Course Syllabus - DRAFT

KNB 2127HF – Hebrew Reading and Exegesis

Knox College, Toronto School of Theology

Winter 2026

Instructor Information

Instructor:	Dr. Brian P. Irwin, Associate Professor of Old Testament/Hebrew Scripture
Office Location:	Chapel Wing, Upper Level, Knox College
Telephone:	(416) 978-2789
E-mail:	brian.irwin@utoronto.ca
Office Hours:	By appointment via email, Zoom or in person
Teaching Assistant:	N/A

Course Identification

Course Number:	KNB2127HF
Course Format:	Lectures and translation
Course Name:	Hebrew Reading and Exegesis
Course Location:	Room TBA, Knox College, 23 Kings College Circle
Class Times:	Mondays, 11:10am–1:00pm
Prerequisites:	One year or equivalent of introductory Biblical Hebrew

A. Course Description and Student Learning Goals

This course builds on students' knowledge of introductory Hebrew grammar to engage them in the reading and interpretation of Hebrew narrative (selections from Jonah, Ruth & other passages). Emphasis is on building Hebrew vocabulary and confidence in reading and on developing exegetical skill. This course will be delivered synchronously and will typically involve a two-hour weekly class meeting held via Zoom. Prerequisite: two semesters of Elementary Biblical Hebrew.

The Learning Goals listed below relate to the following areas:

a) Understanding of Area Content (**UAC**)
b) General Academic Skills (**GAS**)
c) Ministerial and Public Leadership (**MPL**)
d) Personal and Spiritual Formation (**PSF**)

Upon successfully completing this course, the student will:

1) have an improved knowledge of the principles of Hebrew grammar and syntax, particularly as applied to Old Testament exegetical problems (**UAC**)

2) read and translate Hebrew narrative with greater fluency and with an improved working vocabulary (**UAC**)

3) be able to exercise the basic exegetical skills necessary for interpreting Hebrew narrative effectively and faithfully for today (**GAS, MPL**)

4) demonstrate the research and writing skills necessary for graduate-level Old Testament study (**GAS, MPL**)

5) demonstrate ethical behaviour, taking responsibility for the expectations of course and showing respect and willingness to listen in the learning atmosphere including class discussions and small groups (**PSF**)

B. Course Resources

Required Texts

Required texts are available on-campus or online at the University of Toronto Bookstore (https://uoftbookstore.com/textbooks/) or from the online retailer of your choice.

For weekly reading and exercises:

- Chisholm, Jr., Robert B. *A Workbook for Intermediate Hebrew: Grammar, Exegesis, and Commentary on Jonah and Ruth.* Grand Rapids, MI: Kregel, 2006.

- Brotzman, Ellis R. and Eric J. Tully. *Old Testament Textual Criticism: A Practical Introduction* (2nd ed.). Grand Rapids, MI: Baker, 2016.

For weekly Hebrew reading and translating:

Option 1

- Brown III, A. Philip, and Bryan W. Smith, eds. *A Reader's Hebrew Bible*. Grand Rapids, MI: Zondervan, 2008.

  Students going on to further advanced-degree work in Old Testament may wish instead to acquire, Elliger, Karl, and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia.* Minor ed. (Stuttgart: Deutsche Bibelgesellschaft, 1984). (**you may wish to consult with the instructor prior to the start of class to determine which text is best for you**)

- *One* of the Hebrew and Aramaic lexicons listed below:

  Clines, David J. A., *The Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix, 2009.

  Brown, F., S. R. Driver, and C.A. Briggs, *A Hebrew and English Lexicon of the Old Testament...Based on the Lexicon of William Gesenius as Translated by Edward Robinson*. (Oxford or Hendrickson)

  Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament Based on the First, Second and Third Editions of the Koehler-Baumgartner Lexicon in Veteris Testamenti Libros*. Grand Rapids, MI: Eerdmans, 1971.

OR

Option 2

Access to an academic Bible software programme such as *Logos*, *Accordance*, or similar that includes the text of the Hebrew Bible and at least one of the three Hebrew lexicons listed above.

Recommended Texts

- Williams, Ronald J., and J. C. Beckman. *Williams' Hebrew Syntax*. Toronto, ON: University of Toronto Press, 2007.

