



MCMASTER DIVINITY COLLEGE

COURSE SYLLABUS

FALL 2026

OT 3P1053

Hebrew Syntax: From Text to Meaning

September 14 – December, 18 2026

Online Asynchronous with Weekly Synchronous Session

INSTRUCTOR

Ian B. Turner, PhD

Email: turnei4@mcmaster.ca

Office Hours: By Appointment on Zoom

COURSE DESCRIPTION

This course equips students with a linguistically informed approach to the reading, analysis, translation, exegesis, and interpretation of the Hebrew Bible. Students will build upon their elementary knowledge of Hebrew grammar (Hebrew 1 and 2) by complementing their knowledge about the structure of Biblical Hebrew syntax with its semantic functions, increasing their Hebrew reading fluency with a focus on the books of Jonah and Ruth, expanding their vocabulary, sharpening their parsing skills, deepening their grasp of textual criticism, and interpreting biblical texts in their historical and cultural contexts using secondary sources.

MODE OF DELIVERY

This is a fully online course located at <https://avenue.mcmaster.ca/> that combines asynchronous study with a weekly synchronous class session. Students are expected to study independently, complete vocabulary and grammar exercises, learn from **online** videos, and participate in the weekly class session on Friday evenings from 4:00pm–5:50pm to discuss the study material and assess your learning.

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 7–10 hours per week on the course.

LEARNING OUTCOMES



- a.  **Knowing**
- To increase knowledge of Hebrew vocabulary and syntax
 - To parse and translate verbs and identify the case function of nouns, particles, and discourse markers according to syntactic form and contextual meaning.
 - To understand key basics of text-critical problems in the books of Jonah and Ruth.
 - To explain parallelism, metaphor, and metonymy in Hebrew poetry.
 - To understand basics of a functional linguistic approach to biblical Hebrew
 - To grasp the cultural, historical, and theological meaning of Jonah and Ruth
- b.  **Being**
- To become a better interpreter of Scripture by presenting yourself to God and correctly handling the word of truth through the Spirit (2 Tim 2:15; 1 Cor 2:6–16)
 - To allow the Scripture to motivate, shape, and transform our life and doctrine
 - To reflect on the theological relevance of Jonah and Ruth to today's church
- c.  **Doing**
- To improve in skill in reading and translating the books of Ruth and Jonah in biblical Hebrew
 - To describe grammatical and discourse options in Hebrew narrative and poetry in order to interpret the meaning of the texts in their original context
 - To be able to apply Jonah and Ruth to contemporary audiences.

COURSE REQUIREMENTS

Required Texts with Selected Assigned Readings

- Arnold, Bill T., and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Second edition. Cambridge: Cambridge University Press, 2018.
- Brotzman, Ellis R. and Eric J. Tully. *Old Testament Textual Criticism: A Practical Introduction*. 2nd ed. Grand Rapids: Baker, 2016.
- Chisholm, Robert B. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids: Baker, 1998.
- Chisholm, Robert B. *A Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth*. Grand Rapids: Kregel, 2006.
- The Concise Dictionary of Classical Hebrew*. Edited by David J. A. Clines et al. Sheffield: Sheffield Phoenix, 2009. ISBN: 978-1906055790
- Conway, Mary L. "Hebrew Syntax." YouTube video series. 2019–2020. Posted on A2L.
- Hebrew Bible with Critical Apparatus: *Biblia Hebraica Stuttgartensia (BHS)*. Stuttgart: Deutsche Bibelgesellschaft, 1984 and later. *Available on Logos or Accordance*.

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.

Bible Online Learner (BOL) — Required

- You will create and use a BOL account for our vocabulary/grammar exercises based on the books of Jonah and Ruth. See [First Steps for Students](#) (using “Andrews University” variant), [Running Exercises](#), [Checking Grades](#).
- Try [a sample vocabulary exercise](#) based on Jonah 1:1–3.
- See also [BOL’s dynamically tagged Hebrew Bible](#).

Optional Resources

Futato, Mark D. *Basics of Hebrew Accents*. Grand Rapids: Zondervan, 2020.

Kelley, Page H., Daniel S. Mynatt, and Timothy G. Crawford. *The Masorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*. Grand Rapids: Eerdmans, 1998.

Pietersma, Albert and Benjamin Wright, eds. ***A New English Translation of the Septuagint (NETS)***. Oxford: Oxford University Press, 2007. Free online edition: <https://ccat.sas.upenn.edu/nets/edition/>.

