

BIBLICAL HEBREW II

2025–2026 Second Term Mon 9:30pm–11:15pm YIA 403; Thur 10:30am–11:15pm ELB 403

[Program: MDiv]

Course Code: THEO5302

Title in English: Biblical Hebrew II

Title in Chinese: 聖經希伯來文 (二)

Course Description:

This course, a sequel to THEO5301 Biblical Hebrew I, will continue to follow the textbooks, *Learn Biblical Hebrew* (2005), covering Lessons 14-25, and *Basics of Biblical Hebrew Grammar* (2019; 3rd ed.), covering 24–36. It will cover all the *binyanim* (or stems) of Hebrew as well as understanding concepts of Hebrew syntax, function of prepositions and the principles of translating narratives and poetry. In particular, we shall read the Masoretic Text of the book of Jonah (a narrative with a poem) with the help of the Lexicon and other Bible aids.

Learning Outcomes:

Knowledge Outcomes:

The students will be competent in the following abilities:

- (1) recognize every component in the parts of speech learned in THEO5301
- (2) identify the *binyanim* (or stem) and functions of all verbs
- (3) recall the forms and functions of the prepositions and particles
- (4) identify, recognize at least 500 of the most common Biblical Hebrew words found in the Hebrew Bible
- (5) search words in the Biblical Hebrew dictionaries and lexicons and explain the entries, in particular the BDB Lexicon.
- (6) parse and translate given phrases/sentences and the book of Jonah
- (7) use the parsing tools from the internet and/or computer software

Attitude Outcomes:

The students will

- (1) be confident to read a Biblical Hebrew passage on their own with the necessary tools
- (2) develop the habit of reading Biblical Hebrew passages
- (3) appreciate the basic tasks to do exegesis and interpretation

List of Topics

Topics	Contents and Concepts
1, Infinitives	1. Infinitive construct. 2. Infinite absolute
2. Participles	1. The Participle forms and sufformatives. 2. The functions of Active and Passive participles.
3. The General Uses of the <i>binyanim</i>	1. The significance of each <i>binyan</i> and how to distinguish them. 2. The list of uses for each <i>binyan</i> .
4. The Qal and Niphal	1. The paradigms for Qal and Niphal. 2. The functions of Qal and Niphal.
5. The Piel and Pual	1. The paradigms for Piel and Pual. 2. The functions of Piel and Pual.
6. The Hiphil and Hophal	1. The paradigms for Hiphil and Hophal. 2. The functions of Hiphil and Hophal.
7. The Hithpael and the other <i>binyanim</i>	1. The paradigms for Hithpael and the other <i>binyanim</i> . 2. The functions of Hithpael and the other <i>binyanim</i> .
8. Other <i>binyanim</i>	Introduction to Polel, Polal, Hithpolel, Hishpael

9. Using BDB Lexicon	<ol style="list-style-type: none"> 1. The format of a Biblical Hebrew Dictionary and Lexicon. 2. Understanding the division of root words. 3. The steps to retrieving the meanings for the word searched. 4. Interpreting the information from the dictionary and lexicon.
10. Wishes, Oaths and Conditions	<ol style="list-style-type: none"> 1. The biblical Hebrew expressions for wishes and oaths. 2. The common words and pattern for such expressions. 3. The common words and format for conditional statements.
11. The Narrative forms with other verb forms	<ol style="list-style-type: none"> 1. Revision of the waPC. 2. The different conjugation and expressions before the waPC verbs. 3. How to distinguish and translate different occurrences of the waPC in various contexts.
12. Sentence and Clause Beginnings	The different ways biblical Hebrew begins passages – narratives and non-narratives and how to translate them.
13. The Perfective and Imperfective Verbs	<ol style="list-style-type: none"> 1. Revision of the SC and PC. 2. Consideration of more complex contexts and how to translate appropriately.
14. Sentence and Clause Sequences	<p>Functions of these sequences:</p> <ol style="list-style-type: none"> 1. SC + wSC forms. 2. SC + waPC. 3. PC + wPC. 4. Clauses that begin with some particles. 5. PC + wSC. 6. Imperatives + imperatives. 7. Imperative + wPC. 8. Participle + waPC. 9. Participle + wSC. 10. Infinitive + waPC. 11. Infinitive + wSC. 12. 5 conjunctions.
15. Translating Hebrew Poetry	<ol style="list-style-type: none"> 1. Characteristics of biblical Hebrew poetry: balance and parallelism. 2. Expressions of balance and parallelisms: chiasmus and alphabetic. 3. Language of biblical Hebrew poetry. 4. Issues in translation.
16. Prepositions	<ol style="list-style-type: none"> 1. Summarize the types and most common occurrences of some prepositions. 2. Determining the possible best meaning for a preposition.
17. Idioms and Areas of Meanings	Learn some common idiomatic expressions in biblical Hebrew and their meanings, or areas of meanings according to the context and interpreting their functions.
18. Learn Bible Aids from Internet and Computer Software	<ol style="list-style-type: none"> 1. Introduce various aids from the internet and/or computer software. 2. How to access the parsing functions and interpret meaningfully from these aids.