Course Website

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at https://q.utoronto.ca/ and login using your UTORid and password. Once you have logged into Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: https://community.canvaslms.com/docs/DOC-10701. For help with Quercus, visit: https://q.utoronto.ca/courses/46670/pages/support. Students who continue to experience difficulty after consulting online support should contact Knox's head librarian, Joan Pries (joan.pries@utoronto.ca), for further help.

The professor's college webpage can be found at: https://knox.utoronto.ca/dr-brian-irwin/

C. Evaluation

The class consists of a single two-hour session and a one-hour tutorial each week. The assignments and their weights are as follows:

- **Quizzes (75%).** A series of eight quizzes focusing on verbal diagnostics, syntax, and translation of short passages. Quizzes will be approximately 10–20 minutes in length and will be given at the beginning of class. Students will not be permitted to take missed quizzes except in cases where the absence was due to medical necessity or significant personal or family crisis. Students will be allowed to retake failed tests immediately following the next class for a maximum score of 70%.

- Culminating Exercise (25%). Students shall complete *__one__* of the following assignments (*n.b., Knox College students studying for ordination in the Presbyterian Church in Canada must choose option 4*):

    1) *Hebrew Reading Assignment* - Following along diligently in the Hebrew text of Genesis, the student will be required to listen four times to the Book of Genesis being read (e.g., on CD/MP3) in English (each reading takes approximately three hours). Evaluation will be based on the student's written confirmation of having completed the assignment and on an oral examination testing the student's ability to follow along in the Hebrew text with an understanding of grammar and important vocabulary.

    2) *Memorisation of a Passage in Hebrew* – The student will have the option of memorizing a significant passage from the Hebrew text of Genesis (approximately half of a page in the *BHS*). Those who choose this option will be expected to do the following: a) recite the Hebrew text orally from memory; b) write out the text (with vowel pointing) in Hebrew; and c) identify all forms (e.g. *Qal* "perfect" 2 m. s. with 3 m. s. suffix, feminine plural noun, *Qal* infinitive construct, etc.) Evaluation will be based on an oral examination administered during exam week.

    3) *Vocabulary Assignment* - Using a vocabulary guide such as the ones by Landes (Landes, George. *Building Your Biblical Hebrew Vocabulary: Learning Words by Frequency and Cognate.* Atlanta, GA: Society of Biblical Literature, 2001) or Pratico and Van Pelt (Van Pelt, Miles V. and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2003), memorize a block of vocabulary words, amount to be discussed with the Professor (e.g., verbs and nouns occurring over 50 times). Evaluation will be based on a written test administered during exam week.

    4) *Exegesis of Two Passages* – As an exercise in exegesis in preparation for preaching, the student will translate and exegete the Hebrew text of two passages to be chosen in consultation with the instructor. The exegesis must include independent inductive observations and must result in at least one exegetically and hermeneutically sound, relevant, and practical idea for preaching, along with a brief statement of how this idea would be developed for preaching (e.g., with subpoints also derived from the text). Due session 12.

Toronto School of Theology Grading Scale and Standards

The following chart presents the standard used for assessment in this course. It is included in the interests of transparency and to assist students in self-appraisal. If you wish to discuss an assignment to be submitted or a grade that has been received, please feel free to make an appointment with the instructor.

Letter Grade	Numerical Value	GPA	Grasp of Subject Matter	Explanation
"A" range: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.				
A+	90–100	4.0	Profound and creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base.
A	85–89	4.0	Outstanding	

A-	80–84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base.
"B" range: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77–79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature.
B	73–76	3.0	Good	
B-	70–72	2.7	Satisfactory at a post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.
FZ	0–69	0	Failure	Failure to meet the above criteria.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. The penalty for late work is 4% deducted per week late (2% off per half week). *This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty advisor or basic degree director, who should make a recommendation on the matter to the instructor.* The absolute deadline for the course is the examination day scheduled for the course (or the last day of exam week). Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = "standing deferred") beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or college grading policy.

Use of Turnitin Plagiarism Detection Tool. Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their written work to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq (Links to an external site).