Van der Merwe, C. H. J., et al. *A Biblical Hebrew Reference Grammar*. 2nd ed. New York: Bloomsbury T&T Clark, 2017. (Available on DTL and in electronic format for Logos.)

Helpful Online Resources

- **Global Bible Tools** — [Jonah](#) | [Ruth](#)
- **Ruth Reading** [1](#) | [2](#) | [3](#) | [4](#)
- **Jonah Reading** [1](#) | [2](#) | [3](#) | [4](#)
- **Alef with Beth Hebrew Immersion** — [Free Resources](#)
- **Jonathan Beckman First Year Hebrew (Review)** — [Playlist](#)

Assignments, Grading, and Course Schedule

The assignments and their weights are as follows:

15% — Bible Online Learner (BOL) Exercises

- Students will prepare for the two exams below by practicing on BOL for at least 20–30 minutes a day to master Ruth and Jonah’s vocabulary, verb parsing, and syntactic form/function to reinforce what they are learning from the workbook.
- *At the end of the term, students will report what percentage of assigned BOL exercises they completed, and the BOL exercise grade will be based on completion/progress.*

15% — Workbook exercises weekly

- Students will complete weekly exercises from the workbook by marking their original answers and notes in blue or black pen and marking their mistakes and corrections in red pen. Workbook assignments do not need to be turned in, but exam questions on Jonah and Ruth will be derived from the workbook and the BOL exercises, and students may be asked occasionally to show proof of progress.
- *At the end of the term, you will be asked to report what percentage of the workbook exercises you completed.*

15% — Jonah Hebrew Exam: Oct 30.

- This is a timed exam on portions of the book of Jonah based on exercises from BOL and the workbook.

25% — Exegetical Paper (8-10 pages). **Rough Draft** due Nov 27. **Final Draft due Dec 11.**

- Using the Exegetical Method Outlined and illustrated in chapter 8 of Chisholm’s textbook, the student will pick a short passage from either Jonah or Ruth and follow the 7 steps (as per his examples in the chapter). See the grading rubric below.

15% — Ruth Hebrew Exam: Dec 18.

- This is a timed exam on portions of the book of Ruth based on exercises from BOL and the workbook.

15% — Class Participation and Hebrew Preparation

- Students are expected to attend weekly synchronous sessions, read Hebrew aloud, discuss assigned readings and videos, ask and answer questions, and demonstrate preparation from the Hebrew text, BOL, and workbook exercises.
- *At the end of the term, you will be asked to report what percentage of the assigned readings and assigned video resources you completed.*

Class Schedule

#	Dates	Hebrew Reading & Videos	Textbook Readings & Workbook Tasks	Assignments & Assessments
1	14–18 Sept	- Jonah 1:1–6 - Videos: Metafunctions and Syntax, parts 1–2	Chisholm <i>WIH</i> pp. 9–39 - Jonah 1:1-3: Jonah Runs from God - Jonah 1:4-6: God Gets Jonah's Attention	BOL Exercise Jonah 1:1–6
2	21–25 Sept	- Jonah 1:7-16 - Videos: Lexical Analysis; Nominals, part 3	Chisholm <i>WIH</i> pp. 40–53 Jonah 1:7-16 Prophet Overboard! Chisholm <i>EE</i> pp. 119–147 (chap. 6)	BOL Exercise Jonah 1:7-16
3	28 Sept– 2 Oct	- Jonah 2:1–3:4 - Videos: Syntactical Analysis, parts 1–2	Chisholm <i>WIH</i> pp. 54–72 - Jonah 2:1-11: Praising God in Odd Places - Jonah 3:1-4: On to Nineveh! Chisholm <i>EE</i> pp. 149–186 (chap 7)	BOL Exercise Jonah 2:1–3:4
4	5–9 Oct	- Jonah 3:5–4:11 - Videos: Nominals 1, parts 1–2	Chisholm <i>WIH</i> pp. 73–94 - Jonah 3:5-10: Mass Repentance! - Jonah 4:1-5: A Pouting Prophet - Jonah 4:6-11: A Prophet Gets an Object Lesson Chisholm <i>EE</i> pp. 187–220 (chap. 8)	BOL Exercise Jonah 3:5–4:11
5	12–16 Oct MDC Reading Week			No Class Meeting
6	19–23 Oct	- Ruth 1:1-6 - Videos: Nominals 2, parts 1–2	Chisholm <i>WIH</i> pp. 101–110 Ruth 1:1-6: Famine and Death Tully & Brotzman pp. 97–116 (chap 5)	BOL Exercise Ruth 1:1-6
7	26–30 Oct	- Ruth 1:7-19a - Videos: Verbal Systems 1, parts 1–2	Chisholm <i>WIH</i> pp. 111–129 Ruth 1:7-19a: Ruth Returns with Naomi Tully & Brotzman pp. 117–129 (chap 6)	- BOL Exercise Ruth 1:7-19a - Jonah Exam in Class
8	2–6 Nov	- Ruth 1:19b-2:3 - Videos: Verbal Systems 2, parts 1–2	Chisholm <i>WIH</i> pp. 129–142 - Ruth 1:19b-22: Naomi Laments Her Bitter Condition - Ruth 2:1-3: Ruth Seeks Food Tully & Brotzman pp. 130–141 (chap. 7)	BOL Exercise Ruth 1:19b-2:3

