

OT5125: Hebrew II

3 Hours – Winter 2027



Professor Dr. William A. Ross (wross@rts.edu)
TA Coleson White (cwhite4839@student.rts.edu)
Class Time 8:30AM–12:00PM
January 4–15, Monday–Friday

πολλὰ γὰρ οὐ μόνον τῶν δυσχερῶν, ἀλλὰ καὶ τῶν ἀδυνάτων
εἶναι δοκούντων κατὰ τὰς ἀρχάς, μετὰ ταῦτα χρόνου
καὶ συνηθείας τυχόντα ῥᾶστα πάντων ἐπιτελεῖται.¹
(Polybius, *Histories* 10.47)

I won't back down / Hey baby, there ain't no easy way out //
I won't back down / Hey I will stand my ground //
(Tom Petty & the Heartbreakers)

A. פשר (Explanation)

COURSE GOALS

1. Build upon the fundamentals of Biblical Hebrew learned in OT5100, specifically:
 - Expanding knowledge of vocabulary
 - Addressing more advanced verbal morphology and semantics
 - Introducing concepts in grammar, discourse, and paratextual features
 - Developing reading and exegetical capabilities
2. Deepen our love for the Word of God in Scripture, as written in the original languages.

PREREQUISITES

OT5100 or equivalent, as determined by the registrar.

DAILY CLASS SCHEDULE

Study Lab – (30 min.) Starting promptly at 8:00 AM there will be an optional thirty-minute session to review homework assignments and ask questions to prepare for the quiz. You are encouraged but not required to attend.

Quiz – (30 min.) Covering vocabulary, grammar, and translation. Graded in class.

Lecture – (2.5 hrs.) Introducing new material daily, involving student participation and translation as much as time allows.

¹ “Many things which were considered not only difficult, but impossible at first, are, after an interval of time and practice, performed with the greatest ease.”

B. משמרות (Obligations)

REQUIRED TEXTS

H. H. Hardy II, *Exegetical Gems from Biblical Hebrew: A Refreshing Guide to Grammar and Interpretation*. Baker Academic, 2020.

Gary D. Pratico and Miles V. Van Pelt, *Basics of Biblical Hebrew Grammar*. 3rd edition; Zondervan, 2019.

Gary D. Pratico and Miles V. Van Pelt, *Basics of Biblical Hebrew Workbook*. 3rd edition; Zondervan, 2019.

Karl Elliger and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia* (any edition).

William L. Halliday, *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. 10th ed.; Grand Rapids: Eerdmans, 1996.

CLASS REQUIREMENTS, ASSIGNMENTS, AND FINAL EXAM

Quizzes (29%)

You will have eight quizzes covering vocabulary and grammatical concepts from the previous class, plus a small and randomized selection of material you should already know. Vocabulary comes directly from the *Grammar (BBHG)*. Whatever chapter(s) is/are discussed in class each week, the corresponding vocabulary is due for the next week. Extra credit will be possible on each quiz. Your lowest quiz score will be dropped.

Midterm Exam (29%)

You will take a midterm exam on the first day of the second week of the course. You will have one hour to take it. It will cover any/all material covered in Hebrew I (OT5100) and all new material from BBHG 19–23. Emphasis will fall on vocabulary, parsing, translation, and the Qal Strong Verb Complete Paradigm.

Final Exam (39%)

The final exam will be taken by hand, on campus on **Friday, 15 January 2027 from 9:00AM–12:00PM**. It will focus on translation, but will include all areas of vocabulary and grammar covered in this course and in OT5100 (*BBHG* §§1–3).

Reading Assignment (3%)

You must read Hardy's *Exegetical Gems* carefully and in full by Monday following the final exam. You will be asked about your completion of the reading in a Canvas quiz, along with some basic questions about the book and your approach to reading it.