Students who have principled objections to the use of this service should see the course instructor during the first two weeks of the course to arrange an alternative. Typically, this will involve submitting drafts of the assignment at regular intervals throughout the semester. Further information on Turnitin and Quercus may be found at: https://teaching.utoronto.ca/resources/student-support/.

D. Course Policies & Information

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook. See further, the Syllabus Supplement available from the class Quercus page. In particular, please note the following:

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism Policy. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to the Knox Director of Academic Programmes. For details, see the *TST Basic Degree Handbook* and the Graduate program Handbooks (linked from https://tinyurl.com/y47hv9ne) and the *University of Toronto Code of Behaviour on Academic Matters* (https://tinyurl.com/y7vrsrhu). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (https://tinyurl.com/ydbcge4q).

Use of Generative AI (e.g., ChatGPT, Copilot, Gemini, Claude). You may use generative artificial intelligence tools for learning and practicing the concepts in this course, but these tools may not be used for completing assignments in this course. That is, you may use these tools in the same ways you might discuss course content and assignments with your peers, but just as you may not collaborate with your peers to complete assignments, you may not use these tools to complete any assignment or exercise. If you use a GenAI tool, you should use the version of Microsoft Copilot licensed to the University of Toronto, which doesn't retain data for training purposes. Other tools may and do use data entered by users to train the AI, and unless you hold the rights to the prompts you use, you may be entering copyrighted material without the rights-holder's permission.

All of this said, I encourage you to think about the moral, ethical, and pedagogical implications of using GenAI. A first step is to complete the University of Toronto's "Coursework and GenAI: A Practical Guide for Students" in Quercus. Another step is to read the University of Alberta Library's "Ethical Considerations for Using Generative AI." You might also read this research paper, "Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task," which reports on experiments showing that using GenAI literally makes students stupider.

This course policy is designed to promote your learning and intellectual development and to ensure that evaluations are a fair and accurate assessment of your learning. Though it may be tempting to use generative AI to assist you when completing your assignments, this will simply inhibit your learning. If the work you submit is essentially the output of generative AI, then what have you learned and what value are you adding? Think of it this way: if a potential employer or supervisor can get as much from an AI tool as what you're able to do yourself, then why should they hire you at all? You should aim to understand course content at a level that far exceeds what an automated tool can achieve. This course—and in particular, each assignment—is designed to help you attain true mastery of the course content. If you have questions or are stuck, please come to office hours, where I'll be happy to help.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at http://www.utorid.utoronto.ca/. The course instructor will not be able to help you with this. For help with your UTORid and password or other technological issues the following options are available: email help.desk@utoronto.ca; phone 416-978-HELP; or visit the Help Desk at the Information Commons at Robarts Library.

Students should check utoronto email regularly for messages about the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs should be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify

them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Attendance. Students should be aware that Knox College policy states that 80% attendance at a lecture course is required for credit.

Use of Technology in Class. Laptops and other computing devices may be used in the classroom for note-taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class.

Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. *Recordings and notes of class lectures may not be electronically reproduced, posted, or distributed without the written permission of the instructor.*

E.   Weekly Schedule of Classes, Readings & Assignments

| Session 1 | Jan. 7 | Course Introduction • Grammar Review (Verb Sequence) • Introduction to Ruth and Hebrew Narrative |

| Session 2 | Jan. 14 | Hebrew Reading: Ruth 1:1–6 • Grammar Review (Verb Stems) |

Assignment: prepare Ruth 1:1–6 (Chisholm, *WFIH* pp. 7–20, 101–11)

Required Reading:
- Syllabus
- Citing Sources handout
- *How Not to Plagiarize* (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize)

הִנֵּה   **Test:** Quiz 1 - Qal Perfect & Imperfect of Strong Verb

---

| Session 3 | Jan. 21 | Hebrew Reading: Ruth 1:7–19a • Introduction to Syntax |

מְלָאכָה**:** prepare Ruth 1:7–19a (Chisholm, *WFIH* pp. 111–29)

Recommended Reading:
- Chisholm, *EE* pp. 19–29

הִנֵּה   בֹּחַן**:** Quiz 2 - *Qal* Imperative (2ms, 2fs, 2mp, 2fp), Participle (ms only) and Infinitives Absolute and Construct of Strong Verb

