

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	FALL, 2026
Course Title & Code	Elementary Greek I (SEMINARY) NEWT 0321 1P Elementary New Testament Greek I (UNDERGRADUATE STUDIES) GREE 2013 1P
Date	From September 10 to December 9, 2026 Every Tuesday and Thursday
Time	12:45 – 2:05 PM
Delivery Format	IN-PERSON ONLY
Class information	The classes will be in-person on Tuesdays and Thursdays from 12:45 to 2:05pm.
Instructor	Dr. JEN GILBERTSON Email: jgilbertson@tyndale.ca
Office Hours	Drop-In @ F409 — Thursdays, 9:00–11:00 am Or by appointment (online or on campus) – Book time with Jen Gilbertson
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

Tyndale Undergraduate students will enroll in this course under the following course code:

GREE 2013 1P

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It operates on the Undergraduate Studies schedule related to reading days, start and end of semester, exam schedule and according to the Undergraduate Studies Academic Calendar.

I. COURSE DESCRIPTION

An introduction to the basic principles of New Testament Greek grammar with emphasis on morphology, declension, conjugation, and syntax.

II. LEARNING OUTCOMES

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

1. Recognize and reproduce the basics of Koine Greek morphology (word forms) and the patterns of declension (the patterns of similar inflection in nouns, pronouns, adjectives, and participles).
2. Identify basic Greek syntax (the arrangement of words in a sentence).
3. Conjugate/parse (identify their morphological characteristics and syntactical function) basic Greek verbs.
4. Recognize and reproduce the NT Greek vocabulary assigned in the course, providing an English gloss but with a cognizance of the complexities of translation.
5. Read and translate simple passages of the Greek New Testament.
6. Explain the importance of knowing Greek for faithful exegesis of the New Testament.

III. COURSE REQUIREMENTS

A. REQUIRED READING

It is imperative that you purchase your textbook *before* the course begins. You will need your textbook immediately.

Merkle, Benjamin L. and Robert L. Plummer. [*Beginning with New Testament Greek: An Introductory Study of the Grammar and Syntax of the New Testament*](#). Nashville, TN: B&H Academic, 2020.

Your own printout of the “practice exercises” from the textbook — available at www.beginninggreek.com under “Student Downloads.” This file will also be made available on the course page on Moodle.

Vocabulary memorization flashcards, software, apps or your own system. Several options are listed on www.beginninggreek.com under “Student Online Resources.” We will go through several options in the first week of class. The professor recommends the [FlashGreek app](#).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

1. www.beginninggreek.com — the website associated with your textbook with helpful resources and videos.
2. www.stepbible.org — a reputable online source from Tyndale House (Cambridge, UK) with free original language resources.
3. www.academic-bible.com — free access to original language biblical texts from the German Bible Society.
4. <https://www.billmounce.com> — The personal website of a well-known Greek teacher with resources and links. He is referenced often in your textbook.

5. <https://learngreek.ca/paideia> — An interactive website for learning Greek from Dr. Ian Scott (formerly of Tyndale Seminary)
6. <https://libguides.tyndale.ca/c.php?g=572253&p=5104206> — Tyndale Library's online guide to Biblical Greek

C. ASSIGNMENTS AND GRADING

On learning New Testament Greek: Learning Greek is a marathon, not a sprint. You cannot “cram” but must regularly work on acquiring Greek language skills and vocabulary. These assignments and quizzes are designed to help you stay immersed in Greek and learn it deeply.

Learning Greek takes time and experience. In this course, we will be learning together. Sometimes this may mean you stumble your way through a translation, and that is good. This class is meant to be a safe place for everyone to learn to read and translate.

Participation & Preparation

- For our class sessions, you should come prepared by:
 - o Reading the accompanying textbook chapters.
 - o Memorizing the vocabulary from the textbook.
 - o Completing the workbook exercises.
 - o Attending tutorial/study sessions as needed
- The assigned textbook chapters should be completed *before* class.
- **In class, you will be called on to read, translate or give your insights into translation.**

1. Quizzes (10 x 5%) — Thursdays inclass

Quizzes will include vocabulary, grammar, paradigms and translation. Question formats will vary. Vocabulary will include both providing English glosses and writing out Greek words.

- Cumulative, but with an emphasis on the most recent topics
- **Quizzes cannot be “made up” later except in *extraordinary* circumstances.** The student is responsible to make arrangements with the professor *prior* to the missed quiz, if possible.
- For more information, see the missed quiz policy on Moodle

2. Midterm Exam (15%) — Thursday, October 29 in class

- Covers everything from chapters 1–9 of your textbook, including vocabulary, grammar, paradigms and translation.
- The format will be similar to the quizzes, but longer.

3. Reading & Hearing Greek (5%) — Tuesday, November 10

- Throughout the semester, we will practice reading Greek aloud and listening to the New Testament in Greek. Engaging our senses helps us to learn better and prepares us for engaging in discussion about Greek text.
- More instruction will be provided in class as well as a list of potential texts that you may be tested on.