Learning Activities:

We will do a lot of drilling exercises through different forms: in songs, oral recitation, oral exercises, dialogue and writing exercises. There will be reinforcements through one to one and small group interactions throughout the course.

Feedback for Evaluation:

Two course evaluations will be conducted. The first will be done midway through the course which is tailored to facilitate better progress through the course. The second will be conducted by the university wide exercise.

Course Components:

The course consists of lectures, oral drills, written assignments and a lot of memorization, self and group revisions. The time allocation (on average per week) of the learning activities is as follows:									
Lecture		Class interaction		Excursion/ Web-based Learning		Reading and research		Written assignments	
In class	Out of Class	In class	Out of Class	In class	Out of Class	In class	Out of Class	In class	Out of Class
1.2 hrs	NA	1 hr	NA	NA	NA	NA	1.5 hrs	0.5 hr	2 hrs
M		M		M		M		M	
M: Mandatory activity in the course					O: Optional activity				

Assessment Scheme:

Task Nature and Weightage	Purpose and Rationale	Learning Outcomes
<p>1. Compulsory Attendance and Active Participation (6%) Students must participate <i>proactively</i> in class as required: <i>Proactive</i> refers to learning activities where students are expected to verbalize pronunciation of words learned, sing, recite verbally – all in audible volume to their partners, or instructor or to keep pace with the whole class.</p> <p>Should foreseeable circumstances prevent a student from attending a class, the student must <i>notify the instructor</i> (and teaching assistant) <i>by email</i>. The student is expected to make up the missing class on his/her own through the materials posted on Blackboard and/or personal arrangement with the instructor and TA.</p>	<p>Language courses require constant drilling, and due to the fact that Biblical Hebrew is a dead language, absence from any period will result in difficulties to catch up for each class period.</p> <p>1. Students will follow the smooth progress of building upon each topic as the language is taught.</p> <p>2. Students get immediate reinforcements for each new word or concept learned.</p>	<p>1. Students can follow the progress of each topic smoothly.</p> <p>2. Students build upon each new concept of the language based on the previous one.</p> <p>3. Students can reinforce the learning through active use of the language.</p> <p>4. Student learns to reinforce their own understanding with co-learners and the instructor.</p>
<p>2. 12 Vocabulary Quizzes (12%) Week 1: D 11.2, 11.4 column 1, 11.8, 11.9 column 1 Week 2: Quizlet Set 3-B + D 13.10 column 2 Week 3: Quizlet Set 3-C Week 4: Quizlet Set 3-D + D all verbs in 15.2 – 15.4 Week 5: Quizlet Set 3-E Week 6: Quizlet Set 3-F + D all Hiphil/ Hophal verbs in 16.4 – 16.5 Week 7: Quizlet Set 3-G Week 8: Quizlet Set 4-A + + D all Hithpael verbs in 17.1 – 17.5 Week 9: Quizlet Set 4-B Week 10: Quizlet Set 4-C Week 11: Quizlet Set 4-D Week 12: Quizlet Set 4-E (A vocabulary quiz will be given every Thursday, except Week 13.)</p>	<p>To acquire the basic vocabulary.</p>	<p>Student will identify and recognize at least 500 of the most common Biblical Hebrew words found in the Hebrew Bible.</p>