Session 4	Jan. 28	**Hebrew Reading: Ruth 1:19b–22 • Transmission of the Old Testament**

מְלָאכָה: prepare Ruth 1:19b–22 (Chisholm, *WFIH* pp. 129–36)

מִקְרָאוֹת

• Brotzman and Tully, Old Testament Textual Criticism, pp. 1–35

מִקְרָאוֹת אֲחֵרוֹת

• Chisholm, EE pp. 31–56

הִנֵּה

בֹּחַן: Quiz 3 - "Skeleton" paradigms (i.e., 3ms Perfect, 3ms Imperfect, 2ms Imperative, ms Active Participle, ms Passive Participle, Infinitive Absolute and Infinitive Construct) of the *Niphal*, *Piel*, and *Pual* forms of the strong verb.

Session 5	Feb. 4	**Hebrew Reading: Ruth 2:1–3 • Hebrew Texts of the Old Testament**

✳

Last day to consult with instructor on exegesis paper.

מְלָאכָה: prepare Ruth 2:1–3 (Chisholm, *WFIH* pp. 137–42)

מִקְרָאוֹת

• Brotzman and Tully, *Old Testament Textual Criticism*, pp. 36–64

מִקְרָאוֹת אֲחֵרוֹת

• Chisholm, *EE* pp. 57–117

הִנֵּה

בֹּחַן: Quiz 4 - Skeleton paradigms for the *Hiphil*, *Hophal*, and *Hithpaʼel* forms of the strong verb.

Session 6	Feb. 11	**Hebrew Reading: Ruth 2:4–17a • Ancient Translations**

מְלָאכָה: prepare Ruth 2:4–17a (Chisholm, *WFIH* pp. 143–63)

מִקְרָאוֹת

• Brotzman and Tully, *Old Testament Textual Criticism*, pp. 65–96

מִקְרָאוֹת אֲחֵרוֹת

• Chisholm, *EE* pp. 119–47

הִנֵּה

בֹּחַן: Quiz 5 - Skeleton paradigms for the Original *Pe Waw* (i.e., ישב) *Qal* and *Hiphil* and of the *Pe Nun* (נגש) *Qal* & *Hiphil*.

....

Feb. 18   TST Reading Week ☉ No Class Meeting

....

Session 7   Feb. 25   **Hebrew Reading: Ruth 2:17b–23**

מְלָאכָה: prepare Ruth 2:17b–23 (Chisholm, *WFIH* pp. 163–72)

מִקְרָאוֹת אֲחֵרוֹת
Chisholm, *EE* pp. 149–86

הִנֵּה   בֹּחַן: Quiz 6 – Review quiz on all paradigms covered so far.

....

Session 8   Mar. 4   **Hebrew Reading: Ruth 3:6–15 • Textual Criticism**

מְלָאכָה: prepare Ruth 3:6–15 (Chisholm, *WFIH* pp. 181–95)

מִקְרָאוֹת

- Brotzman and Tully, *Old Testament Textual Criticism*, pp. 117–141

מִקְרָאוֹת אֲחֵרוֹת

- Chisholm, *EE* pp. 221–78

הִנֵּה   בֹּחַן: Quiz 7 – Translation and Syntax

....

Session 9   Mar. 11   **Hebrew Reading: Ruth 3:16–18 • Reconstructing Texts**

מְלָאכָה: prepare Ruth 3:16–18 (Chisholm, *WFIH* pp. 195–99)

מִקְרָאוֹת

- Brotzman and Tully, *Old Testament Textual Criticism*, pp. 219–226

הִנֵּה   בֹּחַן: Quiz 8 – Translation and Syntax

....

Session 10   Mar. 18   **Hebrew Reading: Ruth 4:1–12**

מְלָאכָה :prepare Ruth 4:1–12 (Chisholm, *WFIH* pp. 201–15)

- -

Session 11   Mar. 25   Hebrew Reading: Ruth 4:13–17; Ruth 4:18–22

מְלָאכָה :review Ruth 4:13–17, 18–22 (Chisholm, *WFIH* pp. 215–23)

- -

Session 12   Apr. 1   Independent Appointments for Culminating Assignment

הִנֵּה   Culminating Assignment (25%)

F. Select Bibliography for Interest and Future Reference

1) General Resources

- Van Pelt, Miles V., and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2003.