#	Dates	Hebrew Reading & Videos	Textbook Readings & Workbook Tasks	Assignments & Assessments
9	9–13 Nov	· Ruth 2:4-17a · Videos: Embedding, Rank, Relationships, parts 1, 2, and 3.	Chisholm <i>WIH</i> pp. 143–163 · Ruth 2:4-17a: Boaz Extends Kindness to Ruth Arnold/Choi GBHS, pp. 174–183 (chap. 5a)	· BOL Exercise Ruth 2:4-17a
10	16–20 Nov	· Ruth 2:17b-3:5 · Videos: Hebrew Discourse, part 1	Chisholm <i>WIH</i> pp. 163–180 · Ruth 2:17b-23: Ruth Returns with Good News · Ruth 3:1-5: Naomi Plays the Role of Matchmaker Arnold/Choi GBHS, pp. 184–198 (chap. 5b)	· BOL Exercise Ruth 2:17b-3:5
11	23–27 Nov	· Ruth 3:6–18 · Videos: Hebrew Discourse, part 2	Chisholm <i>WIH</i> pp. 181–200 · Ruth 3:6-15: Encounter at the Threshing Floor · Ruth 3:16-18: Waiting for a Resolution Arnold/Choi GBHS, pp. 199–207 (chap. 5c)	· BOL Exercise Ruth 3:6–18 · Exegetical Paper Rough Draft Due November 27
12	30 Nov– 4 Dec	· Ruth 4:1–22 · Videos: Using Hebrew in analysis	Chisholm <i>WIH</i> pp. 201–223 · Ruth 4:1-12: Events at the Town Gate · Ruth 4:13-17: A Child Is Born · Ruth 4:18-22: From This Union Comes David	· BOL Exercise Ruth 4:1–22
13	7–11 Dec	· Special topics		· Exegetical Paper Final Draft Due December 11
14	14–18 Dec	· Student paper discussion/reflection		· Ruth Exam in Class

Suggested Weekly Routine

Investing at least 1–2 hours per day in this course six days a week will result in noticeable growth. Below is a suggested weekly routine.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
- BOL Exercises - Practice reading, parsing, translating 4–6 verses of Jonah / Ruth - Start Workbook Assignment - Continue watching lecture video(s)	- BOL Exercises - Practice reading, parsing, translating 4–6 verses of Jonah / Ruth - Continue Workbook Assignment - Finish watching/ review lecture video(s) - Start Textbook Reading	- BOL Exercises - Practice reading, parsing, translating 4–6 verses of Jonah / Ruth - Finish Workbook Assignment - Continue Textbook Reading	- BOL Exercises - Practice reading, parsing, translating, 4–6 verses of Jonah / Ruth - Finish Textbook Reading	- Synchronous class meeting • Discuss textbook and video content • Review concepts • Read, parse, translate Jonah / Ruth aloud	- Review Friday's discussion - Note and address your areas needing improvement - Start BOL Exercises for next week → - Start Lecture Videos for next week →

Grading Rubric for the Exegetical BH Syntax Paper (8–10 pages)

