

BIBL 6102 HEBREW READINGS
Readings in Ezekiel and Proverbs
North Park Theological Seminary
Fall 2026 — Thursdays 12:00–1:00 pm CST
Synchronous Online Format

INSTRUCTOR INFORMATION:

[J. Nathan Clayton, PhD](#)

E-mail: jnclayton@northpark.edu (best method of contact)

Office: Nyvall Hall 321

Office Phone: (773) 244-5236

Email & Phone Communication

During the semester, you are welcome to email or call Monday–Friday, 8:00 a.m.–5:00 p.m. (Central Time). I typically respond to email and voicemail within 24 hours on weekdays.

Meeting with the Professor

Students are encouraged to schedule a meeting if needed. If you encounter any difficulties in the course, please reach out early so we can address concerns and problem-solve together.

- To schedule an online meeting via Teams, please use this [Bookings link](#).
- To schedule an in-person office meeting, please use this [Bookings link](#).

Office Hours (Fall Semester)

Office hours are scheduled in 30-minute increments:

- **Online (Teams):** Thursdays, 10:00 a.m.–12:00 p.m. CST
- **In Person (Nyvall 321):** Thursdays, 1:00–2:00 p.m. CST

If you are unable to find a time within these slots that works for your schedule, please email me and we will arrange an alternative time.

COURSE DESCRIPTION

In this advanced language course, students engage in sustained translation and exegetical discussion of selected texts from the Hebrew Bible, with careful attention to grammar, syntax, and text-critical issues, as well as to literary shape, canonical context, and broader theological and ministry implications.

Building on prior grammar study, students deepen their facility with Hebrew discourse, textual analysis, and theological interpretation. Through close reading and guided discussion, the course cultivates disciplined attentiveness to the Hebrew text, strengthening long-term language retention while forming students who can handle the Old Testament with clarity, confidence, and theological depth in both scholarly research and pastoral ministry. This course is graded Pass/Fail.

[Zoom Link for the Course](#)

REQUIRED TEXTS

1. *A Hebrew Old Testament*:

Brown II, A. Philip, and Bryan A. Smith, eds. *A Reader's Hebrew Bible*:

תורה נביאים וכתובים. Grand Rapids, MI: Zondervan, 2008. Or: BHS.

2. *A Lexicon:*
Holladay, W. L. *A Concise Hebrew and Aramaic Lexicon*. Grand Rapids, MI: Eerdmans, 1988. Or: *BDB*.

SUGGESTED TEXTS

1. *A Syntax Grammar:*
Arnold, Bill T., and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Second Edition. Cambridge: Cambridge University Press, 2018. Or: an equivalent syntax grammar.
2. *A Commentary on Ezekiel and one on Proverbs*
Allen, Leslie C. *Ezekiel 1–19*. Word Biblical Commentary 28. Waco, TX: Word; Grand Rapids: Zondervan, 1994.
Murphy, Roland E. *Proverbs*. Word Biblical Commentary 22. Waco, TX: Word; Grand Rapids: Zondervan, 1998.
Or any other commentary on Ezekiel and/or Proverbs, as long as it is substantive and engages the Hebrew text. Brandel Library has many that you can check out and use. See also the suggestions in the bibliography below.

DEGREE LEARNING OUTCOMES

The major North Park Theological Seminary degree learning outcomes this course intends to address are:

MACF

Interpret Scripture with historical and theological integrity in relation to Christian formation.

MACM

Interpret Scripture with historical and theological integrity in relation to one's ministry.

MATS

Interpret Scripture with historical and theological integrity for diverse communities and contexts.

MDIV

Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.

IDEA OBJECTIVES

North Park Theological Seminary uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us, and we use them for ongoing efforts to improve the quality of our courses. These are the course learning objectives (CLOs) for this course:

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. **Accurately translate and parse** selected Old Testament Hebrew texts, applying advanced knowledge of Hebrew grammar, syntax, and discourse features.
(Assessed through Translation & Parsing - 20%)
2. **Analyze and evaluate** text-critical issues in selected Old Testament Hebrew passages, explaining how variant readings affect translation and interpretation.
(Assessed through in-class discussion and participation - 80%)

3. **Articulate and defend** translation decisions in class discussion, demonstrating disciplined engagement with the Hebrew text and thoughtful interaction with peers.
(Assessed through Attendance & Participation - 80%)

Each Course Learning Outcome is directly aligned with graded course components. Translation and parsing assignments (20%) assess students' ability to accurately translate and apply advanced grammatical knowledge (CLO 1). Attendance and participation (80%) assess students' ability to analyze and evaluate text-critical issues and to articulate and defend translation decisions through sustained, prepared engagement in class discussion (CLOs 2–3).

PREREQUISITES

BIBL 6100 Biblical Hebrew 1 and BIBL 6101 Biblical Hebrew 2, or equivalent.

