

“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.”

Course	GREEK EXEGESIS I 希臘文詮釋 I NEWT CM14 X1
Date and Time	SEPTEMBER 14 – DECEMBER 7, 2021 TUESDAYS 8:15 AM – 11:05 AM
Instructor  加拿大華人神學院 Canadian Chinese School of Theology	REV. DR. ROCKY FONG Ph.D. 方豪博士 Email: rfong@tyndale.ca
Class Information	Pending the latest re-opening policy of the Seminary, classes will be either live streamed or in-person. Office Hours: by appointment
Course Material	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. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

An introduction to the practice of Greek exegesis with a view to equipping the student with a methodology to interpret the New Testament text for the purpose of preaching and teaching.

Prerequisites: NEWT CM10 & NEWT CM11 ELEMENTARY GREEK I & II

II. LEARNING OUTCOMES

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

1. Translate and parse selected chapters of the Greek text of Matthew (see Course Schedule)
2. Explain the functions of case, mood and tense, and basic clause structure, and be able to apply such knowledge in the exegesis of Matthew and the broader Greek NT
3. Utilize standard Greek language tools including Greek commentaries, lexicons, concordances, and online/computer resources such as Logos, and stepbible.org
4. Further study the Greek New Testament for preaching and teaching and personal growth

III. COURSE REQUIREMENTS

A. REQUIRED READING

Mounce, William. *Basics of Biblical Greek*, rev. ed. Grand Rapids: Zondervan, 2009. 孟恩思著。潘秋松譯。《聖經希臘文基礎：課本》。修訂版。South Pasadena: 麥種，2012，「解經/翻譯」部分 pp. 67-68, 80-83, 183-84, 328-330 等。

Aland, Barbara and Kurt Aland, et al. *The Greek New Testament*, with Dictionary. 5th rev. ed. Stuttgart: Deutsche Bibelgesellschaft, 2014.

Online Bibles and resources such as OpenText.org , stepbible.org or Bible software such as Accordance or Logos.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Porter, Stanley E. *Idioms of the Greek New Testament*, 2nd ed. London: Continuum, 1994. 波特著。葉雅蓮譯。《新約希臘文的慣用語》。台北：橄欖，2013。

《新約聖經》希，中，英並排版。香港：香港聖經公會，2007. *New Testament – Greek-Chinese-English Triliteral Edition*. Hong Kong: Bible Society of Hong Kong, 2007. 請在第一課前先閱讀「導論」 pp. 1*-51*.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

[If applicable, list recommended reading for optional purchase or download on classes.tyndale.ca course resource page]

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance 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

D. 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.

E. ASSIGNMENTS AND GRADING

1. Class Participation (20%). Before each class students are expected to have read the relevant materials assigned for that class, and are to participate in class discussion in a healthy and positive way to enhance learning for the whole class.
2. Ten (10) written critical questions (30%). During the course of the semester, students are required to submit ten (10) exegetical or historical/theological questions relevant to the text of Matthew or questions related to NT Greek. These questions should reflect independent and critical thinking of the text and will be discussed in class and/or answered by the Instructor.
3. Term Paper (50%). At the end of the course, students will write an exegetical paper on a topic or passage based on Matthew. It must reflect the student’s knowledge of Greek based on the materials covered in this course. Students are to observe guidelines for academic integrity (SECTION H). Length: 5000-6000 words. Further information will be provided in class.

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments: [*Sample*]

Participation (including parsing)	20 %
Critical Questions	30 %
Exegetical Paper	50 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

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. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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.

學術誠信

學生有須詳讀學課日曆, 明瞭學術誠信, 性別區分之用詞, 恰當適用於學術性文章, 延期或遲交的作業, 學科的評分及作業的交還皆須預知遵守. 有關學科日曆在網上可查詢.

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 (aa@tyndale.ca) before proceeding.

Recording

We respect the privacy rights of all our students and instructors, therefore, all voice and video recording require consent of everyone involved in class.

