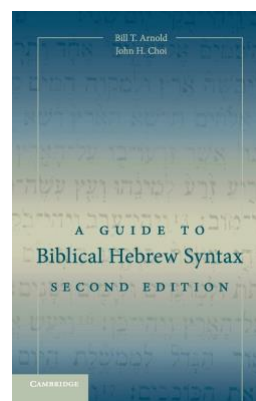
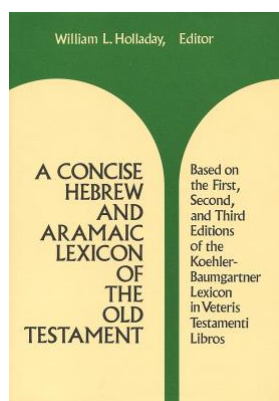
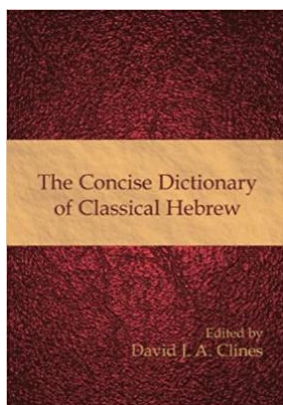
Pratico, Gary D., and Miles Van Pelt. *Basics of Biblical Hebrew Workbook*. 3rd ed. Grand Rapids: Zondervan, 2019. ISBN: 978-0310533498

3. Lexicon (either one)

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

OR

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.

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.

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).

Hurlburt Family Bookstore

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, students 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.

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.

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	4	for work displaying mastery of the subject matter, creativity, and individualized integration of insights and their relationship(s)
85–89	A	11		
80–84	A-	10		
77–79	B+	9	3	for work displaying a good level of competence and comprehension
73–76	B	8		
70–72	B-	7		

Activity/Assignment Weights

Workbook (including self-correction) and Translation Worksheets	10%
Quizzes	20%
Term Exam 1	20%
Term Exam 2	20%
Final Exam	30%
<hr/> Total Grade	<hr/> 100%

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](#).

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** selected passage in the Hebrew Bible, including Gen 37 and Exod 3. Translation worksheets will be provided, alongside a series of morphological, syntactical, and analytical prompt questions, which will be discussed in class. Students are expected to write down their translation of the selected passages in each translation worksheet, although answers to the prompt questions may be optional (as far as grading is concerned).
- The workbook (BBH) and translation worksheets (Gen 37 and Exod 3) will be **collected** and graded on **five different dates** as 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 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 and parsing** (taken from workbook).
- The weekly quizzes are distributed on A2L. You may either (a) *type* your answers directly on A2L, or (b) *download* and *print* out the PDF of the quiz to *handwrite* your answers. In the latter case, please submit a clear scan of your written quiz to the corresponding box for grading.

- No notes are allowed. No proctoring required, so students are on their own honor before the Lord.

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

- There will be two term exams. **Exam 1** will be conducted during normal class hours (see the schedule) and proctored by the instructor. More details will be discussed in class.
- **Exam 2** will be taken outside of the normal class time (during the week of Good Friday) with the help of a proctor. Students will need to **arrange for someone to proctor** their exam—ideally, a person in a position of responsibility. For example, the proctor can be someone with official capacity at the church, such as a church administrative assistant or a small group leader. The proctor cannot be a classmate, and preferably not a relative, if possible. Students will be asked to submit their proctor information the week before the exam for approval. Prior to the exam date, the instructor will email the exam to the proctor, who will print out the exam from a PDF file, supervise the student taking the exam, then scanning it back to the instructor.

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

- There will be a final exam for this course. It will be conducted in the last class of the term and proctored by the instructor. More details will be discussed in class.

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 16, 2027** (the last day of classes for the term). Any missing assignments will receive a grade of "0," unless the student has already been granted an incomplete or deferral in advance from the Office of the Registrar (mdcreg@mcmaster.ca) (see policy for "Incompletes and Deferrals").

MDC POLICY STATEMENTS

Academic Honesty

Academic dishonesty consists of misrepresenting the authorship or ownership of written work through deception or other fraudulent means. In an academic setting this may include copying or using unauthorized aids during tests or examinations; plagiarism, that is, presenting another person's (or generative AI's) words, ideas, data, or creative work as one's own without appropriate acknowledgement and citation; or submitting work for credit in more than one course without instructor permission.

A special note about Generative AI: Students are expected to do their own thinking and write their own papers and assignments. Generative AI is not to be used to do this work. The use of AI to produce content that is then submitted as though it were the student's own work constitutes plagiarism and is a violation of the Academic Honesty Policy. While AI tools may be used to correct errors in English grammar, usage, and mechanics, Generative AI must not be used to translate assignments from a student's native language into English. All degree programs at

MDC are taught in the English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

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 in which they are enrolled. Please note that accommodations must be requested in advance to allow sufficient time for implementation. 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

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 student will use inclusive language in all MDC assignments. When referencing biblical texts, students should preserve the integrity of the original expressions and the names of God while using gender-inclusive language when referring to human beings. Biblical quotations should be taken from a gender-inclusive translation such as: NRSVue (2022), NIV (2011), CEB (2011), NLT (1996), or CEV (1995).