<p>3. 6 Grammar and Translation Quizzes (30%)</p> <p>Quiz 1: Paradigm for Qal and Niphal + Wishes, Oaths, and Conditions + parsing</p> <p>Quiz 2: Paradigm for Piel and Pual + Narrative Forms + parsing</p> <p>Quiz 3: Paradigm for Hiphil and Hophal + parsing</p> <p>Quiz 4: Paradigm for Hithpael and other <i>binyanim</i> + parsing</p> <p>Quiz 5: Translation and parsing of a selected narrative text</p> <p>Quiz 6: Translation and parsing of a selected poetic text</p>	<p>The quizzes are to reinforce the accumulation of the foundational <i>binyanim</i> paradigms. Regular parsing in the quizzes are to keep up and reinforce the vocabularies and paradigms learned earlier and also new vocabularies.</p>	<ol style="list-style-type: none"> 1. Students' memorization of the <i>binyanim</i> paradigms will aid the learning progress of the forms and uses of the verbs foundational to the language. 2. Students will reinforce earlier grammar and vocabularies learned earlier through the parsing component in the quizzes. 3. Students will be able to read and understand more complex sentences in the Hebrew Bible. 4. Students will be able to parse phrases as they read and will be able to process the meanings of the words automatically. 5. Students learn how to use the Biblical Hebrew Lexicons and Dictionaries. Students learn the technical format and how to retrieve the relevant meanings for the word searched.
<p>4. Written Assignments (22%)</p> <p>During class lectures, the instructor will assign a few written assignments where students are required to write on the board, or on their own notebooks. Students are expected to follow these instructions and attempt to complete them.</p>	<p>To grasp Biblical Hebrew fully, the written form is quintessential. It aids recognition and reinforces memory. Writing out the assignments retains the learning in concrete form.</p>	<ol style="list-style-type: none"> 1. Students reinforce the concepts by active application of the language through these written assignments. 2. Students get the opportunity for immediate reinforcements in class through these assignments.
<p>5. Final Test (30%)</p> <p>This test comprises of selected passages learned throughout the course. Besides parsing, there will be questions covering topics learned from THEO5301-5302.</p>	<p>This final test wraps up the end of the basics of the course.</p>	<p>Same as Task #2.</p>

Recommended Learning Resources:

<p>Textbooks (required):</p> <p>Dobson, John H. <i>Learn Biblical Hebrew</i>. 2nd edition with Audio CD-Rom. Grand Rapids: Baker Academic, 2005. [D; UL PJ4567.3 .D63 2014]</p> <p>Pratico, Gary D. and Miles V. van Pelt. <i>Basics of Biblical Hebrew Grammar</i>. 3rd edition. Grand Rapids, MI: Zondervan, 2019. [P&P; UL Oversize PJ4567.3 .P73 2019]</p> <p>Lexicon (required):</p> <p>Brown, Francis, S.R. Driver, and Charles A. Briggs, eds. <i>A Hebrew and English Lexicon of the Old Testament</i>. Oxford: Clarendon, 1907. (CC Ref PJ4833 .G4 1907; https://www.sefaria.org/BDB?tab=contents)</p> <p>Recommended Learning Resources:</p> <p>Cook, J.A. and Holmstedt, R.D. <i>Beginning Biblical Hebrew</i>. Grand Rapids, Michigan: Baker Academic, 2013. [UL PJ4567.3 .C66 2013]</p> <p>Kahn, Lily. <i>The Routledge Introductory Course in Biblical Hebrew</i>. New York, NY: Routledge, 2014. [UL PJ4567.3 .K34 2014]</p> <p>Kelley, Page H. <i>Biblical Hebrew: An Introduction Grammar</i>. Grand Rapids, MI: W.B. Eerdmans, 1992. (2nd Edition revised by Timothy G. Crawford, 2018)</p>

Seow, Choon-Leong. *A Grammar for Biblical Hebrew*. Rev. ed.; Nashville: Abingdon, 1995. [UL PJ4567 .S424 1995]

Webster, Brian L. *The Cambridge Introduction to Biblical Hebrew*. Cambridge, NY: Cambridge University, 2009. [UL PJ4567.3 .W357 2009]

Internet Resources:

Introduction to Resources over Internet: <http://ehebrew.net/learn-ancient-hebrew/>

Animated Hebrew (Cartoon): <http://www.animatedhebrew.com/>

eteacher Biblical Hebrew (Free Lesson): <http://eteacherbiblical.com/free-lessons>

App Resources:

Quizlet – Join soniawk’s class “Biblical Hebrew I” for Vocabulary Sets 1-A to 4-E.

