



Course Syllabus

HEB 302

Hebrew II

Fall 2025

Class Information

Day and Time: N/A

Room Number: N/A

Contact Information

Instructor Name: Kevin R. Warstler, Ph.D.

Instructor Email: kwarstler@criswell.edu

Instructor Phone: 214-818-1331

Instructor Office Hours: Tuesday 1-4 pm; Thursday 1-4 pm

Course Description and Prerequisites

A continuation of the elements of biblical Hebrew with an emphasis on grammar and syntax focusing on selected readings from the Hebrew Bible. (Prerequisite: HEB 301 or equivalent)

Course Objectives

Upon completion of the course you should be able to:

1. Pronounce Hebrew texts correctly;
2. Know the vocabulary of words appearing 100 or more times in the Hebrew Bible;
3. Identify the roots, root meanings, and be able to translate Hebrew verbs, including weak verbs and those in different stems;
4. Use language resources such as an introductory grammar, lexicon, and verb charts to assist you in working through biblical texts in the Hebrew Bible; and
5. Translate selected passages from the Hebrew Bible with the help of a lexicon.

Required Textbooks

1. Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew Grammar*, 2d ed. Grand Rapids: Zondervan, 2007. (978-0310270201)
2. Pratico, Gary D., and Miles V. Van Pelt. *Basics of Biblical Hebrew Workbook*, 2d ed. Grand Rapids: Zondervan, 2007. (978-0310270225)
3. Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids: Eerdmans, 1972 (978-0802834133)

Course Requirements and Assignments

1. Homework

There is no homework grade for the course so it is up to each student to determine how much work is needed to understand a concept and to be prepared for quizzes and exams. Study guides will be provided that include a daily (5-day week) schedule of what is considered an optimal amount of work in order to understand the concept we are studying. An answer key is provided on Canvas; however, Bible translations are not included so you will need to check those using a fairly literal Bible translation (NASB, ESV, NKJV, etc.).

2. Quizzes (40%)

There will be a quiz given each week (except for weeks when there is an exam). The quizzes will include vocabulary, morphological and grammatical issues, as well as translation. There will also be a bonus section on each of the quizzes. Points earned on this section will not be cumulative over the semester but only available as points added to that specific quiz. The maximum allowable score for each quiz is 100 points. The three (3) lowest or missing quiz scores will not be included in the final grade. The content of the quizzes will be included on study guides distributed in class.

3. Exams (60%)

Three equally weighted exams will be given over the course of the semester. Since language learning involves an accumulation of one concept based upon another, all of the exams will be cumulative in the strictest sense. However, each exam will emphasize the concepts from a specific set of chapters. A study guide for each exam will be provided one week before the exam. Each of the exams will be worth 20% of the student's final grade. As with the quizzes, there will be a bonus section on each of the exams to allow you to make up points that you miss on the main exam. The maximum allowable score for each exam is 100. Exams will be proctored but the instructions and options of how that will be done will be communicated before the first exam.

Course/Classroom Policies and Information

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:
 - 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

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)

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

Week	Weekly Topic/Event	Text Chapter(s) Covered	Assignment Due
1	Introduction to Course, Syllabus, Hebrew I Review, Weak Verbs, Part 1	14	
2	Weak Verbs, Part 2	16	Quiz 1
3	Weak Verbs, Part 3 <i>Waw</i> Consecutive Forms	16–17	Quiz 2
4	<i>Qal</i> Imperatives	18	Quiz 3
5	Pronominal Suffixes on Verbs, <i>Qal</i> Infinitives	19–21	Quiz 4
6	<i>Qal</i> Participles, Review for Exam	22	Quiz 5
7	EXAM DAY		EXAM #1
8	Hebrew Syntax, <i>Niphal</i> Stem	23–25	Quiz 6
	STUDENT DEVELOPMENT WEEK (Oct 13-17)		
9	<i>Hiphil</i> Stem	26–27	Quiz 7
10	<i>Piel</i> Stem, Review for Exam	30–31	Quiz 8
11	EXAM DAY		EXAM #2
12	<i>Pual</i> , <i>Hophal</i> , and <i>Hithpael</i> Stems; Jonah 1	28–29; 32–35	Quiz 9
13	Jonah 2–3		Quiz 10
	FALL/THANKSGIVING BREAK (Nov 24-27)		
14	Jonah 4		Quiz 11
15	FINAL EXAM		EXAM #3

Selected Bibliography

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- Brueggemann, Walter. *An Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville: Westminster John Knox, 2003.
- Currid, John D. *Ancient Egypt and the Old Testament*. Grand Rapids: Baker, 1997.
- Dumbrell, William J. *The Faith of Israel: A Theological Survey of the Old Testament*. Grand Rapids: Baker, 2002.
- Dyer, Charles H., and Eugene H. Merrill. *Nelson's Old Testament Survey*. Nashville: Thomas Nelson, 2003.
- Finegan, Jack. *Handbook of Biblical Chronology: Principles of Time Reckoning in the Ancient World and Problems of Chronology in the Bible*. Peabody, MA: Hendrickson, 1998.
- Geisler, Norman L. *A Popular Survey of the Old Testament*. Grand Rapids: Baker, 2007.
- Hallo, William W., and K. Lawson Younger. *The Context of Scripture*. 3 vols. Leiden: Brill, 2001-2003.
- Hamilton, Victor P. *Handbook on the Historical Books*. Grand Rapids: Baker, 2001.
- _____. *Handbook on the Pentateuch*. Second edition. Grand Rapids: Baker, 2005.
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Hoffmeier, James K. *Ancient Israel in Sinai: The Evidence for the Authenticity of the Wilderness Tradition*. Oxford: Oxford University Press, 2005.

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Youngblood, Ronald. *The Heart of the Old Testament: A Survey of Key Theological Themes*. Second ed. Grand Rapids: Baker Academic, 1998.