



OTHB6300 Intermediate Hebrew Grammar

New Orleans Baptist Theological Seminary

Biblical Studies Division

Spring 2022

Tues/Thurs 12:30-1:50 PM

Professor: Archie W. England

Title: Professor of Old Testament and Hebrew, occupying the J. Wash Watts Chair of Old Testament and Hebrew

Office: 210 Hardin Student Center

Phone: 504.252.4455 x.8102; 985.789.1570 (cell)

Email: aengland@nobts.edu

Teaching Assistant/Grader: Ricky Michalski

Phone: (504) 495-8968

Email: rickymichalski@gmail.com

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Description

Intermediate Hebrew grammar builds upon the foundation of Introductory Hebrew grammar (basic grammar and vocabulary). Thus, the first task of Intermediate Hebrew Grammar is to solidify the student's understanding of Hebrew grammar-particularly the weak verb patterns and suffix forms for nouns, pronouns, prepositions, and verbs. The second task of Intermediate Hebrew Grammar is to have the student thoroughly work through sample readings from the different genres in the Hebrew Bible. The third task of Intermediate Hebrew grammar is to introduce the student to the functional role of Hebrew syntax and textual criticism for translation and exegesis of the Hebrew Bible. The final task of intermediate Hebrew Grammar is to expand the student's basic vocabulary. Viewed together, the tasks of this course are designed to prepare a student for the immediate use of Hebrew in the preparation of biblical sermons as well as for the studies in advanced Hebrew grammar and exegesis.

Student Learning Outcomes

1. The student will be able to understand how to improve biblical exegesis by means of Hebrew grammar and syntax.
2. The student will demonstrate how to apply the benefits of Hebrew word studies, syntax, literary analysis, genre nuances, or text critical issues in the proclamation of the Bible (Hebrew Bible).
3. The student will be able to communicate clearly the meaning of the original Hebrew text, especially as influenced by genre, lexicography, context, and literary structure.

Course Teaching Methodologies

1. The material for each lesson will be introduced in a lecture format.
2. Students will practice the skills discussed in class through classroom exercises, workbook exercises, oral reading, and occasional quizzes and exams.
3. Students will further demonstrate knowledge and skill by preparing a research project that integrates key components of Hebrew grammar and syntax.
4. To build upon the foundation of the introductory Hebrew course, this intermediate course is designed to be a working laboratory approach. The student will develop further in Hebrew by regular translation of the various Hebrew genres in the Old Testament. This approach does involve some lecture (mostly at the beginning of the course) but is mainly focused on showing learners the bigger picture. Consequently, students will be instructed in the Masorah, the critical apparatus, word studies, and analysis of selected components of Hebrew grammar and syntax. Preparation for class will require consistent weekly translation that will build up to smoother rendering of the Hebrew text. The final research project will allow the student and the professor to assess how well the student has assimilated and synthesized the course materials.

Embedded Assignment

Each student will prepare a detailed study of a passage in terms of grammatical features, literary structure, textual transmission, and/or translation theory, with implications for interpretation. The student will carry out in-depth exegesis and explain the impact of the critical apparatus, Masoretic notation, morphology, lexicography, and/or syntax on the meaning of the passage. This paper should be 2,500 to 3,000 words with no fewer than 18 critical or technical sources.

Textbooks

Required:

1. *Biblia Hebraica Stuttgartensia*
2. Any of these Hebrew lexicons:
 - a. Koehler-Baumgartner's *Hebrew and Aramaic Lexicon of the Old Testament* (comprehensive, standard, and relatively up to date, but expensive)
 - b. Holladay's *Concise Hebrew and Aramaic Lexicon of the Old Testament* (very concise, but affordable, easy to use, and relatively up to date)
 - c. Alternatively, you may use one of these if you happen to have one of them already:
 - i. Brown-Driver-Briggs (old, but classic and affordable)
 - ii. Clines' *Dictionary of Classical Hebrew* (comprehensive and up to date but expensive and not yet as widely used as Koehler-Baumgartner)
 - iii. Clines' *Concise Dictionary of Classical Hebrew* (concise, relatively affordable, and up to date, but not yet as widely used as Holladay)
3. Ellis Brotzman's *Old Testament Textual Criticism*

