



On-Campus Course Syllabus

HEB 302 L1

Hebrew II

Spring 2025

Class Information

Day and Time: MW 3:15

Room Number: E209

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: (enter office days and hours or n/a)

Course Description and Prerequisites

Continuation of the fundamentals of Biblical Hebrew, with an emphasis on grammar and syntax, and with selected readings from the Hebrew Bible. (Prerequisite HEB 301)

Course Objectives

Upon completion of the course the student should be able to:

- A. Identify the roots of most nouns, adjectives, and verbs;
- B. Translate a vocabulary of about 600 words;
- C. Parse verbs in the seven basic stems;
- D. Locate words, nuances of words, and Scripture references in a lexicon;
- E. Read and translate from the Hebrew Bible with the aid of a lexicon.

Required Textbooks

- A. Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament: Based upon the Lexical Work of Ludwig Koehler and Walter Baumgartner*. Grand Rapids, MI: Eerdmans, 1972. (978-0-802-83413-3) Note: Several options for lexicons are available. I will show you these and you may want to wait until you see them before you purchase a lexicon. We will be a couple months into the class before this is needed.
- B. Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew Grammar*, 3d ed. Grand Rapids, MI: Zondervan, 2019. (ISBN: 9780310533498) I abbreviate this and the Workbook as BBH3.
- C. Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew Workbook*, 3d ed. Grand Rapids, MI: Zondervan, 2019. (ISBN: 978-0310533559) I abbreviate this and the Grammar as BBH3.

Note: You must read the chapter from the textbook on the subject of the day before you come to class. Check the section "Course Outline/Calendar" below for the schedule of subjects.

Recommended Reading

Brown, A. Philip, II, and Bryan W. Smith, eds. *A Reader's Hebrew Bible*. Grand Rapids, MI: Zondervan, 2008. (978-0-310-26974-8) Note: You will need a Hebrew OT text for the Jonah assignments, but you have options for acquiring it. We will discuss this, and a text is not needed until we are into the course a couple months. Notice the text you should get when you do get one will be in some form of the *Biblia Hebraica Stuttgartensia*, which is the Leningrad Codex, also designated B19a. You may be able to access this online.

Course Requirements and Assignments

A. Tests

The **due dates** for the three exams are on the schedule below.

1. BBH chapters 17–25
2. BBH through chapter 35
3. Final exam: primarily Jonah

Tests are online on Canvas.

B. Quizzes. See the Course Outline below for dates of the quizzes.

1. Vocabulary and grammar quizzes. Vocabulary quizzes are comprehensive, including words from more than one chapter—as you can conclude from their names. See the schedule below for which chapters of vocabulary are included in each quiz. Grammar quizzes are on verb stems and pronoun suffixes.
2. One (1) quiz score may be missed/dropped without penalty. That is, your lowest quiz score will not be used to calculate your final grade.
3. A quiz that is not taken receives a grade of zero.
4. The grade for a late quiz loses 5 points per calendar day for 7 days (this means on weekends as well as weekdays, since the quizzes are available 24/7 online for you to take). After one week, on day 8, the grade of zero (0) will be assigned.
5. **See the Course Outline below for the due dates of the quizzes.**

Quizzes are online in Canvas.

C. Regular homework from the *Basics of Biblical Hebrew Workbook*, Jonah, and one related to the lexicon.

1. Homework assignments are due at the beginning of class.
2. Your work will be evaluated on the basis of how much of each assignment you have completed and turned in on time. The grade is not assigned on the basis of how much is correct.
3. You may do extra work on an assignment for up to 10% extra credit on the homework grade. Massive amounts of extra work will still only receive up to 10% extra credit.
4. The grade for a late homework assignment loses 5 points per calendar day for 7 days (this means on weekends as well as weekdays, since you may scan and submit your work online to Canvas 24/7). After one week, on day 8, the grade of zero (0) will be assigned.
5. Your two (2) lowest homework scores may be missed/dropped without penalty. However, no assignments from Jonah may be dropped.
6. **See the Course Outline below for the due dates of the homework assignments.**

- D. Note (again): You must read the chapter from the textbook on the subject of the day before you come to class. Check the Course Outline below for the schedule of subjects.**

Course/Classroom Policies and Information

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Weighted Grading: *The following are the proportions of your grade for each type of assignment*

- | | | |
|--------------------------------------|-----|-----------|
| • Tests | 60% | |
| • Quizzes | 20% | |
| • Homework | 20% | Graded by |
| the percentage completed and on time | | |

