

*“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>Semester, Year</b>	<b>FALL, 2026</b>
<b>Course Title</b> <b>Course Code</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</b>	From September 14, 2026 to December 7, 2026 <b>Every Monday</b>
<b>Time</b>	From 8:15 AM to 11:05 AM
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The classes will be LIVESTREAMED on Monday from 8:15am to 11:05am.
<b>Instructor</b>	<b>DUNCAN REID, PhD</b>
<b>Contact Information</b>	Email: dreid@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2273
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://tyndale.ca">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 is designed (with its continuation, NEWT 0524) 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.

*Prerequisites: NEWT 0322, BIBL 0501.*

## **II. LEARNING OUTCOMES**

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

1. Translate, both formally and paraphrastically, portions of the Gospel of Mark (and other NT books of similar difficulty) with the help of lexicons, reference grammars, and online tools, making only a few scattered errors;
2. Successfully analyze most of the grammar and syntax in translated sentences from Mark (and other books of similar difficulty). This includes the ability to parse verbs, and to recognize and analyze common syntactical structures such as participles, genitive phrases, dative phrases, double accusatives, and infinitive phrases.
3. Demonstrate proficiency in exegetical skills and methods for interpreting a New Testament book such as the Gospel of Mark. This will include at least the following:
  - a. demonstrate a working understanding of textual criticism in practice;
  - b. identifying key exegetical questions for interpreting a given passage;
  - c. develop skills in answering the exegetical questions with the use of secondary helps such commentaries.
4. Develop skills in preparing an exegetical paper or sermon based on direct study of the Greek text by means of the following:
  - a. utilizing the above skills of translation, grammatical and syntactical analysis of the Greek text (taking text-critical issues into consideration);
  - b. understanding and critically engaging with secondary literature such as commentaries and scholarly articles in relation to key exegetical questions;
  - c. demonstrating an appreciation for the theological and devotional content of the text and its relevance for contemporary life of individuals and communities;
  - d. demonstrating an understanding of the hermeneutical challenges involved in moving between the text and the contemporary world.

### III. COURSE REQUIREMENTS

#### A. 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, MI: 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

The following commentaries are helpful in terms of commenting upon the **Greek text**:

Collins, Adela Yarbro. *Mark: A Commentary*. Hermeneia. Minneapolis: Fortress Press, 2007.

Evans, Craig A. *Mark 8:27–16:20*. Word Biblical Commentary 34B. Nashville: Thomas Nelson, 2001.

France, R. T. *The Gospel According to Mark: A Commentary on the Greek Text*. NIGTC. Grand Rapids, Michigan: Eerdmans, 2002.

Guelich, Robert A. *Mark 1–8:26*. WBC. Waco, Texas: Word, 1989.

Marcus, Joel. *Mark 1–8: A New Translation with Introduction and Commentary*. AB 27. New York: Doubleday, 2000.

Marcus, Joel. *Mark 8–16: A New Translation with Introduction and Commentary*. AB 27A. New York: Doubleday, 2009.

The following books are helpful for more detailed discussion of Greek syntax:

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

Wallace, Daniel B. *The Basics of New Testament Syntax: An Intermediate Greek Grammar*. Grand Rapids, Michigan: Zondervan, 2000.

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](#)

Tyndale recommends [STEPBible](#) – 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](#).

### C. ASSIGNMENTS AND GRADING

Students will be evaluated on the basis of the following assignments:

#### 1. Weekly Translation and Exegesis: due weekly on weeks 2 to 10 (60% of final grade)

According to the course schedule (see both table of due dates below and Section IV of the syllabus), the student will complete a translation and exegetical analysis of the assigned passage for that week and submit this as a Word or pdf document *prior* to class, on the due dates indicated below. 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 course Moodle page each week along with a grading rubric.

