



Course Syllabus

HEB 301 L1

Hebrew 1

Fall 2025

Class Information

Day and Time: MW 3:15 – 4:30

Room Number: E209

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: [MW 12:30 – 2:30](#)

Course Description and Prerequisites

Introduction to the elements of Biblical Hebrew, with an emphasis on phonology, grammar, and vocabulary.

(Prerequisites: BIB 110, ENG 101)

Course Objectives

Upon completion of the course you should be able to:

- A. Pronounce and read all Hebrew words that you encounter,
- B. Identify and translate all the vocabulary words in the textbook through chapter 17 (approximately 300 words),
- C. Parse nouns, pronouns, pronominal suffixes, adjectives, and finite qal verbs,
- D. Relate and distinguish English and Hebrew grammatical functions,
- E. Translate noun sentences and verbal sentences with qal verbs with the aid of a lexicon.

Required Textbooks

- A. Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew Grammar*, 3d ed. Grand Rapids, MI: Zondervan, 2019. (ISBN: 9780310533498)

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.

- B. Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew Workbook*, 3d ed. Grand Rapids, MI: Zondervan, 2019. (ISBN: 978-0310533559)
- C. Van Pelt, Miles V. *English Grammar to Ace Biblical Hebrew*. Grand Rapids, MI: Zondervan, 2010. (ISBN: 9780310318316)

Recommended Resource

Pratico, Gary D., and Miles V. Van Pelt. "Biblical Hebrew Survival Kit." Grand Rapids, MI: Zondervan, 2006. (9780310274100) Use this as a chart summarizing various word forms for ease of reference.

Course Requirements and Assignments

A. Tests

1. Test #1 (Chapters 1-5)
2. Test #2 (Chapters 1-10)
3. Test #3 (Chapters 1-17)

B. Quizzes. See the "Course Outline/Calendar" below for dates of the quizzes on vocabulary and grammar.

1. Vocabulary quizzes are comprehensive. See the section "Course Outline/Calendar" for which chapters of vocabulary are included in each quiz.
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. You may request that your highest grade be dropped.
3. A quiz that is not taken receives a grade of zero.
4. See "Course Outline/Calendar" below for the dates of the quizzes.
5. Late assignments lose 5 points per day until 7 days after the due date, at which time they receive a grade of zero.

C. Daily homework from the *Basics of Biblical Hebrew Workbook*.

1. Homework assignments are due at the beginning of class, though we will usually review your work early in the class session, so you would turn it in during the period.
2. You will be evaluated on the basis of how much of each assignment you have completed and turned in on time. Corrections will be noted on your work—usually directing you to the relevant part of the chapter in the book that explains the relevant principle rather than giving the answer.
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, though it will increase your competency.
4. Your two (2) lowest homework scores may be missed/dropped without penalty.
5. See "Course Outline/Calendar" below for the due dates of the homework assignments.
6. Late assignments lose 5 points per day until 7 days after the due date, at which time they receive a grade of zero.

D. Journaling *English Grammar to Ace Biblical Hebrew*. While reading the book, journal your answers to questions such as these—but not necessarily all of these (Therefore this assignment is open to your own discoveries and interest about grammar, not restricted otherwise by the professor. However, the journal must have content about grammar, not statements such as, "This was a great book, I learned a lot. I think it would help people really well. And the author has some funny stuff to say. I recommend it."):

1. What was interesting, and why?
2. What did I learn?
3. What did I previously think about this, but now have changed my mind?
4. Is this a common error that I have seen in print? Do I know an example of this error?
5. Is this a common error I or my classmates make?
6. What was new or surprising to me?
7. What was especially interesting?
8. What is the major point in this section?
9. What questions does this raise?
10. What am I still unsure about?¹

Then type a 2-3-page double-spaced journal of your reading based on your notes.

A late assignment loses 5 points per day until 7 days after the due date, at which time it receives a grade of zero.

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

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
- Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:

¹ Adapted from “How to Write a Reflective Journal,” and “Suggested Format for a Reflective Journal,” in “Learning Journals,” www.audiencedialogue.net/journal.html, accessed 08-05-11.

