



MCMASTER DIVINITY COLLEGE
COURSE SYLLABUS
Winter 2025

OT 3P1052–Hebrew Morphology: HEBREW 2

INSTRUCTOR:

John W. Hilber, PhD
Divinity College Room 203
Email: hilberj@mcmaster.ca

CO-LECTURER:

Kisoo Kim, MDiv, MA
Email: kim703@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 1B03. *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.

Note: You must have some basic familiarity with computers if you choose to take an online course. You should be able to navigate web pages, make PDF documents, and upload these files.

MODE OF DELIVERY

Synchronous learning is online or distance education that happens in real time, whereas **asynchronous** learning occurs through online channels without real-time interaction. This course will include asynchronous lessons available on A2L as well as opportunity for students to join the professor livestream for optional workshops to practice and answer questions. 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.


The course content is delivered asynchronously. Video lectures/tutorials will be made available each week. There are four main components to the course (“Mangled Language,” “Language Theory,” “Hebrew Lessons,” and “Applied Grammar”). Students will view the assigned video lectures, study the handouts, and then complete exercises. The weekly, optional, livestream sessions (via Zoom) will be dedicated to answering questions, clarifying concepts, consolidating learning, discussing interpretation, and practicing skills.



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 two major exams must be proctored. You need to arrange for someone to proctor your exams. It cannot be a relative or classmate. It must be a person in a position of responsibility. For example, you can ask someone with official capacity at your church, such as a church administrative assistant or your small group leader. Your choice needs the professor’s approval. Prior to the exam date, the professor 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 professor.

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.

LEARNING OUTCOMES

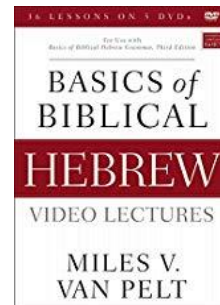
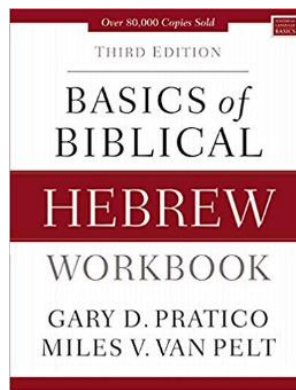
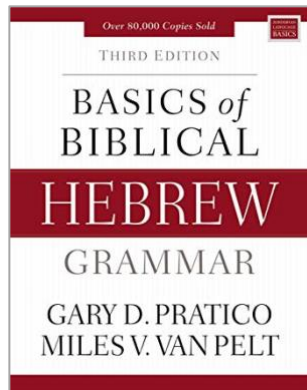


- a.  Knowing
1. To recognize the forms (morphology) of Hebrew words as they are used in various ways in sentences
 2. To recognize the significance of Hebrew syntax for interpretation
 3. To build a solid basic vocabulary of Classical Hebrew words
 4. To read biblical Hebrew prose

- 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. Grammar (required)

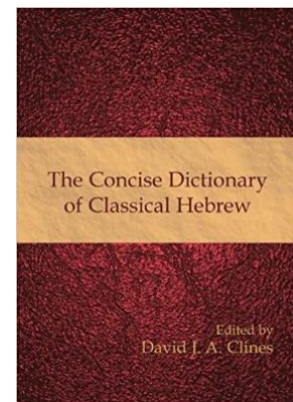
Pratico, Gary D., and Miles Van Pelt. *Basics of Biblical Hebrew Workbook*. 3rd ed. Grand Rapids: Zondervan, 2019. ISBN: 978-0310533498

2. Workbook (required)

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

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: 0310538602

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 has advantages for learning.

Online Resources:

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

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 Exercises and Translation (Genesis 2)	10%
Quizzes	20%
Term Exam 1	20%
Term Exam 2	20%
Final Exam	30%
Total Grade	100%

Assignment Details:

Note: Quizzes must be emailed to the Professor and Graduate Assistant. Workbook exercises must be submitted to the appropriate Assignment Box on Avenue to Learn (A2L) in PDF format only.

