

*“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.”*

<b>Course</b>	<b>GREEK EXEGESIS I (SEMINARY)</b> NEWT 0523 1S  <b>READINGS IN NEW TESTAMENT GREEK I (UNDERGRADUATE STUDIES)</b> GREE 3013 1S
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 11 – DECEMBER 4, 2023 MONDAY 2:15 – 5:05 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>DUNCAN REID, MDiv, PhD</b> Email: <a href="mailto:dreid@tyndale.ca">dreid@tyndale.ca</a> Phone: 416 226 6620 ext. 2273
<b>Class Information</b>	Class format: Classes will be livestreamed via Zoom.  Office Hours (via Microsoft Teams or Zoom): by appointment. Email correspondence: a response can be expected within 1-3 business days.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> .  Course emails will be sent to your @MyTyndale.ca e-mail account only.

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

GREE 3013

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

## I. COURSE DESCRIPTION

This course (following on NEWT 0523) is designed to bring students with an elementary knowledge of Koine Greek to the point where they can comfortably use the Greek text of the New Testament as the basis for their regular study and teaching. Students will expand their working Greek vocabulary and deepen their grasp of Greek grammar so that they can read the New Testament fluently with the help of a standard reading guide. These language skills will be developed in the process of actually interpreting extended excerpts from the New Testament, so that students become comfortable with using Greek in real life contexts and expand their repertoire of interpretive approaches at the same time. *In this course, less emphasis will be placed on review of morphology and more emphasis placed on reading longer Greek passages.*

*Prerequisites:*

*Seminary: BIBL 0501 (Biblical Interpretation), NEWT 0322 (Elementary Greek II)*

*Undergraduate Studies: Prerequisites: BSTH 101, 102, 201, GREE 201, 202. Exclusion: GREE 401.*

## II. LEARNING OUTCOMES

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

1. Translate sections of the New Testament Gospel of Mark with the help of a lexicon and a reference grammar, making only a few scattered errors;
2. Successfully analyze most of the grammar and syntax in actual New Testament sentences.  
About 7.5 times out of 10, students should be able to:
  - a. successfully parse a familiar Greek word;
  - b. provide an accurate gloss for a common Greek word (occurring 10 times or more in the NT);
  - c. accurately identify the principal parts of a common irregular verb in the NT;
  - d. accurately identify the role of a participle, genitive phrase, or dative phrase and translate it accordingly;
  - e. accurately identify and translate common syntactical structures such as a double accusative or infinitive clause.
3. Demonstrate proficiency in a range of methods for interpreting NT letters, showing how the fruits of each one helps to shape our understanding of the message of a passage:
  - a. use the BDAG or other lexicon to identify the sense of a word in context;
  - b. establishing the best text of a passage (textual criticism);
  - c. using commentaries and other tools for uncovering relevant social/historical/cultural context.
4. Be proficient in using the Greek NT for sermon and teaching preparation:

- a. be accustomed to reading Greek for theological and devotional content, not simply as a technical exercise;
- b. show a deeper understanding of the hermeneutical challenges involved in moving between the text and our world.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

**The following texts are required reading:**

Decker, Rodney, *Mark 1-8: A Handbook on the Greek Text*. BHGNT. Waco, TX: Baylor University Press, 2014. ISBN 978-1-4813-0238-8

Decker, Rodney, *Mark 1-16: A Handbook on the Greek Text*. BHGNT. Waco, TX: Baylor University Press, 2014. ISBN 978-1-4813-0238-5

Black, David Alan. *It's Still Greek to Me: An Easy-to-Understand Guide to Intermediate Greek*. Grand Rapids, Michigan: Baker, 1998. ISBN 978-0-8010-2181-7

It is assumed that students have a copy of the Greek New Testament in one of the two standard editions:

- Aland, Kurt, et al. *The Greek New Testament*. 5<sup>th</sup> Edition. Stuttgart: Deutsche Bibelgesellschaft, 2014. (UBS<sup>5</sup>)
- Aland, Barbara, Kurt Aland, et al. *Novum Testamentum Graece*. 28<sup>th</sup> Edition. Stuttgart: Deutsche Bibelgesellschaft, 2012. (NA<sup>28</sup>)
- **Or** (perhaps more helpful for us!) ***The UBS Greek New Testament: A Reader's Edition*** (there are a number of versions of this)

It is also assumed that students will have a copy of an appropriate Greek lexicon such as the following:

- Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd Edition. Revised and edited by Frederick William Danker. Chicago: The University of Chicago Press, 2000. (BDAG)
- Newman, Barclay M. *A Concise Greek-English Dictionary of the New Testament*. German Bible Society: Stuttgart, 1993.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [www.stepbible.com](http://www.stepbible.com) – a free and reputable online resource developed by Tyndale House (Cambridge University) – 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](#).

Students may also use the following online resources:

- a) Lexicon: [Perseus Project](#) or [University of Chicago](#)
- b) Text and Parsing Aid (similar help to what is found in StepBible): [Bible Web App](#)

### **C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS**

- 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

### **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](http://classes.tyndale.ca).

### **E. ASSIGNMENTS AND GRADING**

Each student will be evaluated on the basis of the following assignments:

#### **1. Weekly Translation and Exegesis: due weekly on weeks 2 to 11 (60% of final grade)**

According to the course schedule (see both [Section IV](#) and the table of due dates below), the student will complete a translation of the assigned passage for that week and submit this as a Word or pdf document on the Friday prior to class. In addition to translating the relevant passage, the student will be required to answer various grammatical, syntactical and exegetical questions. This will include responding to class readings (course text and additional assigned readings). In addition to completing the written assignment the student is expected to attend the live-stream class where they should be prepared to answer questions on the text (translation, grammar and syntax) and participate in class discussion. The details of the translation and exegesis assignment will be posted on the Moodle page each week along with a grading rubric.