為保障同學和老師的私隱權，課堂上的錄音和錄像必須得到每一位同意才可進行。

I. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

週次	日期	馬太福音	希臘文/《基礎》
1	Sept 14	課程簡介	閱讀《新約聖經》希，中，英並排版。 「導論」 pp. 1*-51*.
2	21	太 5 章	主格，直受格 (第 6 課)

3	28	太 6 章	所有格，間受格 (第 7 課)
4	Oct 5	太 7 章	形容詞，冠詞 (第 9 課)
5	12	太 10 章	人稱代名詞 (第 13 課)
6	19	太 13 章	時態
	26	Reading Day	
7	Nov 2	太 24 章	語態 (第 25 課)
8	9	(續)	非直說語氣 (第 31, 33 課)
9	16	太 25 章	不定詞 (第 32 課)
10	23	(續)	分詞 (第 26-29 課)
11	30	(續)	(續)
12	Dec 7	總結	
	14	Exam Week	

V. SELECTED BIBLIOGRAPHY

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

I.

Bauer, Walter Bauer, ed., Danker, Frederick W. Danker, rev. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Chicago: U. of Chicago, 2000. 鮑爾編輯。丹克修訂。《新約及早期基督教文獻希臘文大詞典》。麥啟新主編。麥啟新，麥陳惠惠翻譯。香港：漢語聖經協會，2009。

Brown, Colin, ed. *The New International Dictionary of New Testament Theology*, 4 vols. Grand Rapids: Zondervan, 1986.

Dana, H. E. and Julius R. Mantey. *A Manual Grammar of the Greek New Testament*. Toronto: Macmillan, 1957.

Funk, Robert. *A Beginning-Intermediate Grammar of Hellenistic Greek*. 3rd ed. Salem, Oregon:

Polebridge Press, 2013.

McKay, K. L. *A New Syntax of the Verb in New Testament Greek: An Aspectual Approach*. Studies in Biblical Greek. New York: Peter Lang, 1994.

Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. 2nd ed. Stuttgart: German Bible Society, 1994.

Mounce, William. *A Graded Reader of Biblical Greek*. Grand Rapids: Zondervan, 1996. 孟思恩著。沈其光、潘秋松譯。《聖經希臘文進階：讀本》。South Pasadena: 麥種，2015。

Nida, E. A. and J. P. Louw. *Greek-English Lexicon of the New Testament Based on Semantic Domains*. 2 vols. New York: UBS, 1989.

Runge, Steven E. *Discourse Grammar of the Greek New Testament*. Peabody: Hendrickson, 2010.

Wallace, Daniel. *Greek Grammar Beyond the Basics*. Grand Rapids: Zondervan, 1996. 華勒斯著。吳存仁譯。《中級希臘文文法》。台北：華神，2011。

黃錫木著。《古希臘語(新約)教程》卷三：原文輔讀。上海：華東師範大學，2008(「馬太福音」 pp. 1-62)。

II.

Carson, D. A. *Matthew*. Expositor's Bible Commentary, rev. ed. Grand Rapids: Zondervan, 2010. 卡森著。周俞雲翔譯。《馬太福音》。South Pasadena: 麥種，2013。

Davis, W. D. and D. C. Allison. *A Critical and Exegetical Commentary on the Gospel According to Matthew* (ICC) 3 vols. Edinburgh: T. & T. Clark, 1988.

deSilva, David A. *An Introduction to the New Testament: Contexts, Methods & Ministry Formation*. Downers Grove, IL: Intervarsity, 2004. 德席爾瓦著。紀榮智、李望遠譯。《21世紀基督教新約導論》。台北：校園，2013。

France, R. T. *Matthew: Evangelist and Teacher*. Grand Rapids: Zondervan, 1989.

_____. *The Gospel of Matthew* (NICNT). Grand Rapids: Eerdmans, 2007.

Green, Joel, ed. *Dictionary of Jesus and the Gospels*. 2nd ed. Downers Grove: IVP, 2013. S.v. "Eschatology", "Old Testament in the Gospels", and "Sermon on the Mount/Plain" etc.

Keener, Craig S. *The Gospel of Matthew: A Social Rhetorical Commentary*. Grand Rapids: Eerdmans, 2009.

Luz, Ulrich. *The Theology of Matthew*. Cambridge: Cambridge University Press, 1995.

Nolland, John. *The Gospel of Matthew (NIGTC)*. Grand Rapids: Eerdmans, 2005.

Snodgrass, Klyne R. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. Grand Rapids: Eerdmans, 2008. 斯諾德格拉斯著。林秀娟譯。《主耶穌的比喻》。South Pasadena: 麥種，2013。

黃鴻興著。《馬太福音》。香港：天道，2016。