- Review relevant sections of the Academic Catalog.
- Contact the **Financial Aid Office** for details on how attendance affects aid.
- Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all “live” (synchronous) class sessions

Important Note:

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.

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
Relative value of the assignments:		
	1. Exams	60%
	2. Quizzes	20%
	3. Homework	15%
	4. Journaling	5%
	Total	100%

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)

(Instructors may use, modify or replace these guidelines as appropriate for their course.)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Session	Date	Subject	Quiz/Test Due	Homework due
1	Aug 18	Syllabus, alphabet (chap 1)		[Key: Ex = Exercise; BT = Bible Translation section; a = top of page; b = section beginning elsewhere on the page]
2	Aug 20	Alphabet		
3	Aug 25	Vowels (chap 2)	Alphabet	Ex 1: pp. 1-8
4	Aug 27	Vowels	Voc 2	
	Sept 1	LABOR DAY—NO CLASSES MEET		
5	Sept 3	Syllabification (chap 3)	Vowels	Ex 2: pp. 9-11
6	Sept 8	Syllabification		
7	Sept 10	Nouns (chap 4)	Voc 2-3	Ex 3: pp. 12-14
8	Sept 15	Nouns	Syllabification	
9	Sept 17	Article, waw-conjunctive (chap 5)		Ex 4: pp. 15-18
10	Sept 22	Article, waw-conjunctive	Article identification	
11	Sept 24	Prepositions (chap 6)	Voc 3-5	Ex 5: pp. 19-20; p. 21 BT 2-5
12	Sept 29	Prepositions	Test #1 (chapters 1-5)	
13	Oct 1	Adjectives (chap 7)	Voc 3-6	Ex 6: pp. 22-24
14	Oct 6	Adjectives		<i>English Grammar to Ace Biblical Hebrew</i>

Session	Date	Subject	Quiz/Test Due	Homework due
15	Oct 8	Pronouns (chap 8)		Ex 7: pp. 25-27a; p. 28: BT 2-5
16-17	Oct 13 – 17	STUDENT DEVELOPMENT WEEK—NO CLASSES MEET		
18	Oct 20	Pronouns		
19	Oct 22	Pronoun suffixes (chap 9)	Voc 3-8	Ex 8: pp. 29-31a; p. 32 BT 4-10
20	Oct 27	Pronoun suffixes	Pronouns	
21	Oct 29	Construct chains (chap 10)	Pronoun suffixes	Ex 9: pp. 33-36; p. 37 BT 4-10
22	Nov 3	Construct chains		
23	Nov 5	Verb patterns (chapter 12), Qal perfect strong active, stative verbs (chapter 13)	Voc 3-10	Ex 10: pp. 38-40; p. 41: BT 1-4
24	Nov 10	Qal perfect strong active, stative verbs	Test #2 (chapters 1-10)	
25	Nov 12	Qal perfect weak verbs (chapter 14)	Voc 7-12	Ex 13: pp. 48-50a; p. 51: BT 3-6
26	Nov 17	Qal perfect weak verbs	Qal perfect verbs	
27	Nov 19	Qal imperfect strong active, stative verbs (chapter 15)	Voc 9-14	Ex 14a: pp. 52-53; p. 55: BT 3-9
	Nov 24 – 28	READING WEEK AND THANKSGIVING HOLIDAY—NO CLASSES MEET		
28	Dec 1	Qal imperfect weak verbs (chapter 16)	Qal imperfect verbs	Ex 15: pp. 56-57; p. 59 BT 1-6
29	Dec 3	Qal imperfect weak	Voc 13-16	Ex 16a: pp. 60-61; p. 62: BT 1-6
30	Dec 8	Qal preterite and perfect with waw-consecutive (chapter 17)	Qal weak verbs	Ex 16b: pp. 64-65; p. 66 BT 1-8
	Dec 10	Final exam	Final exam (chapters 1-17)	

Selected Bibliography

Other textbooks are highlighted in blue and may provide supplemental information.

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.