*Due dates for Weekly Translation and Exegesis:*

Week	Text	Assignment Due Date
Week 2 (Sep 21)	Mark 1:1–13	Friday Sep 18
Week 3 (Sep 28)	Mark 1:14–28	Friday Sep 25
Week 4 (Oct 5)	Mark 2:1–12	Friday Oct 2
Week 5 (Oct 19)	Mark 4:10–12, 26–34	Friday Oct 16
Week 6 (Oct 26)	Mark 8:31–9:1	Friday Oct 23

Week 7 (Nov 2)	Mark 10:35–45	Friday Oct 30
Week 8 (Nov 9)	Mark 12:1–12	Friday Nov 6
Week 9 (Nov 16)	Mark 14:53–65	Friday Nov 13
Week 10 (Nov 23)	Mark 16:1–8	Friday Nov 20

## 2. Exegesis Paper or Sermon: Due on Wednesday December 9, 2026 (40% of final grade)

Each student will complete a final paper based on a careful exegetical analysis of a chosen passage in one of the Synoptic Gospels (Mark, Matthew, or Luke). The passage should be chosen in consultation with the instructor and should not be one of passages studied in the translation and exegesis assignments during the semester. Exegetical analysis should make use of the student's own translation and grammatical/syntactical analysis in consultation 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 chosen textual unit in one of the Synoptic Gospels. The paper will address textual and exegetical issues and seeks to establish the most likely meaning of the passage in its original context. The paper should be a maximum of 15 pages including your footnotes.
- b) *Sermon*: the paper should be a completed sermon manuscript that is ready to be preached to an audience of your choosing (e.g., local church or Tyndale chapel). Footnotes should be used to indicate background research and explain exegetical decisions (e.g., discussions of word meaning, textual variants, syntax etc.) that are not appropriate to include within the sermon itself. The manuscript should be a maximum of 15 pages, including footnotes.

**Additional details** for both papers be given in class and posted on the course Moodle page along with a grading rubric.

**Style**: Whether an exegetical paper or sermon, this assignment should be type written, *double-spaced, 12-point Times New Roman font (10-point font for footnotes), and with one inch margins*. It should be clearly organized, demonstrating coherent thought and argumentation. It ought to be free of spelling mistakes, punctuated correctly, and adhere to the basic rules of English grammar. Ensure that you have accurately and fully documented any secondary sources according to Chicago or SBL style in both footnotes and a bibliography. If English grammar is challenging for you then you are expected to seek help from the Centre for Academic Excellence (see link below in section VI for Writing Services).

**Class presentations** (weeks 11 and 12): students need to sign up to present on their research paper or sermon in week 11 or 12 (sign up will be on a first come first served basis with equal students presenting each week). Each student should prepare a one-page summary of their presentation to be posted on the course page one day prior to their presentation. This can be single-spaced or in bullet point format. The amount of time allotted for each presentation will

depend on the number of students presenting in a given week, but time will be allotted for 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.

Submission of assignments:

All assignments should be submitted in pdf format and uploaded to the appropriate portal on the course Moodle page.

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

See Section VI below for more details on submission of written work, including late extension policy.

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Assignment	Due Date	% of final grade
1. Weekly Translation and Exegesis	Weeks 2 to 10 (see above table)	60%
2. Exegesis Paper or Sermon	Wednesday Dec 9, 2026	40%
<b>Total Grade</b>		<b>100%</b>

**IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

**Week 1: Sep 14**

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

**Week 2: Sep 21**

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

**Week 3: Sep 28**

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

**Week 4: Oct 5**

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

## **Oct 12 – THANKSGIVING - NO CLASS**

### **Week 5: Oct 19**

- Reading: Black 113-120 (Infinitives) + relevant portions of Decker
- Translation and exegesis: Mark 4:10-12, 26-34

### **Week 6: Oct 26**

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

### **Week 7: Nov 2**

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

### **Week 8: Nov 9**

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

### **Week 9: Nov 16**

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

### **Week 10: Nov 23**

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

### **Week 11: Nov 30**

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

### **Week 12: Dec 7**

\*Exegesis Paper or Sermon Due on Wednesday Dec 9\*

- Student Presentations

## **V. SELECTED BIBLIOGRAPHY**

A bibliography will be posted on the course page.

## 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](https://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](https://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](http://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](http://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](mailto: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](http://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).