Category	Excellent: 93–100	Good: 82–92	Average: 70–81; (Needs Improvement: 20–69)
1. Exegetical Method, Macro-Structure, and Discourse (40)	Carefully marks out the literary unit and develops a tentative outline of structure/paragraph divisions. Identifies shifts in scene, focus, theme, participant tracking, and discourse flow. Analyzes narrative framework, quotations/dialogues, repeated expressions, introductory/concluding formulas, foreground/backgrounding, and rhetorical strategy. Relates the passage to immediate context, larger story, or book themes.	Clearly identifies the literary unit and major structural features. Good attention to discourse movement and context, though some transitions or prominence features need fuller development.	Basic awareness of structure but analysis is thin or inconsistent. Limited discourse features or context. (Unclear unit boundaries or major exegetical steps omitted.)
2. Hebrew Analysis: Lexical, Syntactical, Verbal System, Text-Critical (30)	Develops a strong working translation grounded in Hebrew. Parses verb forms accurately; evaluates aspectual/pragmatic function; recognizes nonroutine constructions; isolates nouns, pronouns, antecedents, infinitives, subordinate clauses, articles, prepositions, and conjunctions. Determines precise contextual nuance and handles significant lexical, syntactical, and text-critical issues with sound judgment.	Generally accurate translation and grammatical analysis with good interaction with Hebrew forms. Some parsing mistakes or uneven handling of verbal function.	Partial control of Hebrew with recurring errors. Dependence on English versions or weak support for claims. (Frequent parsing errors or little engagement with the Hebrew text.)
3. Synthesis, Linguistic Insight, and Message (15)	Explains how details fit their context literarily and linguistically and contribute to the message of the passage. Summarizes the main literary/theological theme(s) and lesson(s). Demonstrates insight into characterization, metaphorical language, plot structure, thematic development, information flow, or rhetorical effect where relevant.	Recognizes the main message and offers sound synthesis with some linguistic sensitivity, though uneven.	Some themes identified but synthesis is shallow or weakly supported. (Vague or generic conclusions.)
4. Style, Mechanics, Research, Format (15)	Clear graduate-level prose, logical organization, effective documentation, and appropriate scholarly interaction with several secondary sources, lexicons, translations, BHS apparatus, and commentaries. Virtually free of spelling, punctuation, grammar, citation, or formatting errors.	Generally clear and organized with adequate research support and minor problems. Needs to develop interaction with scholarly sources.	Writing or organization distracts from content; inconsistent citation; repeated proofreading errors. (Or failure to meet requirements.)

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 2% per day for the first 7 days (including weekends) and 4% per day after that. All written assignments must be received by **Dec 11**, and all remaining course requirements must be completed by the last day of class (**Dec 18**) in order to avoid a failing grade in the class. Late assignments receive no critical feedback. Extensions must be approved before the due date.

CLASSROOM BEHAVIOUR, ATTENDANCE, AND PARTICIPATION

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.

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 you are genuinely ill or there is a serious emergency, your absence is acceptable. Please email the professor to explain.

Students are expected to be on time for class. Admittedly, unavoidable delays do occasionally happen. If you arrive late, please email an explanation to the professor after class. Students are also expected to stay for the entire class session.

ONLINE/WORKSHOP BEHAVIOUR AND PARTICIPATION

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.

Students are expected to meet all deadlines. Late assignments are a consequence of poor planning and are unacceptable. In addition, language study is cumulative, and it is necessary to keep to a regular schedule to ensure success. However, if you are genuinely ill or have a major emergency, contact the professor a.s.a.p. for a possible extension.

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 you are genuinely ill or there is a serious emergency, your absence is acceptable.

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 Press Style Guide** <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 students 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).

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

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.

Presence and Meaningful Participation

Presence and participation in this course are expected and a student's level of presence and participation in the course will impact how well they will score in the course. Low levels of presence and participation tend to translate to low grades; mediocre presence and participation tend to translate to mediocre grades; and high levels of presence and participation tend to translate to higher grades.

Students must establish a record of participation in academically related activities to meet the expected level of attendance and meaningful participation. Merely logging into the online class is not, by itself, sufficient as a demonstration of attendance and participation by the student. Students are expected to engage with the course content/materials throughout the week both within and outside of the learning management system (Avenue to Learn).

Online Etiquette

It is critical in any MDC class that students show respect for both classmates and the instructor. This is even more important in the online environment because many of the non-verbal cues that people use to interpret communication are largely absent. Therefore, students should be especially mindful of how their words may be interpreted by those who read them. Course instructors will monitor communications to ensure that all students feel comfortable expressing their views in a respectful manner. This applies to individual and group communications involving the instructor and the others enrolled in the course.