  A helpful tool for learning vocabulary. Words are listed according to frequency, root, and in several other ways to aid in vocabulary acquisition.

- Scott, William R. *A Simplified Guide to BHS: Critical Apparatus, Masora, Accents, Unusual Letters & Other Markings*. 4th ed. Berkeley, CA: Bibal, 2007.

  This short book provides a concise guide to using *Biblia Hebraica Stuttgartensia*. This text is out of print but remains available as an electronic module for users of Accordance and Logos software.

- Chisholm, Robert B., Jr. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids, MI: Baker, 1998.

  This helpful work offers students a guide to applying a knowledge of Hebrew to the task of exegesis. This book is geared toward students with at least one year of Hebrew and introduces them to basic Hebrew tools, as well as to textual criticism, semantics, syntax, and features of Hebrew composition. The second half of the book walks the student through the task of exegesis. The final chapter features exegetical exercises from different genres of Hebrew literature. Very practical. Provides a good supplement to, *A Workbook for Intermediate Hebrew* by the same author.

- Alexander, Patrick H. et al., eds. *The SBL Handbook of Style: For Biblical Studies and Related Disciplines*. Peabody, MA: Hendrickson, 2014.

  An academic style guide based generally on Turabian and used by the *Journal of Biblical Literature*. Includes extensive lists of abbreviations related to biblical studies. A recommended purchase for those who plan to continue to advanced work in biblical studies.

- Badke, William. *Beyond the Answer Sheet: Academic Success for International Students*. Lincoln, NE: iUniverse, 2003.

  This valuable work explains how the approach to education in North America differs from that common in many other countries. Includes helpful advice on academic expectations, studying, research, writing, avoiding plagiarism, and dealing with professors. This work is *highly* recommended for all ESL and International students.

- Danker, Frederick W. *Multipurpose Tools for Bible Study*. Revised and Expanded ed. Minneapolis, MN: Fortress, 1993.

  An excellent survey of scholarly resources available for Bible study. Danker's emphasis is on study in the original languages. Among other things, the work includes descriptions of manuscripts and their available scholarly editions. Other tools discussed include concordances, grammars, lexicons, Bible dictionaries, and Bible versions. Danker covers Old and New Testament as well as Intertestamental resources. Includes subject and author indices. A good complement to the commentary surveys by Childs, Goldingay, and Longman.

- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations.* Chicago Guides to Writing, Editing, and Publishing, ed. John Grossman and Alice Bennett. 9th ed. Chicago, IL; London: University of Chicago Press, 2018.

  The academic style used by Toronto School of Theology. It has much in common with the larger *Chicago Manual of Style*, which may be consulted for items that Turabian omits. A recommended purchase for students.

- Wegner, Paul D. *A Student's Guide to Textual Criticism of the Bible: Its History, Methods and Results*. Downers Grove, IL: InterVarsity, 2006.

2) Hebrew Bibles and Related Works

Dotan, Aron, ed. *Biblia Hebraica Leningradensia: Prepared According to the Vocalization, Accents, and Masora of Aaron ben Moses ben Asher in the Leningrad Codex.* Peabody, MA: Hendrickson, 2001.
This edition of the Hebrew Bible was prompted by a desire to produce a text that was both scholarly and suitable for Jewish liturgical use. While the popular *Biblia Hebraica Stuttgartensia* (*BHS*) meets the former concern, it does not meet the latter. Like *BHS*, this Hebrew Bible is based on the Codex Leningradensis. The editor of this volume, however, has corrected the text of Leningradensis where it is demonstrably wrong. A complete listing of these corrections is given in an appendix. Apart from this, *BHL* does not have a critical apparatus of the kind found in *BHS*. *BHL* also omits the Masorah Parve and Masorah Magna. It is published in hardcover and is more affordable than *BHS*.

Elliger, Karl, and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia.* Minor ed. Stuttgart: Deutsche Bibelgesellschaft, 1984.
The standard scholarly edition of the Hebrew text. Based on Codex Leningradensis, the oldest complete Masoretic text extant. Includes Masorah Parve and Masorah Magna as well as a critical apparatus. Many of the emendations proposed in the apparatus are dubious.