Required, will be provided via Blackboard:

4. William Scott, *A Simplified Guide to Biblia Hebraica Stuttgartensia: Critical Apparatus, Masorah, Unusual Letters, and Other Markings*
5. Frederic Putnam, *Hebrew Bible Insert: A Student's Guide to the Syntax of Biblical Hebrew*

Optional:

6. Frederic Putnam and Matthew Patton, *Basics of Hebrew Discourse*
7. Miles van Pelt, *Biblical Hebrew Vocabulary in Context*
8. Page H. Kelley, Daniel S. Mynatt, and Timothy G Crawford, *The Massorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*
9. Russell T. Fuller and Kyoungwon Choi, *Invitation to Biblical Hebrew Syntax*
10. Emanuel Tov, *Textual Criticism of the Hebrew Bible*
11. Paul Wegner, *A Student's Guide to Textual Criticism of the Bible: Its History, Methods & Results*

Course Requirements

1. Thoroughly prepare for each class meeting by reading the required texts and doing your OWN translation work.
2. Complete the translation and worksheet assignments according to the course schedule. On the basis of your translation work, you should come to class prepared to read, parse, and translate from the Hebrew Bible and to discuss grammatical and text-critical issues relevant to the interpretation of the passage.
3. Prepare a final synthesis project on a passage to be approved by the professor, using the tools and techniques learned throughout the semester

Evaluation of Grade

- | | |
|---------------------------------------|-----|
| 1. Preparation and participation: | 25% |
| 2. Translations: | 25% |
| 3. Worksheets | 25% |
| 4. Synthesis and Application Project: | 25% |

Lateness policy

Notify the professor or teaching assistant as soon as possible if you, your family, or your church suffer emergencies that require your absence or might otherwise delay your completion of the work.

Unpreparedness through lack of reading, missed attendance, and consistent late arrival will significantly impact your participation grade. Excessive lateness or absence will trigger automatic failure of the course in accordance with seminary policy.

For written work (i.e., translations and worksheets), five late assignments will be accepted without penalty. The next five late assignments will be awarded at maximum 50 percent credit. After the tenth late submission, no credit will be given for late work. You must submit all assignments by the posted time of the final exam in order to be eligible for a passing grade for the course.

Extra credit

Extra credit may be earned in any of these ways:

1. Submit FIVE in-depth word studies totalling 3,000 – 4,000 words
2. Submit critical reviews of BOTH of these two volumes:

- a. Benjamin Noonan *Advances in the Study of Biblical Hebrew and Aramaic: New Insights for Reading the Old Testament*
 - b. Frederic Putnam and Matthew Patton, *Basics of Hebrew Discourse: A Guide to Working with Hebrew Prose and Poetry*
3. Demonstrate mastery of 600 Hebrew vocabulary words of your own selection.
 4. Read 750 pages of material in Hebrew reference grammars and submit annotated report.

Translations

Beginning in week 4, an original translation must be produced for the passage indicated for each class session. Translations should include two parts: a rough translation and a smooth translation. The rough translation should be cast in woodenly literal English that hews close to the structure of the underlying Hebrew. Produce your own translations by working through the Hebrew text without reference to published translations. The smooth translation should be your rendition of the passage in creative, well-formed English. You will need to make interpretive decisions that draw out and communicate the significance and emphasis of the original language.

Translations do not need to be perfect by any means, but they must be the result of your own work and they must be brought to each class either printed out or handwritten. On the basis of your translation work you should be ready to participate in a discussion on each passage on its assigned day. In preparation for discussion, you should bring notes on your translation work to class – including, for example:

- glosses of tricky, dense, or surprising morphology, with explanation (or at least exploration) of the causes and effects of consonant and vowel shifts due to stem changes, affixes, etc.
- thought-out questions about items you don't know how to translate
- analysis of complex syntactic structures (relative clauses, *vav* systems, verbals, etc.)
- discussion of the possible significance of ambiguous vocabulary or rarely used words
- discussion of text-critical problems and their impact on interpretation
- close reading of interesting literary structures
- application of discourse analysis or other literary/linguistic theories

A copy of BHS must be brought to each class. You should expect to read aloud from the Hebrew text and to follow along as others read.