Zoom Etiquette

- 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.

***A link to participate via Zoom will be posted in an announcement on Avenue to Learn each week we meet.

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.

Students are advised to retain this syllabus for their records.

Bibliography

Critical Editions of the Hebrew Bible

Gelston, Anthony, Robert Althann, Adrian Schenker, and Aharon Dotan, eds. *Biblia Hebraica Quinta (BHQ): 18. The Twelve Minor Prophets*. Deutsche Bibelgesellschaft, 2021.

Schenker, Adrian. *Biblia Hebraica Quinta (BHQ): 18. Megilloth (Ruth, Canticles, Qoheleth, Lamentations, Esther)*. Deutsche Bibelgesellschaft, 2004.

Recommended Commentaries and Studies on Ruth and Jonah

Allen, Leslie C. *The Books of Joel, Obadiah, Jonah, and Micah*. NICOT. Grand Rapids: Eerdmans, 1976.

Baker, David W., T. Desmond Alexander, and Bruce K. Waltke. *Obadiah, Jonah, and Micah*. Tyndale Old Testament Commentaries. Downers Grove, IL: IVP Academic, 2009.

Block, Daniel I. *Judges, Ruth*. New American Commentary. Nashville: Broadman & Holman, 1999.

Bruckner, James K. *Jonah, Nahum, Habakkuk, Zephaniah*. NIV Application Commentary. Grand Rapids: Zondervan, 2004.

Bush, Frederic W. *Ruth, Esther*. WBC 9. Dallas: Word, 1996.

Campbell, Edward F. *Ruth*. Anchor Bible 7. Garden City, NY: Doubleday, 1975.

Chisholm, Robert B. *A Commentary on Judges and Ruth*. Kregel Exegetical Library. Grand Rapids: Kregel Academic, 2013.

Franke, John R., ed. *Joshua, Judges, Ruth, 1–2 Samuel*. Vol. 4 of *Ancient Christian Commentary on Scripture: Old Testament*. Downers Grove, IL: InterVarsity Press, 1998.

Fretheim, Terence E. *The Message of Jonah: A Theological Commentary*. Minneapolis: Augsburg, 1977.

Guillaume, Philippe. "The End of Jonah Is the Beginning of Wisdom." *Biblica* 87 (2006): 243–50.

Holmstedt, Robert D. *Ruth: A Handbook on the Hebrew Text*. Baylor Handbook on the Hebrew Bible. Waco, TX: Baylor University Press, 2010.

Hubbard, Robert L. *The Book of Ruth*. NICOT. Grand Rapids: Eerdmans, 1988.

Jenson, Philip Peter. *Obadiah, Jonah, Micah: A Theological Commentary*. LHBOTS. New York: T&T Clark, 2008.

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Peter H. W. Lau and Gregory Goswell. *Unceasing Kindness: A Biblical Theology of Ruth*. New Studies in Biblical Theology 41. Downers Grove, IL: IVP Academic, 2016.

Limburg, James. *Jonah: A Commentary*. OTL. Louisville: Westminster John Knox, 1993.

McKeown, James. *Ruth*. Two Horizons Old Testament Commentary. Grand Rapids: Eerdmans, 2015.

Moberly, R. W. L. "Jonah, God's Objectionable Mercy, and the Way of Wisdom." *Journal of Scriptural Reasoning* 3 (2003).

Murphy, Roland E. *Wisdom Literature: Job, Proverbs, Ruth, Canticles, Ecclesiastes, and Esther*. FOTL. Grand Rapids: Eerdmans, 1981.

Nielsen, Kirsten. *Ruth: A Commentary*. OTL. Louisville: Westminster John Knox, 1997.

Nogalski, James D. *The Books of Joel, Obadiah, and Jonah*. NICOT. Grand Rapids: Eerdmans, 2023.

Sasson, Jack M. *Jonah*. Anchor Bible 24B. New York: Doubleday, 1990.

Simundson, Daniel J. *Hosea, Joel, Amos, Obadiah, Jonah, Micah*. Abingdon Old Testament Commentaries. Nashville: Abingdon, 2005.