C. חקוק (Statutes)

GRADING POLICY & SCALE

29%	Quizzes	A	100–97	C	82–80
29%	Midterm Exam	A-	96–94	C-	79–78
39%	Final Exam	B+	93–91	D+	77–75
3%	Reading Assignment	B	90–88	D	74–72
		B-	87–86	D-	71–70
		C+	85–83	F	69–0

COURSE SCHEDULE

All parts of this syllabus are subject to change. Any and all such changes will be communicated in advance.

	Date	Lecture Topic	Assignment Due
Week 1	4 th	BBHG chs. 19–20	Quiz 1
	5 th	BBHG chs. 21–22	Homework & Quiz 2
	6 th	BBHG ch. 23	Homework & Quiz 3
	7 th	BBHG ch. 24	Homework & Quiz 4
	8 th	BBHG ch. 25	Homework & Midterm
Week 2	11 th	BBHG chs. 26–27	Homework & Quiz 5
	12 th	BBHG chs. 28–29	Homework & Quiz 6
	13 th	BBHG chs. 30–31	Homework & Quiz 7
	14 th	BBHG chs. 32–35	Homework & Quiz 8
	15 th	Final Exam (9:00 AM)	
	20 th	Reading Assignment Due (11:59 PM)	

D. הלכות (Guidelines)

OTHER IMPORTANT COURSE INFORMATION AND RESOURCES

Homework

You are expected to read the chapter(s) in *BBHG* after class and to complete the corresponding homework in *BBHW*. However, I do not collect or grade homework. Obviously this means that you can decide not to do it, or to do it half-heartedly, but that would be a serious mistake. Do the work carefully, check your answers, find your weak spots, and participate in the Study Lab for clarification and extra practice.

Attendance & Workload

Hebrew II is a freight train moving at full speed. **I strongly advise that you clear your schedule of all other commitments for the duration of this two-week course. Do not attempt to take other courses simultaneously.** Plan to spend the

entire afternoon and evening after each class period studying and preparing for the following day.

I do not take attendance and do not award points for it, but consistent unexcused absence or lateness will negatively affect your final grade. Missing all or part of a single day will create serious problems in your progress studying Hebrew. **Please note that in the event of missing class 1) there are no makeup quizzes and that 2) I do not make video or audio recordings of class available.**

Participation and Note-Taking

You are expected to be at full focus in class and to participate by responding to my questions and asking your own. **No computers are permitted in class for the duration of this course.** Furthermore, we will not be using Bible software for anything in this course.² Learning the biblical languages well is an analog process: Physical books, physical paper, and a good pencil.³

Since you are not allowed to use a computer, **I will provide detailed, color note packets for you to use in class.** These packets will be made available digitally in advance. You may print them out on your own or purchase a physical copy through Amazon (details to come).

Extra Credit

You are able to earn extra credit on each quiz. It is simple: do an internet search for “Daily Dose of Hebrew” or go to <http://dailydoseofhebrew.com/> and subscribe to the daily videos. You must attentively watch the video for each weekday (2 minutes each). On the weekly quiz you will have an opportunity to affirm that you have done so to receive your extra point. Honor system. Other extra credit opportunities will become available occasionally as well.

Study Lab

Students have the option of meeting with the TA prior to class to review homework assignments and to help you prepare for the quiz with extra examples. These 30-minute sessions are an addition to the daily class meetings but *participating is not required or graded*. This is simply for your benefit. The Study Lab will begin meeting on the first day of the course.

Tutoring

In addition to the Study Lab, students will have free tutoring made available with the TA, typically in small groups. If you are interested in participating in such a group, contact the TA directly. **Tutoring is available only to those students already attending Study Lab on a regular basis, unless approved by the professor.**

² I consider digital tools for vocabulary acquisition (e.g., Quizlet, Anki, etc.) an exception to this policy.