4. Small Group Translation (5%) — Tuesday, December 1 by 11:00 pm on Moodle

- For class on Thursday, Nov. 26, you will be given a trickier passage to translate collaboratively in small groups.
- After you are satisfied with your translation, write a short paragraph reflecting on the process and your growing understanding of translation.
- Submit your translation and reflection together as a PDF on the Moodle course page.

5. Final Exam (25%) — Date TBA

- The final will include aspects of the vocabulary and grammar quizzes, with an emphasis on translation.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignments & Evaluation	Due Date	Percentage of Final Grade
Quizzes (10 x 5%)	Thursdays at the end of class	50 %
Midterm Exam	Thursday, Oct. 29 in class	15 %
Reading & Hearing Greek	Tuesday, Nov. 10	5 %
Small Group Translation Exercise	Tuesday, Dec. 1 submitted online by 11:00 pm	5 %
Final Exam	TBA	25 %
Total		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Content	Textbook Chapters & Accompanying Exercises	Assignments, Quizzes & Exams
Thursday, Sept. 10	1. Welcome: Intro to Greek & the Greek Alphabet plus Tips for Learning Greek	1. The Greek Alphabet	
Tuesday, Sept. 15	2. First Declension Nouns	2. First Declension Nouns	
Thursday, Sept. 17	3. Second Declension Nouns	3. Second Declension Nouns	Quiz 1
Tuesday, Sept. 22	4. Greek Texts and Noun Review	<i>Introducing Critical Texts of the Greek New Testament</i>	
Thursday, Sept. 24	5. Intro to Greek Verbs	4. The Basics of Greek Verbs	Quiz 2
Tuesday, Sept. 29	6. Present Indicative Verbs	5. Present Indicative Verbs	

Thursday, Oct. 1	7. Present Indicative Verbs and Review		Quiz 3
Tuesday, Oct. 6	8. Imperfect Indicative Verbs	6. Imperfect Indicative Verbs	
Thursday, Oct. 8	9. Imperfect Indicative Verbs and Review		Quiz 4
Tuesday, Oct. 13	No Class — UGS Reading Days		
Thursday, Oct. 15			
Tuesday, Oct. 20	10. Contract Verbs	7. Contract Verbs	
Thursday, Oct. 22	11. Prepositions and Intro to Textual Criticism	8. Prepositions <i>Introducing Textual Criticism</i>	Quiz 5
Tuesday, Oct. 27	12. Personal and Relative Pronouns	9. Personal and Relative Pronouns	
Thursday, Oct. 29	13. Midterm		Midterm
Tuesday, Nov. 3	14. Future Indicative Verbs	10. Future Indicative Verbs	
Thursday, Nov. 5	15. First Aorist Indicative Verbs	11. First Aorist Indicative Verbs	Quiz 6
Tuesday, Nov. 10	16. Review		Reading and Hearing Greek
Thursday, Nov. 12	17. Second Aorist Indicative Verbs	12. Second Aorist Indicative Verbs	Quiz 7
Tuesday, Nov. 17	18. Resources and Review	<i>Introducing Vocabulary-Building Resources, Lexicons and Other Word Study Tools</i>	
Thursday, Nov. 19	19. Liquid Verbs	13. Liquid Verbs	Quiz 8
Tuesday, Nov. 24	20. Third Declension Verbs	14. Third Declension Nouns	
Thursday, Nov. 26	21. Small Group Translation Exercise		Quiz 9
Tuesday, Dec. 1	22. Perfect and Pluperfect Indicative Verbs	15. Perfect and Pluperfect Indicative Verbs	Small Group Translation Exercise
Thursday, Dec. 3	23. Translation and Review	Review Sheet #1	Quiz 10
Tuesday, Dec. 8	24 Translation and Review	Review Sheet #2	
TBA	Final Exam		

V. SELECTED BIBLIOGRAPHY

DeMoss, Matthew S. *Pocket Dictionary for the Study of New Testament Greek*. Downers Grove, IL: InterVarsity, 2001.

Duvall, Scott and Veryl Verbrugge, eds. *Devotions on the Greek New Testament: 52 Reflections to Inspire and Instruct*. Grand Rapids, MI: Zondervan, 2012.

Halcomb, T. Michael and Fredrick J. Long, *Speak Koine Greek: A Conversational Phrasebook*. Glossahouse, 2014.

Harris, Dana M. *An Introduction to Biblical Greek Grammar: Elementary Syntax and Linguistics*. Grand Rapids, MI: Zondervan, 2020.

Mounce, William D. *Basics of Biblical Greek: Grammar*. 4th ed. Grand Rapids, MI: Zondervan, 2019.

Merkle, Benjamin L. and Robert L. Plummer. *Greek for Life: Strategies for Learning, Retaining, and Reviving New Testament Greek*. Grand Rapids, MI: Baker Academic, 2017.

Mounce, William D. *The Morphology of Biblical Greek*. Grand Rapids, MI: Zondervan, 1994.

Wallace, Daniel B. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids, MI: Zondervan, 1996.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when

using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).