- Stuart, Douglas. *Hosea–Jonah*. WBC 31. Dallas: Word, 1987.
- Timmer, Daniel C. *A Gracious and Compassionate God: Mission, Salvation and Spirituality in the Book of Jonah*. New Studies in Biblical Theology 26. Nottingham: Apollos; Downers Grove, IL: IVP Academic, 2011.
- . *Obadiah, Jonah and Micah*. Tyndale Old Testament Commentaries. Downers Grove, IL: IVP Academic, 2021.
- Younger, K. Lawson. *Judges and Ruth*. NIV Application Commentary. Grand Rapids: Zondervan, 2002.

Ancient Near Eastern History, Culture, Religion, and Geography

- Arnold, Bill T., and Brent A. Strawn, eds. *The World around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids: Baker Academic, 2016.
- Greer, Jonathan S., John W. Hilber, and John H. Walton, eds. *Behind the Scenes of the Old Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker Academic, 2018.
- Hallo, William W., and K. Lawson Younger Jr., eds. *The Context of Scripture*. 4 vols. Leiden: Brill, 1997, 2000, 2002, 2016.
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- King, Philip J., and Lawrence E. Stager. *Life in Biblical Israel*. Louisville: Westminster John Knox, 2001.
- Kitchen, K. A. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.
- Rainey, Anson F., and R. Steven Notley. *The Sacred Bridge: Carta's Atlas of the Biblical World*. Jerusalem: Carta, 2006.
- Sasson, Jack M., ed. *Civilizations of the Ancient Near East*. 4 vols. Peabody, MA: Hendrickson, 1995.
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Lexicons, Dictionaries, and Reference Works

- Alexander, T. Desmond, and David W. Baker, eds. *Dictionary of the Old Testament: Pentateuch*. Downers Grove, IL: IVP Academic, 2003.
- Brown, Francis, S. R. Driver, and Charles A. Briggs. *A Hebrew and English Lexicon of the Old Testament*. Repr. Peabody, MA: Hendrickson, 1979.
- Koehler, Ludwig, Walter Baumgartner, and Johann Jakob Stamm, eds. *The Hebrew and Aramaic Lexicon of the Old Testament*. Translated and edited under the supervision of M. E. J. Richardson. 5 vols. Leiden: Brill, 1994–2000.
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Walton, John H., Victor H. Matthews, and Mark W. Chavalas, eds. *Dictionary of the Old Testament: Historical Books*. Downers Grove, IL: IVP Academic, 2005.

Hebrew Grammars and Syntactic Studies

Cook, John A., and Robert D. Holmstedt. *Beginning Biblical Hebrew: A Grammar and Illustrated Reader*. Grand Rapids: Baker Academic, 2013.

Cowley, A. E., ed. [Gesenius' Hebrew Grammar](#). Edited and enlarged by E. Kautzsch. 2nd English ed. Oxford: Clarendon, 1910.

Isaksson, Bo. *The Verb in Classical Hebrew: The Linguistic Reality behind the Consecutive Tenses*. Cambridge Semitic Languages and Cultures 27. Cambridge, UK: Open Book Publishers, 2024.

Lambdin, Thomas O. *Introduction to Biblical Hebrew*. New York: Charles Scribner's Sons, 1971.

Niccacci, Alviero. *The Syntax of the Verb in Classical Hebrew Prose*. Edited by David J. A. Clines and Philip R. Davies. JSOTSup 86. Sheffield: JSOT Press, 1990.

Waltke, Bruce K., and Michael Patrick O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990.

Textual Criticism, Ancient Versions, and Text History

Abegg, Martin G., Jr., Peter W. Flint, and Eugene Ulrich. *The Dead Sea Scrolls Bible*. San Francisco: Harper, 2002.

Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. 2nd rev. ed. Minneapolis: Fortress, 2001.

Literary, Poetic, and Interpretive Studies

Alter, Robert. *The Art of Biblical Narrative*. New York: Basic Books, 1981.

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ⁱ Helpful commentary series include New International Commentary on the Old Testament, Apollos Old Testament Commentary, and JPS Torah commentaries. Noteworthy commentary series in descending order of quality include Baker Commentary on the Old Testament, New American Commentary, Kregel Exegetical Commentary, Zondervan Exegetical Commentary, Word Biblical Commentary, Anchor Bible Commentary, International Critical Commentary, Hermeneia. Less technical, but helpful commentary series include Tyndale Old Testament Commentary, NIV Application Commentary, and Expositor's Bible Commentary.