Kelley, Page H. et al. *The Masorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary.* Grand Rapids, MI: Eerdmans, 1998.
This book explains the origin and purpose of the Masoretic notes of *BHS* and how they may be used by the student of Hebrew. The most helpful feature is a glossary of Masoretic terms. Along with Scott's shorter volume, this is a must-have resource for second-year Hebrew students.

Wonneberger, R. *Understanding BHS: A Manual for the Users of Biblia Hebraica Stuttgartensia.* 2nd ed. Rome: Pontifical Biblical Institute, 1990.

Würthwein, Ernst. *The Text of the Old Testament: An Introduction to the Biblia Hebraica.* 3rd ed. Grand Rapids, MI: Eerdmans, 2014.
An introduction to the manuscript basis of the Old Testament. Gives an overview of the texts used in the preparation of BHS including an extensive section of plates depicting OT manuscripts. Includes a short treatment of textual criticism.

3) Grammars and Helps

Baker, David W. et al. *More Light on the Path: Daily Scripture Readings in Hebrew and Greek.* Grand Rapids, MI: Baker, 1998.
A devotional tool that helps students work through small portions of Greek and Hebrew text on a daily basis. Parsing information is given for less common words. The texts used are BHS and Nestle-Aland 26th edition. A good way for students to maintain use of original languages.

Bartelt, Andrew H. *Fundamental Biblical Hebrew.* St. Louis, MO: Concordia, 2000.
Video lectures to accompany this text may be downloaded for free from the "iTunes U" section of the iTunes store for viewing on a video-capable iPod or on a Mac or PC with iTunes installed.

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

This textbook is based on the latest research in second-language acquisition and emphasises acquiring grammar through reading the biblical text itself. Co-author Holmstedt is a faculty member in the Department of Near and Middle Eastern Civilisations at the University of Toronto and a leading scholar in Hebrew grammar and linguistics.

Fuller, Russell T., and Kyoungwon Choi. *Invitation to Biblical Hebrew: A Beginning Grammar. Grammar and Workbook.* Invitation to Theological Studies Series. Grand Rapids, MI: Kregel, 2006.
Video lectures to accompany this text may be purchased on six DVDs.

Gesenius, Wilhelm. *Gesenius' Hebrew Grammar as Edited and Enlarged by the Late E. Kautzsch.* Second English Edition Revised in Accordance with the Twenty-Eighth German Edition (1908) by A.E. Cowley. Oxford: Clarendon, 1910.
Despite its age, this work remains the standard Hebrew reference grammar in English. Its benefits include thorough coverage of syntax and grammar and an index to scripture references. Abbreviated as GK or GKC.

Joüon, Paul. *A Grammar of Biblical Hebrew.* Subsidia Biblica, ed. T. Muraoka, 14/I–II. Revised ed. 2 vols. Rome: Editrice Pontifico Istituto Biblico, 1993.
This classic Hebrew grammar is now available in English, translated and updated by T. Muraoka from contemporary research in Hebrew and other Semitic languages. A good alternative to GKC.

Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew.* Peabody, MA: Hendrickson, 2002.
This work assists learning by explaining Hebrew grammatical concepts by reference to English. Very helpful given the fact that most Hebrew grammars presume a knowledge of grammatical concepts that are no longer taught in public schools. An extremely helpful resource for beginning students.

O'Connor, M., and Bruce K. Waltke. *An Introduction to Biblical Hebrew Syntax.* Winona Lake, IN: Eisenbrauns, 1990.
The best treatment of Hebrew syntax available in English. Provides a good text for a second-year Hebrew class. Helpful scripture index.

Van Pelt, Miles V. *Basics of Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2019.
Video lectures to accompany this text may be purchased in DVD or streaming format.

4)   Lexicons and Dictionaries

Brown, Francis et al., eds. *A Hebrew and English Lexicon of the Old Testament*...*Based on the Lexicon of William Gesenius as Translated by Edward Robinson.* Oxford: Oxford University Press, 1952.
Although dated, this lexicon is still a standard reference tool. Its arrangement by root (often hypothetical) can make it difficult for use by novice Hebrew readers. Primary benefits include a one-volume format, comprehensive list of occurrences, and reference to cognate languages. Includes an addendum of corrections not found in the *NBDB*. Beginning students will find Holladay easier to use.