PROCEDURE

At each class meeting, we will engage in sustained, collaborative translation and exegetical discussion of selected passages from the Hebrew Bible. Class sessions are structured around careful, verse-by-verse reading of the Hebrew text.

Students must come thoroughly prepared to take a turn translating the assigned passage aloud. Preparation includes:

- Parsing all verbal forms and identifying significant morphological features.
- Analyzing key grammatical and syntactical constructions.
- Noting discourse features and literary structure where relevant.
- Identifying significant text-critical issues and considering their implications for translation.
- Reflecting briefly on how translation decisions may shape theological understanding and ministry application.

Students should be ready not only to offer a translation, but also to explain and defend their rendering with reference to grammar, syntax, textual evidence, and broader canonical context.

Because the course depends on disciplined preparation and shared exegetical work, each student's readiness directly contributes to the learning of the whole class.

ASSESSMENTS

Translation & Parsing – 20%

Throughout the semester, students will prepare translations and full parsing for each assigned Hebrew passage using the provided worksheets on Canvas. These worksheets are designed to support careful grammatical analysis and sustained engagement with the Hebrew text.

Students are not required to submit weekly written work. Instead, they will upload a complete and polished set of translations and parsing work for all assigned passages to Canvas by the final day of class. This final submission will be evaluated for:

- Accuracy of translation
- Precision in parsing verbal and significant nominal forms
- Demonstrated understanding of grammatical and syntactical structures
- Evidence of growth and refinement across the semester

This component assesses CLO 1 (accurate translation and application of advanced grammatical knowledge).

Attendance & Participation – 80%

Because Hebrew Readings is structured around live, collaborative translation and exegetical discussion, attendance and active participation constitute the primary mode of assessment.

Students are expected to come to each class fully prepared, having:

- Completed translation and parsing of the assigned text
- Reflected on key grammatical, syntactical, and discourse features
- Considered significant text-critical issues
- Thought through major translation decisions

Participation includes:

- Translating passages aloud when called upon
- Accurately parsing forms in class
- Analyzing and evaluating textual and grammatical issues
- Explaining and defending translation decisions with clarity and textual evidence
- Engaging constructively with peers in scholarly discussion

Because the course depends upon disciplined preparation and sustained exegetical dialogue, consistent readiness and meaningful contribution are essential to both individual learning and the learning community.

This component assesses CLOs 2–3 (analysis and evaluation of text-critical issues; articulation and defense of translation decisions).

GRADING

This class is a one-credit course and will be graded on a Pass/Fail basis. Students who achieve a standard equivalent to a grade of C- or more will pass.

Final grade breakdown

Translation & Parsing: 20%

Attendance & Participation: 80%

NPTS Grading Scale

Grade	Percentage	Grade	Percentage
A	95–100	C	80–83
A-	93–94	C-	78–79
B+	91–92	D+	76–77
B	88–90	D	72–75
B-	86–87	D-	70–71
C+	84–85	F	0–69

CLASS SCHEDULE

For each class session, translate the biblical passage, parse all verbs (keep a written record of your translation and parsing work—worksheets for each passage are posted on Canvas), and practice reading the passage out loud.

Week	Date	Assigned Passage	Notes
1	8/27	Ezekiel 1:1-6	
2	9/3	Ezekiel 1:7-14	
3	9/10	Ezekiel 2:1-10	
4	9/17	Ezekiel 3:1-10	
5	9/24	Ezekiel 34:1-6	
6	10/1	Ezekiel 36:22-29	
7	10/8	Ezekiel 37:1-8	
8	10/15	--	No Class: Fall Reading Week
9	10/22	Proverbs 1:1-9	
10	10/29	Proverbs 1:10-19	
11	11/5	Proverbs 1:20-26	
12	11/12	Proverbs 1:27-33	
13	11/19	--	No Class: Professor Traveling
14	11/26	Proverbs 2:1-8	
15	12/3	Proverbs 10:1-8	
16	12/7	Proverbs 31:10-17	

ADDITIONAL COURSE GUIDELINES

Academic Honesty

In keeping with our Christian heritage and commitment, North Park Theological Seminary is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. **The use of ChatGPT or other AI composition software** and presenting your essay/paper as an original composition authored by you or to impersonate you in assignments.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

Disability Accommodations

North Park Seminary provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found in the Student Academic Handbook.

Title IX

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or TitleIX@northpark.edu to learn more about reporting options, resources, and support services.

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty members are private resources meaning we are legally obligated to share information about the behavior reported above with the University’s Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or counseling@northpark.edu. Please refer to North Park’s Safe Community site for reporting, contact information, and further details.

Incomplete Grades

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see page 15 of the Seminary Academic Catalog.