³ The pen is utterly overrated and should be avoided. I recommend the very affordable and excellent quality Pentel Graph Gear 1000 or – if you have a few more pennies to spend – the fantastic rOtring Rapid PRO or the rOtring 600. If you use 0.7mm HB lead, then you will earn a heavenly reward (actually, that’s not true but it is still the best lead size and weight). See my Amazon List here: <https://tinyurl.com/3j9nyfps>.

Lateness & Extensions

Assignments are due by midnight on the dates indicated in the schedule below. In order to receive an extension without penalty, you must submit a request to me by email at least forty-eight hours prior to the due date, stating the reason for your request. Extensions are granted only for significant emergencies or unforeseen circumstances, and a grade penalty may be applied. If granted, an extension will be up to one week. Requests for extensions of more than one week must be submitted to the registrar for consideration by the academic dean in consultation with the professor. Late submission of assignments will result in reduction by half a letter grade for each calendar day beyond the due date.

Vocabulary

You will never be able to read Biblical Hebrew if you do not know the vocabulary. In this course you will learn another ~150 words, at a rate of about 15–30 per day of class. But at any given point you will be expected to know *all* the Hebrew vocabulary that has been covered in both Hebrew I and II. Quizzes will always be “cumulative” in that sense. Every word that you have already been assigned is fair game, so stay frosty.

I do not care how you learn and review your vocabulary – textbook, flashcards, audio, Quizlet, whatever. But I do expect you to know it well. Any of the following resources will work, depending on your study preferences, though none are strictly required:

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

Miles V. Van Pelt and Gary D. Pratico, *Old Testament Hebrew Flashcards*. Grand Rapids, Zondervan: 2004.

J. David Pleins, *Biblical Hebrew Vocabulary by Conceptual Categories: A Student's Guide to Nouns in the Old Testament*. Grand Rapids, Zondervan: 2017.

Jesse R. Scheumann and Merissa Scheumann, *Picture Hebrew Flashcards*. Available on Amazon.

OTHER RECOMMENDED TEXTS

a. Grammar Resources:

- Miles V. Van Pelt, *Biblical Hebrew: A Compact Guide*. 2nd edition. Zondervan: 2019.
- Gary D. Pratico and Miles V. Van Pelt, *Biblical Hebrew Laminated Sheet*. Zondervan, 2005.
- Gary D. Pratico and Miles V. Van Pelt, *Charts of Biblical Hebrew*. Zondervan, 2007.

- Frederic Clarke Putnam, *Hebrew Bible Insert: A Student's Guide to the Syntax of Biblical Hebrew*. 2nd edition; Stylus Publications: 2002.⁴

b. Reading Resources:

- Gary D. Pratico and Miles V. Van Pelt, *Biblical Hebrew Vocabulary in Context*. Zondervan, 2019.
- Gary D. Pratico and Miles V. Van Pelt, *Graded Reader of Biblical Hebrew: A Guide to Reading the Hebrew Bible*. Zondervan, 2006.
- Donald R. Vance, George Athas, et al., *Biblia Hebraica Stuttgartensia: A Reader's Edition*. Hendrickson, 2014.

RTS CHARLOTTE CLASSROOM TECHNOLOGY USAGE

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

Please note: Absolutely zero use of AI is permitted in this course.

⁴ Out of print but still available for purchase online. Putnam has made a free PDF download available, which can be easily located with a simple internet search.



Course Objectives Related to MDiv* Student Learning Outcomes

Course: OT5125 Hebrew II
 Professor: William A. Ross
 Campus: Charlotte
 Date: Winter 2027

<u>MDiv* Student Learning Outcomes</u> <i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<u>Rubric</u> • Strong • Moderate • Minimal • None	<u>Mini-Justification</u>
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Equips students with a historically- and textually-based foundational skillset for later refinement in teaching and preaching settings
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Develops essential and detailed knowledge of the Hebrew language for reading, understanding, and interpreting scripture
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	None	
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	Open class with prayer and devotional song (in Hebrew)
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	None	
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	None	
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	None	