Brown, Francis et al., eds. *The New* Brown-*Driver-Briggs-Gesenius Hebrew and English Lexicon: with an appendix containing the Biblical Aramaic.* Based on the lexicon of William Gesenius, as translated by Edward Robinson; and edited with constant reference to the thesarus of Gesenius as completed by E. Rödiger, and with authorized use of the latest German editions of Gesenius' Handwörterbuch über das Alte Testament. With the numbering system from Strong's Exhaustive Concordance added .... Peabody, MA: Hendrickson, 1979.
Despite the name, this edition is actually based on an edition older than that used by the Oxford volume. What distinguishes the *New Brown-Driver-Briggs* is the addition of Strong's numbers throughout. An index links the Strong's number to the root and the page number in *NBDB*. Entries are by Hebrew and Aramaic root in Hebrew and Aramaic alphabetical order. A chief benefit of this edition is its affordability.

Clines, David J.A., ed. *The Dictionary of Classical Hebrew.* Sheffield: Sheffield Academic Press, 1993–.
This dictionary, projected to be eight volumes, is not limited to biblical Hebrew, but attempts to include all Hebrew materials (inscriptions, Qumran, Ben Sira etc.) from the earliest times down to 200 CE. It also pays greater attention to syntactic analysis than do other lexicons. It does not include definitions of Aramaic, nor does it make reference to

cognate languages.

Einspahr, Bruce. *Index to the Brown, Driver and Briggs Hebrew Lexicon.* Revised ed. Chicago, IL: Moody, 1977.
> This index is arranged verse by verse in English Bible order with page and section references to BDB, making the information in the BDB lexicon quickly accessible to users who have a minimal knowledge of Hebrew. Use requires that students have memorised the Hebrew alphabet.

Harris, R. Laird et al., eds. *Theological Wordbook of the Old Testament.* 2 vols. Chicago, IL: Moody, 1980.
> This two-volume work is written from a conservative theological perspective. Numbered entries are arranged by Hebrew root but are accessible to non-Hebrew readers thanks to an index linked to the Strong's numbering system. Quality of the articles is sometimes uneven.

Holladay, William L., ed. *A Concise Hebrew and Aramaic Lexicon of the Old Testament based on the First, Second and Third Editions of the Koehler-Baumgartner Lexicon in Veteris Testamenti Libros*. Grand Rapids, MI: Eerdmans, 1971.
> Holladay's work is actually an abridged English translation of the second and third editions of Koehler-Baumgartner. Its chief benefits lie in its single volume format and ease of use. Unlike KB and the older BDB, it does not include bibliography or reference to cognate languages. Lists of occurrences are more concise than those found in BDB and KB. A good choice for beginning students.

Jenni, Ernst et al., eds. *Theological Lexicon of the Old Testament.* English translation of 1971 ed. 3 vols. Peabody, MA: Hendrickson, 1997.

Koehler, Ludwig, and Walter Baumgartner, eds. *Hebrew and Aramaic Lexicon Old Testament: Study Edition*. Leiden: Brill, 2002.
> This two-volume edition features an improved English translation and extensive references to cognate languages. For advanced students, this lexicon provides the best combination of depth and affordability.

VanGemeren, Willem A., ed. *New International Dictionary of Old Testament Theology and Exegesis.* 5 vols. Grand Rapids, MI: Zondervan, 1997.
> The first volume of this work includes articles related to exegesis. Remaining volumes contain articles on selected Hebrew words. Entries are keyed to G/K numbering system. Volume 5 has indices of Strong's to G/K numbers and vice versa.

5) Guides to Exegesis and Criticism

Alter, Robert. *The Art of Biblical Narrative.* New York, NY; London: Basic; George Allen & Unwin, 1981.
> In this concise and highly readable work, Alter presents an approach to reading biblical narrative that recognises the subtlety of Hebrew narrative technique. Alter shows how an awareness features such as repetition and motif (among others) can lead to new interpretative insights. Highly recommended for students of the Old Testament.