Write It! Hebrew; Hebrew Flashcards; Bible App by Olive Tree; Parallel Plus;

BibleWorks 10 (UL Workstations #3, #4; CC Workstations #G29, #210)

Course Schedule:

Week	Date	Topic
1	Jan 5 (M) Jan 8 (Th)	Introduction: Revision of Basic Grammar and Biblical Hebrew P&P 23 Sentence Syntax; D Introduction to lessons 14–17; Learning to use BDB; P&P 12 Introduction to <i>binyanim</i> : The General Uses of the <i>binyanim</i>
2	Jan 12 (M) Jan 15 (Th)	P&P 24–25 The Qal and Niphal; Reading Psalm 23 Reading and parsing exercise 1
3	Jan 19 (M) Jan 22 (Th)	D Lesson 18 Wishes, Oaths, and Conditions Quiz 1 ; Reading and parsing exercise 2
4	Jan 26 (M) Jan 29 (Th)	D Lesson 15 & P&P 30–33: The Piel and Pual Reading and parsing exercise 3
----	Feb 2 (M) Feb 5 (Th)	Instructor on Academic Leave. No Class.
5	Feb 9 (M) Feb 12 (Th)	D Lesson 19: Narrative Forms; D Lesson 16 & P&P 27–29: The Hiphil and Hophal Quiz 2 ; Reading, parsing Psalm 23, and parsing exercise 4
----	Feb 16 (M) Feb 19 (Th)	Lunar New Year Vacation. No Class.
6	Feb 23 (M) Feb 26 (Th)	D Lesson 20: Sentence and Clause Beginnings Quiz 3 ; Reading and parsing exercise 5
----	Mar 2 (M) Mar 5 (Th)	Reading Week. No Class.
7	Mar 9 (M) Mar 12 (Th)	D Lesson 17 & P&P 34–35: The Hithpael and the other <i>binyanim</i> Quiz 4 ; Reading and parsing Jonah 1A
8	Mar 16 (M) Mar 19 (Th)	D Lesson 21: Perfective and Imperfective Verbs Reading and parsing Jonah 1B
9	Mar 23 (M) Mar 26 (Th)	D Lesson 22: Sentence and Clause Sequences Quiz 5 ; Reading and parsing Jonah 3
10	Mar 30 (M) Apr 2 (Th)	D Lesson 23: Translating Hebrew Poetry Reading and parsing Jonah 4
11	Apr 6 (M) Apr 9 (Th)	The Day following Ching Ming Festival. No Class. Quiz 6 ; Reading and parsing poetry
12	Apr 13 (M) Apr 16 (Th)	P&P 36: Introduction to Hebrew Bible; D Lessons 24– 25 Prepositions and Idioms Learning to use Bible Aids from Internet and Computer Software
13 (Makeup)	Apr 20 (M)	Final Test

Contact Details for Teacher and Teaching Assistant:

Lecturer:	Sonia Wong (王珏)
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Office:	KKB 324
Tel:	39435150
Email:	sonia.wong@cuhk.edu.hk
Office Hour:	By Appointment
TA:	TBA
Email:	TBA

Grade Descriptors:

Grade	Standard	Descriptors
A	Excellent	Outstanding performance on all learning outcomes. Demonstrates precision and accuracy throughout. Able to analyse, apply and explain concepts as well as recall relevant and accurate information and sources spontaneously when texts are given.
A-	Very Good	
B+	Good	Substantial performance overall and fulfils most learning outcomes with above average competency. Indicates ability to analyse, apply and explain concepts fluently. A good demonstration of the ability to recall relevant information and sources when texts are given.
B		
B-		
C+	Fair	Satisfactory performance overall, shows an average grasp in most of the learning outcomes. Indicates adequate ability to analyse, apply and explain concepts but may not be as consistent. An average and general consistent performance to recall relevant information and sources when texts are given.
C		
C-		
D+	Pass	Barely satisfactory performance overall, shows less than average in some of the learning outcomes. Indicates a general ability to analyse, apply and explain concepts when cues are provided. A passable ability to recall relevant information and sources with some guidance provided when texts are given.
D		
F	Failure	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Demonstrates lacking ability to analyse, apply and concepts even when cues are provided. Unable to process a given text satisfactorily.

Use of AI Tools: Approach 2 – Use only with prior permission

Students are allowed to use AI tools in some scenarios or some learning activities and/or assessments but not in others. Teachers should clearly inform students which AI tools students are allowed to use, and when and how they can and cannot use these tools. For instance, use of an AI tool for checking grammar may not be allowed in a course with a learning outcome related to students' writing skills. Teachers should also make clear the rationale for allowing these tools in some situations but not allowing them in others, and how these tools ought to be cited or otherwise acknowledged. Such information should be spelt out clearly in the course outline or learning activity/assessment guide. It is also important to help students understand the appropriate uses of these tools and the limits of such usage.

Academic Honesty and Plagiarism: The CUHK policy and regulations regarding academic honesty apply to all work in this course. Information in this regard may be found at the following link:

<http://www.cuhk.edu.hk/policy/academichonesty/>.