Worksheets

On the basis of each translation, a set of one or more questions will be assigned for research and reflection. These questions will guide you to incorporate insights gained in class along with additional research in order to produce an improved translation and/or an improved grasp of the grammatical reasons for your translation.

Worksheet questions should be answered in 250-500 words, in addition to a final smooth translation, and turned in on Blackboard one week after the related translation is discussed. The worksheets will be distributed the first week of class.

Synthesis and Application Project

Overview

The final project is an in-depth study of a particular set of issues affecting the translation and interpretation of one of the passages studied during the semester. You may build on research done on grammatical issues already briefly discussed in a worksheet, or you may research a new issue or set of related issues. This paper should consist of detailed exegesis of the passage with an argument for a particular interpretation where there is potential for disagreement. Lecture material, class discussions, worksheet questions, textbook readings, and sustained research should inform the final project. Focus should remain on grammatical, textual, and literary features and challenges rather than on application.

The synthesis and application project must consist of any **THREE** of the following sections in support of your interpretation:

1. **Comprehensive grammatical analysis:** Provide a detailed analysis of every grammatical feature of the passage and its relation to the overall meaning, including a discussion of interesting or challenging word-forms (such as rare stems) or syntactic structures (such as conditional clauses)
2. **Detailed grammatical analysis:** Conduct an extensive (well-researched) investigation of one particular grammatical element that is significant for understanding the passage according to its original sense.
3. **Literary analysis:** Provide a visual layout (in an appendix) of the Hebrew text according to its literary structure, and justify your proposed structure based on close reading and exposition of the narrative or poetic shape of the passage.
4. **Textual analysis:** Conduct a thorough discussion of all text-critical problems, Masoretic notes, and major accents, along with brief historical and literary contextualization.
5. **Translation comparison:** Provide a detailed explanation of all problems involved in translating the passage and communicating its native emphases, rhythms, wordplay, etc., and compare plausible translations of particular clauses, explaining how grammatical or lexical features contribute to each alternative, and argue in favor of a particular option on the basis of your research, especially through the use of reference grammars.

Technical requirements

The final paper must be between 2,500 and 3,000 words, single-spaced in Turabian style, utilizing no fewer than 18 scholarly sources. This includes dictionaries, encyclopedias, critical commentaries, monographs, and journal articles; it excludes study Bibles as well as commentaries that are pastoral, homiletical, theological, or devotional. A rough and smooth translation of the whole passage should be included as an appendix. Footnotes, title page, table of contents, bibliography, block quotes, and appendices do not count towards the minimum number of words. See the syllabus bibliography for initial guidance in selecting sources. At least three sources from each of the following categories must be utilized:

1. Lexical reference works (lexicons, wordbooks)
2. Linguistic reference works (reference grammars, theoretical grammars, philological works)

3. Commentaries (recent critical or technical works; must be less than 50 years old; no pastoral, theological, devotional, or homiletical works)
4. Dictionaries or encyclopedias
5. Monographs or edited collections
6. Journal articles (less than 20 years old)