Armerding, Carl E. *The Old Testament and Criticism.* Grand Rapids, MI: Eerdmans, 1983.
> Amerding succeeds in showing how evangelicals can appropriate critical tools in a way that is measured and constructive. Along the way, the work provides a helpful assessment of the strengths and weaknesses of traditional biblical criticism.

Chisholm, Robert B., Jr. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew.* Grand Rapids, MI: Baker, 1998.
> This helpful work offers students a guide to applying a knowledge of Hebrew to the task of exegesis. This book is geared toward students with at least one year of Hebrew and introduces them to basic Hebrew tools, as well as to textual criticism, semantics, syntax, and features of Hebrew composition. The second half of the book walks the student through the task of exegesis. The final chapter features exegetical exercises from different genres of Hebrew literature. Very practical.

Dockery, David S. et al., eds. *Foundations for Biblical Interpretation: A Complete Library of Tools and Resources.* Nashville,

TN: Broadman & Holman, 1994.

Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook.* Revised ed. Atlanta, GA: John Knox, 1983.
> An introduction to the historical-critical method written by two prominent mainstream critical scholars.

Haynes, Stephen R., and Steven L. McKenzie, eds. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and their Application.* Revised ed. Louisville, KY: Westminster/John Knox, 1999.
> In separate essays, thirteen mainstream authors introduce the various methods of Old and New Testament biblical criticism. Each contribution ends with suggestions for further reading.

Klein, William W. et al. *Introduction to Biblical Interpretation.* Dallas, TX: Word, 1993.
> A detailed introduction to interpreting the Bible from an evangelical perspective. Contains much that is helpful, although the presentation sometimes feels disjointed.

Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation.* Downers Grove, IL: InterVarsity, 1991.

Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism.* 3rd ed. Louisville, KY; London; Leiden: Westminster/John Knox, 2001.
> This handy resource brings together in one place definitions for terms related to Old and New Testament criticism. Coverage is very good for a book of this size. A recommended purchase for students.

Stuart, Douglas. *Old Testament Exegesis: A Handbook for Students and Pastors.* 3rd ed. Louisville, KY; London: Westminster/John Knox, 2001.
> This excellent guide to Hebrew exegesis is well illustrated with relevant examples. Stuart helpfully offers a full method and a more condensed method, with the latter geared toward pastors whose time may be limited.

Tov, Emanuel. *Textual Criticism of the Hebrew Bible*. Minneapolis, MN; Assen; Maastricht: Fortress; Van Gorcum, 1992.
> A comprehensive introduction to text criticism from one of the leading experts. Deals not only with the technical aspects of recognising errors, but also discusses the history of the text, the Masorah, and the character of various textual witnesses. Tov's particular expertise in Septuagint is reflected in this volume. End matter includes plates of various texts, as well as indices of ancient sources, authors, and subjects. Now available in a second edition.

Wegner, Paul D. *A Student's Guide to Textual Criticism of the Bible: Its History, Methods and Results*. Downers Grove, IL: InterVarsity, 2006.
> A well-illustrated and readable introduction to text criticism and the history of Old and New Testament texts. End matter includes glossary.

6) Hebrew Vocabulary

Hebrew vocabulary software is always changing. Students should visit the Apple, Google, or Microsoft app stores to find solutions that work for them. One Mac and Windows option is the free *FlashWorks* from Teknia Software (https://www.billmounce.com/flashworks).

Armstrong, T. A., D. L. Busby, and C. E. Carr. *A Reader's Hebrew English Lexicon of the Old Testament.* Four volumes in one ed. Grand Rapids, MI: Zondervan, 2013.
> A canonically arranged word list giving the meaning of Hebrew words occurring fifty times or less in the Masoretic Text. By reducing the time spent looking up rare words, this work can help beginning students move through large amounts of text and so gain more experience reading.

Landes, George M. *Building Your Biblical Hebrew Vocabulary: Learning Words by Frequency and Cognate.* Atlanta, GA: Society of Biblical Literature, 2001.

Old Testament Hebrew Vocabulary Cards. 2nd ed. Grand Rapids, MI: Zondervan, 2019.

Van Pelt, Miles V., and Gary D. Pratico. *The Vocabulary Guide to Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2003.