*Due dates for Weekly Translation and Exegesis:*

<b>Week</b>	<b>Text</b>	<b>Assignment Due Date</b>
Week 2 (Sep 18)	Mark 1:1-13	Friday Sep 15
Week 3 (Sep 25)	Mark 1:14-28	Friday Sep 22
Week 4 (Oct 2)	Mark 2:1-12	Friday Sep 29
Week 5 (Oct 16)	Mark 4:10-12, 26-34	Friday Oct 13
Week 6 (Oct 23)	Mark 8:31-9:1	Friday Oct 20
Week 7 (Oct 30)	Mark 10:35-45	Friday Oct 27
Week 8 (Nov 6)	Mark 12:1-12	Friday Nov 3
Week 9 (Nov 13)	Mark 14:53-65	Friday Nov 10
Week 11 (Nov 27)	Mark 16:1-8	Friday Nov 24

## **2. Exegesis Paper or Sermon: Due on Monday December 4, 2024 (40% of final grade)**

Each student will complete a final paper on a chosen passage in the Gospel of Mark. This should be a research paper or sermon based on a careful exegetical reading of the text, making use of their own translation and analysis along with good quality secondary sources (e.g., scholarly commentaries, journal articles, books, and essays). The paper can take either of the following forms:

- a) *Exegetical Paper*: this should be in the form of a research paper based on a particular exegetical question related to the chosen textual unit in the Gospel of Mark. The paper should be a maximum of 15 pages according to the guidelines for submission of written work (see [Section G](#) below).
- b) *Sermon*: the sermon transcript should be 10 pages with endnotes to explain significant exegetical decisions (including references to secondary sources). The sermon should give evidence of careful exegetical analysis of the text as well as demonstrating creative appropriation of the text in a contemporary context.

Final class presentations: each student will prepare a one-page summary of their paper/sermon to be posted on the course page in time for the final class (week 12). During that class each student will be given time to make brief presentation of their paper/sermon to the class. Time will allotted for some questions and discussion after each presentation.

Additional details along with a grading rubric for this assignment will be provided at the beginning of the class and posted onto the course page.

### Turnitin

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca). When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

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

*Please note:* Turnitin will only be used in relation to the final paper (assignment #2).

### 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 (as outlined above):

Assignment	Due Date	% of final grade
1. Weekly Translation and Exegesis	Weeks 2 to 11 (see above table)	60%
2. Exegesis Paper or Sermon	Dec 4, 2023	40%
Total Grade		100%

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Written assignments are due on the dates indicated above and should be type written, *double-spaced, 12 point font (preferably Times Roman; 10 point font for footnotes), and one inch margins*. They should be submitted in pdf format and uploaded to the appropriate portal on the course Moodle page.

**Please label the file** with your name and assignment (e.g., John Smith\_Translation #1 or John Smith\_Exegesis Paper).

It is expected that written work is submitted in a straightforward style of academic prose and demonstrates clear organization, argument and coherent thought. It ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. Ensure that you have accurately and fully documented any secondary sources according to instructions and grading guidelines above. If English grammar is challenging for you then you are expected to seek help from the Centre for Academic Excellence (see link below for Writing Services).

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (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 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

### **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.

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.

### **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](mailto:aa@tyndale.ca)) before proceeding.

## **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**

### **Week 1: Sep 11**

- Introduction to Greek Exegesis
- Required Reading: Black 19-40 (parts of speech and the Greek sentence)

### **Week 2: Sep 18**

- Reading: Black 43-56 (nouns and cases) + relevant portions of Decker
- Translation and exegesis: Mark 1:1-13

### **Week 3: Sep 25**

- Reading: Black 91-103 (verbs I) + relevant portions of Decker
- Translation and exegesis: Mark 1:14-28

### **Week 4: Oct 2**

- Reading: Black 104-112 (verbs II) + relevant portions of Decker
- Translation and exegesis: Mark 2:1-12

### **Oct 9 – NO CLASS - THANKSGIVING**

### **Week 5: Oct 16**

- Reading: Black 113-120 (Infinitives) + relevant portions of Decker



- Translation and exegesis: Mark 4:10-12, 26-34

**Week 6: Oct 23**

- Reading: Black 121-126 (participles) + relevant portions of Decker
- Translation and exegesis: Mark 8:31-9:1

**Week 7: Oct 30**

- Reading: Black 141-146 (Greek clauses) + relevant portions of Decker
- Translation and exegesis: Mark 10:35-45

**Week 8: Nov 6**

- Reading: Black 57-65 (Adjectives) + relevant portions of Decker
- Translation and exegesis: Mark 12:1-12

**Week 9: Nov 13**

- Reading: Black 66-88 (pronouns; articles; prepositions) + relevant portions of Decker
- Translation and exegesis: Mark 14:53-65

**Week 10: Nov 20 – NO CLASS THIS WEEK**

**Week 11: Nov 27**

- Reading: Black 127-37 (adverbs, conjunctions, particles) + relevant portions of Decker
- Translation and exegesis: Mark 16:1-8

**Week 12: Dec 4**

\*Exegesis Paper or Sermon Due on Dec 4\*

- Reading: Black 147-53 (Greek of NT)
- Student presentations

**V. SELECTED BIBLIOGRAPHY**

A bibliography will be posted on the course page.

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