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

#	Date	Subject	Quiz or test due	Homework due
1	Jan 22	Syllabus, review,		[Key—Ex = Exercise; BT = Bible Translation section]; a = top of page, does not include section at the bottom of the page (e.g., Ex 20); b = (starts at) bottom of page (e.g., Ex 20)
2	Jan 27	Volitives (chap 18)	Voc BBH3 15-17	
3	Jan 29	Volitives		
4	Feb 3	Pronoun Suffixes on verbs (chap 19)	Voc BBH3 14-18	Ex 18: p. 72:3-12; 74:2-5; 75:2-3
5	Feb 5	Pronoun Objects	Volitives	
6	Feb 10	Infinitives construct (chap 20)	Voc BBH3 15-19	Ex 19: p. 77:1-15; 78:1-15; 80:5-6; 81:9-10
7	Feb 12	Infinitives absolute (chap 21)	Suffixes on verbs	
8	Feb 17	Participles (chap 22)	Voc BBH3 17-21	Ex 20: pp. 82-83a:1-20; p. 83b:1, 3, 5, 7, 9; Ex 21: p. 87:1-10
9	Feb 19	Participles		

#	Date	Subject	Quiz or test due	Homework due
10	Feb 24	Niphal strong verbs (chap 24)	Qal participles	Ex 22: pp. 92:1-20; p. 94:1, 2, 4, 5; p. 95:8-10
11	Feb 26	Niphal verbs		
12	Mar 3	Niphal weak verbs (chap 25)	Voc BBH3 21-24	Ex 24: pp. 102-103:1-20; pp. 103-104:1-10; p. 105:1-5
13	Mar 5	Intro to the Hebrew lexicon		
14	Mar 10	Hiphil strong verbs (chap 26)	Qal/Niphal verbs	Ex 25: pp. 108-109:1-30; p. 111:8-10
15	Mar 12	Hiphil weak verbs (chap 27)	Exam 1: BBH3 chapters 17 - 25	
Week of March 17–21: Spring Break				
16	Mar 19	Hiphil verbs		
17	Mar 24	Hophal verbs (chaps 28-29)	Voc BBH3 24-27	Ex 26: pp. 116-17:1-15; Ex 27: p. 123:15-30; p. 125:7-9; Lexical assignment
18	Mar 26	Piel strong verbs (chap 30)	Qal/Niphal/Hiphil verbs	
19	Mar 31	Piel weak verbs (chap 31)	Voc BBH3 26-29	Ex 28: p. 134:1-10; Ex 29: p. 138:6-25; p. 139:1-3
20	Apr 2	Pual verbs (chaps 32-33)		
21	Apr 7	Piel and Pual verbs	Voc BBH3 27-31	Ex 30: p. 145:1-20; Ex 31: p. 152:15-30
22	Apr 9	Hithpael strong verbs (chap 34)	Qal/Niphal/Hiphil/Hophal/Piel/Pual verbs	
23	Apr 14	Hithpael weak verbs (chap 35)	Voc BBH3 29-33	Ex 32: p. 161:1-15; Ex 33: p. 167:11-25; 168:1-3
24	Apr 16	Intro to the Hebrew Bible; Jonah	All verb stems	Ex 34: omit; Ex 35: p. 181:1-25; p. 182:1-4
25	Apr 21	Jonah	Exam 2: BBH3 chapters 18 – 35	Jonah TBA
26	Apr 23	Jonah	Voc BBH3 31-35	Jonah TBA
27	Apr 28	Jonah		Jonah TBA
28	Apr 30	Jonah		Jonah TBA
29	May 5	Jonah	Vocab Jonah 1 – 2	Jonah TBA
30	May 7	Jonah		Jonah TBA
31	May 12	Final exam (BBH and Jonah)	Final exam	

Selected Bibliography

Brown, Francis, S. R. Driver, and Charles A. Briggs. *The Brown-Driver-Briggs Hebrew-English Lexicon*. Peabody, MA: Hendrickson, 1996.

Elliger, K., and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1997.

Fuller, Russell T., and Kyoungwon Choi. *Invitation to Biblical Hebrew: A Beginning Grammar*. Invitation to Theological Studies. Grand Rapids, MI: Kregel, 2006.

Garrett, Duane A., and Jason S. DeRouchie. *A Modern Grammar for Biblical Hebrew*. Nashville, TN: B&H Academic, 2009.

Greenberg, Moshe. *Introduction to Hebrew*. Englewood Cliffs, NJ: Prentice-Hall, 1965.

Joüon, Paul, and T. Muraoka. *A Grammar of Biblical Hebrew*. 2d ed. Rome: Pontifical Bible Institute, 2006.

Kautsch, E., ed. *Gesenius' Hebrew Grammar*. 2d ed. Trans. A. E. Cowley. Oxford: Clarendon, 1910. (GKC) (Currently claimed by Nabu Press, 2010.)

Kelley, Page H. *Biblical Hebrew: An Introductory Grammar*. Grand Rapids: Eerdmans, 1992.

Koehler, Ludwig, Walter Baumgartner, and Johann Jakob Stamm, eds. *Hebrew and Aramaic Lexicon of the Old Testament*. 2 vols. Translated by M. E. J. Richardson. Leiden: Brill, 2002.

Lambdin, Thomas O. *Introduction to Biblical Hebrew*. NY: Scribner's, 1971.

Ross, Allen P. *Introducing Biblical Hebrew*. Grand Rapids, MI: Baker, 2001.

Seow, C. L. *A Grammar for Biblical Hebrew*. Rev. ed. Nashville: Abingdon, 1995.

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