Therefore, incompletes cannot be given in a course unless they meet the criteria as outlined above according to the academic handbook. **These criteria will be rigorously applied** to any student applying for an incomplete. Please talk to the instructor of the course if you need to make such a request.

SELECT BIBLIOGRAPHY

1. Commentaries on Ezekiel

Block, Daniel I. *The Book of Ezekiel: Chapters 1–24*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1997.

_____. *The Book of Ezekiel: Chapters 25–48*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1998.

Greenberg, Moshe. *Ezekiel 1–20*. Anchor Yale Bible Commentary 28A. New Haven: Yale University Press, 1983.

Cook, Stephen L. *Ezekiel 38–48: A New Translation with Introduction and Commentary*. Anchor Yale Bible 28B. New Haven: Yale University Press, 2018.

Duguid, Iain M. *Ezekiel*. NIV Application Commentary. Grand Rapids: Zondervan, 1999.

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Cooper, Lamar Eugene. *Ezekiel*. New American Commentary 17. Nashville: B&H, 1994.

Joyce, Paul M. *Ezekiel: A Commentary*. Library of Hebrew Bible/Old Testament Studies 482. London: T&T Clark, 2009.

Bowen, Nancy R. *Ezekiel*. Abingdon Old Testament Commentaries. Nashville: Abingdon Press, 2010.

Goldingay, John. *Ezekiel*. Evangelical Exegetical Commentary. Bellingham, WA: Lexham Press, 2026 (forthcoming).

2. Commentaries on Proverbs

Waltke, Bruce K. *The Book of Proverbs: Chapters 1–15*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2004.

Waltke, Bruce K. *The Book of Proverbs, Chapters 15–31*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2005.

Waltke, Bruce K., and Ivan D. V. De Silva. *Proverbs: A Shorter Commentary*. Grand Rapids: Eerdmans, 2021.

Longman, Tremper, III. *Proverbs*. Baker Commentary on the Old Testament: Wisdom and Psalms. Grand Rapids: Baker Academic, 2015.

Wilson, Lindsay. *Proverbs: An Introduction and Commentary*. Tyndale Old Testament Commentaries. Downers Grove, IL: InterVarsity Press, 2018.

Koptak, Paul E. *Proverbs*. NIV Application Commentary. Grand Rapids: Zondervan, 2003.

Garrett, Duane A. *Proverbs, Ecclesiastes, Song of Songs*. New American Commentary 14. Nashville: Broadman & Holman, 1993.

Fox, Michael V. *Proverbs 1–9: A New Translation with Introduction and Commentary*. Anchor Yale Bible 18A. New Haven: Yale University Press, 2000.

_____. *Proverbs 10–31: A New Translation with Introduction and Commentary*. Anchor Yale Bible 18B. New Haven: Yale University Press, 2009.

Perdue, Leo G. *Proverbs*. Interpretation: A Bible Commentary for Teaching and Preaching. Louisville: Westminster John Knox, 2000.

3. Introductory Biblical Hebrew Grammars

Bartelt, Andrew H., and Andrew Steinmann. *Fundamental Biblical Hebrew*. St. Louis: Concordia Academic, 2004.

Cook, John A., and Robert D. Holmstedt. *Beginning Biblical Hebrew: A Grammar and Illustrated Reader*. Grand Rapids: Baker Academic, 2013.

Dallaire, Hélène. *Mastering Biblical Hebrew: A Living Language Grammar*. Grand Rapids: Zondervan, 2026.

deClaissé-Walford, Nancy L. *Biblical Hebrew: An Introductory Textbook*. St. Louis: Chalice, 2002.

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Ellis, Robert R. *Learning to Read Biblical Hebrew: An Introductory Grammar*. Waco: Baylor University Press, 2006.

Fuller, Thomas R., and Kyoungwon Choi. *Invitation to Biblical Hebrew: A Beginning Grammar*. Grand Rapids: Kregel, 2006.

Fullilove, William. *Introduction to Hebrew: A Guide for Learning and Using Biblical Hebrew*. Phillipsburg, NJ: P&R, 2017.

Futato, Mark. *Beginning Biblical Hebrew*. Winona Lake: Eisenbrauns, 2003.

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Martin, James D. *Davidson's Introductory Hebrew Grammar*. 27th ed. Edinburgh: T&T Clark, 1993.

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4. Intermediate, Syntax, and Reference Grammars

Choi, Kyoungwon, and Russell T. Fuller. *Invitation to Biblical Hebrew Syntax: An Intermediate Grammar*. Invitation to Theological Studies. Grand Rapids: Kregel, 2017.

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Naudé, J. A., Jan H. Kroeze, and C. H. J. van der Merwe. *A Biblical Hebrew Reference Grammar*. Biblical Languages: Hebrew 3. 2nd ed. London: T&T Clark, 2017.

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5. Linguistics, Textual Criticism, Pedagogy, and Reading Tools

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