Rubric for evaluation of final paper

	Substance (40%)	Research (30%)	Composition (20%)	Presentation (10%)
A	<p>Presentation of original concepts with subtlety and depth in conversation with major sources</p> <p>Strong, complete arguments with clear connection to data</p> <p>Research question relevant to the nature of the text, the needs of the church, and the norms of the academy</p> <p>Discovery, use and presentation of significant quantity of high-quality data</p>	<p>Thorough representation of the field</p> <p>Meaningful and responsible interaction with highly useful sources</p> <p>Transparent acknowledgment of sources</p>	<p>Compelling, readable prose</p> <p>Unique, confident authorial voice establishing rapport with reader</p> <p>Serious style but not stuffy</p> <p>Very well-ordered thinking and wording</p>	<p>Clean text without distractions</p>
B	<p>Promising but inconsistent/incomplete arguments</p> <p>Competent conceptual development</p>	<p>Serviceable representation of the field</p> <p>Adequate interaction with sources</p>	<p>Serviceable presentation of research</p>	<p>Minor errors in grammar, spelling, punctuation, or formatting</p>
C	<p>Failure to clearly connect arguments with data</p> <p>Ambiguous concepts</p> <p>Inaccurate data</p> <p>Relevance is obscure</p>	<p>Shallow representation of the field</p> <p>Ambiguous acknowledgment of sources</p> <p>Reliant on small subset of sources consulted</p>	<p>Inconsistent language sometimes obscuring content or degrading research credibility</p>	<p>Frequent errors obscuring content</p>
D	<p>Derivative arguments</p> <p>Obscure concepts</p> <p>Grossly inaccurate data</p> <p>Research is off-topic or irrelevant</p>	<p>Inaccurate representation of the field</p> <p>Irresponsible or insignificant handling of sources</p>	<p>Damaged language obscuring content and degrading research credibility</p>	<p>Pervasive errors obscuring content</p>
F	<p>No effort evident</p>	<p>No effort evident</p>	<p>No effort evident</p>	<p>No effort evident</p>

Evaluation of final paper: some details to check through

<p>Substance: 40%</p> <ul style="list-style-type: none"> ● Exegesis <ul style="list-style-type: none"> ○ Have you dealt with all relevant text-critical issues? ○ Have you made sense of the Masorah? ○ Have you done an exhaustive literary analysis and discussed genre issues? ○ Have you done a thorough morphosyntactic and lexical analysis? ○ Have you provided basic historical context? ● Interpretation <ul style="list-style-type: none"> ○ Have you attempted to tie together all the data you have produced into a coherent argument for a particular interpretation of your passage? 	<p>Research: 30%</p> <ul style="list-style-type: none"> ● Use of researched data <ul style="list-style-type: none"> ○ Frequency of notation ○ Adequacy of interaction ○ Accuracy of representation of source arguments ● Quality of sources <ul style="list-style-type: none"> ○ Primary ○ Secondary ○ Journals ● Documentation <ul style="list-style-type: none"> ○ Footnotes ○ Bibliography
<p>Composition: 20%</p> <ul style="list-style-type: none"> ● Style and readability ● Focus ● Completeness ● Clarity ● Depth of analysis ● Descriptive and explanatory effectiveness 	<p>Presentation: 10%</p> <ul style="list-style-type: none"> ● Grammar ● Spelling ● Punctuation ● Title page ● Table of contents ● Page numbers ● Headings and subheadings ● Margins and spacing ● On time ● Minimum length, not including footnotes, title page, table of contents, bibliography, and appendices

COMPETENCY ASSESSMENT RUBRIC – EMBEDDED ASSIGNMENT
ASSESSMENT ANALYSIS WORKSHEET
OTHB 6300 INTERMEDIATE HEBREW FOR EXEGESIS

Site _____ Format _____ Semester _____

Student Learning Outcomes:

1. The student will be able to understand how to improve biblical exegesis by the means of Hebrew grammar and syntax.
2. The student will demonstrate how to apply the benefits of Hebrew word studies, syntax, literary analysis, genre nuances, or text critical issues in the proclamation of the Bible (Hebrew Bible).
3. The student will be able to communicate clearly the meaning of the original Hebrew text, especially as influenced by genre, lexicography, context, and literary structure.

Assignment Description:

1. Prepare an exegetical assessment on an assigned passage from one of the Old Testament genres. The text will consist of at least 3 verses in order to address textual meaning, textual criticism, syntax, grammar, context, and literary structure. The paper should be 2,500-3,000 words, using 12 pt Times New Roman font, and employ no less than 18 critical and/or technical sources.
2. Document and interact with key contributors in the field of study and demonstrate how the use of appropriate tools and resources can assist in the exegetical research process of investigating a selected passage for exegesis.
3. Communicate how exegesis of biblical texts impacts the faith and life of contemporary believers.