Workbook Exercises and Translation of Genesis 2 (10%). Due: see schedule. Outcome a.1–4; c.1–2

Students will complete weekly exercises from the BBH Workbook that involve the use of material covered in the BBH Text/Videos. The online workshops will focus in part on discussing and answering questions about these exercises to help you learn. We will work through examples together. **Students are required to complete at least the alternate questions in each section (1, 3, 5, etc. or a, c, e etc.).** Many students choose to do more for extra practice. These exercises will be collected and graded on four different dates. The last few weeks of the semester, the student will Translate Genesis 2 and parse all verbs. Student can choose between audio recording his/her reading and parsing for teacher's response input, or s/he can participate in a live-stream Zoom session addressing the exegesis of each respective unit. More instruction will be given in class.

Quizzes (20%). Due: see schedule. Outcome 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 exam, it needs to be emailed to the Professor AND the Graduate Assistant for grading. Scanning is best, however, a **well**-photographed quiz is allowed for submission.

Exams 1 and 2 (20% each). Due: see schedule. Outcome a.1–4; c.1–2

Information will be given in class.

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

Information will be given 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.

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.

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 (1992), 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 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 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 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.

For Online Asynchronous Courses

– *Presence and Meaningful Participation*

Presence and participation in this course are expected. Faculty know from many years of experience that a student’s level of presence and participation in the course will impact how well she or he will score in the course. Although there are exceptions to this rule of thumb, 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.

A word needs to be said about what constitutes “presence” (attendance) and “participation” in an asynchronous course. Students must establish a record of participation in academically related activities to meet the expected level of attendance and meaningful participation. Be aware that merely logging into the online class is not, by itself, sufficient as a demonstration of attendance and participation by the student. “Academically related activities” certainly includes participation in and completion of the course requirements that are described below. Additionally, just as students are expected to engage with the course content/materials throughout the week outside of the learning management system (A2L), so also students are expected to engage one another in formative dialogue “outside of class.” This is an important part of belonging to and maintaining a community of learning and is a staple ingredient in what constitutes “presence.”

– *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.

COURSE SCHEDULE

Wk	Date	Text(book)	Content	Assignments Due BBH = Basics of Biblical Hebrew
1	Jan 6–12	BBH 17	Waw Consecutive	
2	Jan 13–19	BBH 18	Qal Imperative	Quiz 1 (BBH 13–18) due Jan 21
3	Jan 20–26	BBH 19	Pronominal Suffixes on Verbs	Wkbk 1 (BBH 17–19) due Jan 28
4	Jan 27–Feb 2	BBH 20–21	Qal Infinitive Construct Qal Infinitive Absolute	Quiz 2 (BBH 17–21) due Feb 4
5	Feb 3–9	BBH 22–23	Qal Participle Qal Cohortative & Jussive	Quiz 3 (BBH 17–23) due Feb 11
6	Feb 10–16	BBH 24–25	Niphal Strong & Weak Verbs	Exam 1 (thru ch. 23) due Feb 15 Wkbk 2 (BBH 20–25) due Feb 18 Quiz 4 (BBH 17-25) due Feb 18
7	Feb 17–23	Reading Week—No Class		
8	Feb 24–Mar 2	BBH 26–27	Hiphil Strong and Weak Verbs	Quiz 5 (BBH 17-27) due Mar 3
9	Mar 3–9	BBH 30–31 Gen 1:1–2:3	Piel Strong & Weak Verbs Intro to Hebrew Bible (Genesis 1)	Wkbk 3 (BBH 25–31) due Mar 10 (nothing from BBH 28 or 29) Exam 2 (thru ch. 31) due Mar 10 (nothing from BBH 28 or 29)
10	Mar 10–16	Gen 2:4–9	Comments on Hophal (BBH 28–29) Gen 2:4–9	Translation & Parsing (Gen 2:4–9) due Mar 17 Quiz 6 (BBH 17–31) due Mar 17 (nothing from BBH 28 or 29)

11	Mar 17–23	Gen 2:15–25	Comments on Pual and Hithpael (BBH 32–35) Gen 2:15–25	Translation & Parsing (Gen 2:15–25) due Mar 24 Quiz 7 (BBH 17–31) due Mar 24
12	Mar 24–Mar 30	Gen 3:1–16	Gen 3:1–16	Translation & Parsing (Gen 3:1–16) due Mar 31 Quiz 8 (BBH 17–32) due Mar 31
13	Mar 31–Apr 4	Gen 3:17–24	Gen 3:17–24	Translation & Parsing (Gen 3:17–24) due Apr 6
14	Apr 7–11			Final Exam (thru ch. 31 & Gen 2:1–3:16) due noon on Apr 11