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** <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>
Failure to observe appropriate form will result in grade reductions.

ONLINE SYNCHRONOUS COURSE POLICY

Technology Requirements

- A reliable internet connection (tested before class time),
- A device with audio and video capability
- The correct video conferencing platform installed (e.g., Zoom, Teams).

Webcam & Environment

- Students must keep their microphones muted except when speaking to minimize background noise.
- Students must keep their webcams on throughout the class session.

- Students must dress appropriately.
- Students must ensure their surroundings are free from unnecessary distractions. Professional virtual backgrounds are permitted.

Unavoidable Absence

- If a ***student*** must miss a class due to extenuating circumstances such as illness, 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 such as illness, 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.

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	Preparation & Assignments (Due by Class Time)			Quizzes/Exams & Assignments (Due by Class Time)		Topics at Synchronous Sessions	
		Lecture Videos	Workbook	Translation & Parsing	Quizzes/Exams	Assignment Collections	Hebrew Grammar	Bible Translation
1	Jan 11– Jan 15	BBH 17 (28:25)	BBH 17				BBH 17: Waw-Consecutive	Narrative Sequence (Gen 37)
2	Jan 16– Jan 22	BBH 18 (22:23)	BBH 18		Quiz 1: BBH 17–18		BBH 18: Qal Imperative	Volitional Mood (Gen 37:14, 20, 27)
3	Jan 23– Jan 29	BBH 19 (22:52)	BBH 19	Gen 37:1–4	Quiz 2: BBH 17–19	Workbook: chs. 17–19 Translation: Gen 37:1–4	BBH 19: Pronominal Suffixes on Verbs	Gen 37:1–4
4	Jan 30– Feb 5	BBH 20 (36:32) BBH 21 (9:06)	BBH 20 BBH 21	Gen 37:5–11	Quiz 3: BBH 17–21		BBH 20–21: Qal Infinitive Construct, Infinitive Absolute	Gen 37:5–11
5	Feb 6– Feb 12	BBH 22–23 (28:55)	BBH 22 BBH 23	Gen 37:12–17	Quiz 4: BBH 17–23	Workbook: chs. 20–23 Translation: Gen 37:5–17	BBH 22–23: Qal Participle, Sentence Syntax Review: Qal verbs	Gen 37:12–17
6	Feb 13– Feb 18	Reading Week (No Class)						
7	Feb 19– Feb 26	BBH 24 (20:37)	BBH 24		Exam 1: thru BBH 23 (take in class)		BBH 24: Introduction to Derived Stems and Niphal Strong Verbs (Class Time: 11:00–11:30am) Exam 1: thru BBH 23 (Exam Time: 11:30–12:50pm)	
8	Feb 27– Mar 5	BBH 25 (14:03)	BBH 25	Gen 37:18–22	Quiz 5: BBH 17–25		BBH 24–25: Niphal Strong & Weak Verbs	Gen 37:18–22
9	Mar 6– Mar 12	BBH 26 (20:22) BBH 27 (21:42)	BBH 26 BBH 27	Gen 37:23–28	Quiz 6: BBH 17–27		BBH 26–27: Hiphil Strong & Weak Verbs Review: Niphal and Hiphil	Gen 37:23–28
10	Mar 13– Mar 19	Read: BBH 28–29 (No Video)	BBH 28 BBH 29	Gen 37:29–36	Quiz 7: BBH 17–29	Workbook: chs. 24–29 Translation: Gen 37:18–36	BBH 28–29: Hophal Strong & Weak Verbs	Gen 37:29–36
11	Mar 20– Mar 26	BBH 30–31 (16:35)	BBH 30 BBH 31		Exam 2: thru BBH 29 (proctor needed) *Please submit the exam by Mar 29 (11:59pm)		Good Friday (No Class)	
12	Mar 27– Apr 2	Read: BBH 32–33 (No Video)	BBH 32 BBH 33	Exod 3:1–10	Quiz 8: BBH 17–33		BBH 30–31: Piel Strong & Weak Verbs BBH 32–33: Pual Strong & Weak Verbs	Introduction to BHS Exod 3:1–10
13	Apr 3– Apr 9	Read: BBH 34–35 (No Video)	BBH 34 BBH 35	Exod 3:11–22	Quiz 9: BBH 17–35	Translation: Exod 3:1–22	BBH 34–35: Hithpael Strong & Weak Verbs	Exod 3:11–22
14	Apr 10– Apr 16		BBH 36 (pick ≥ 40 questions)		Final Exam (take in class)	Workbook: chs. 30–36	Final Exam: thru BBH 35 & Bible Translation	