DOMAIN		Inadequate (0), basic (1), competent (2), good (3), excellent (4)
UNDERSTANDING The student...	...understands how to improve biblical exegesis by means of Hebrew grammar and syntax.	
APPLICATION The student...	...applies the benefits of Hebrew word studies, syntax, literary analysis, genre nuances, or text critical issues in the proclamation of the Hebrew Bible.	
COMMUNICATION The student...	...communicates clearly the meaning of the original Hebrew, especially as influenced by genre, lexicography, context, and literary structure-for the life of contemporary believers.	

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Please refer to the Graduate catalog concerning attendance and absences policies. In a typical 3 hour course, a student can miss no more than 9 hours of seat time (not the same as missing 9 classes) and still receive credit for a course.

Make-up of a missed exam, quiz, report, or submission of course requirements is not allowed. As such, the professor will assess a late penalty for any submission of past due requirements. The typical penalty is ½ letter grade drop per day late. Contacting the professor before or during the absence/situation (via phone, text, or e-mail) can result in a reduced penalty. The responsibility of obtaining missed lecture notes or handouts is entirely the responsibility of the student.

Class decorum can impact the final grade for this class. Inappropriate behavior or lack of respect will constitute grounds for temporary and/or permanent dismissal from the class. Likewise, gum, food, and open drinks are not allowed in class. Cell phones and computer equipment must be muted; and , no phone conversations are allowed during class time. Excessive disturbance of a class by the acceptance of a phone call (or exiting/reentering the room) can result in dismissal from class for that day. Repeated offenders can be dismissed from the class.

In the event that the professor is delayed from starting class on time, please wait for 15 minutes (should there be no announcement by other faculty or teaching assistant) before leaving. After that, class is dismissed.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

[NOBTS Style Guide](#)

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

Wk	Date	Topic	Reading or Translation Due
1	1/18	Syllabus	
	1/20	History of the Hebrew Bible 1	Brotzman, Scott, & Handouts
2	1/25	History of the Hebrew Bible 2	Brotzman, Scott, & Handouts
	1/27	Textual Criticism, Syntax, & Translation Theory 1	Brotzman, Scott, & Handouts
3	2/1	Textual Criticism, Syntax, & Translation Theory 2	Brotzman, Scott, & Handouts
	2/3	Masorah	Brotzman, Scott, & Handouts
4	2/8	Ruth 1:1-11	Ruth 1:1-11
	2/10	Ruth 1:12-22	Ruth 1:12-22
5	2/15	Ruth 2:1-12	Ruth 2:1-12
	2/17	Ruth 2:13-23	Ruth 2:13-23
6	2/22	Catch-up day	
	2/24	Ruth 3:1-9	Ruth 3:1-9
7	3/1	<i>MARDI GRAS</i>	
	3/3	Ruth 3:10-18	Ruth 3:10-18
8	3/8	Ruth 4:1-11	Ruth 4:1-11
	3/10	Ruth 4:12-22	Ruth 4:12-22
	3/15	<i>SPRING BREAK</i>	
	3/17		

9	3/22	Catch-up day	
	3/24	Translating Narrative	Gen 12:1-9
10	3/29	Translating Narrative	Gen 15:1-21
	3/31	Translating Narrative	Gen 22
11	4/5	Translating Narrative	1 Kgs 17
	4/7	Translating Law	Exod 21:28-36
12	4/12	Translating Law	Deut 24:1-5, 14-22
	4/14	Translating Prophets	Jer 22:1-12
13	4/19	Translating Prophets	Ezek 37:1-14
	4/21	Translating Prophets	Isa 49:1-6
14	4/26	Translating Psalms	Ps 1
	4/28	Translating Psalms	Ps 14
15	5/3	Translating Wisdom	Prov 3:1-20 Graduating students must turn in final paper today.
Final Exam Week (no class; no exam): Final paper is due at posted time of final exam, along with optional assignments for extra credit.			

Bibliography

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