TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"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	WINTER, 2027
Course Title **Course Code**	**GREEK EXEGESIS II (SEMINARY)** NEWT 0524 1S **READINGS IN NEW TESTAMENT GREEK II (SCHOOL OF ARTS AND SCIENCES)** GREE 3023
Date **Time** **Delivery Format**	From January 11, 2027 to April 5, 2027 **EVERY MONDAY** From 8:15 PM to 11:05 AM SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Mondays from 8:15 to 11:05 am.
Instructor **Contact Information**	**DUNCAN REID, PhD** Email: dreid@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2273
Office Hours	By appointment only.
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 School of Arts and Sciences students may enroll in this course under the following course code:

GREE 3023

NOTE: This course is joint-listed between the School or Arts and Sciences and the 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.

Revised: November 23, 2026

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: Biblical Interpretation (BIBL 0501), Greek Exegesis I (NEWT 0523).
School of Arts and Sciences: GREE 301.

II. LEARNING OUTCOMES

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

1. Translate, both formally and paraphrastically, Paul's letter to the Galatians (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 Galatians (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 Galatians. 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

deSilva, David. *Galatians: A Handbook on the Greek Text*. BHGNT. Waco, TX: Baylor University Press, 2014. ISBN 978 1 60258 317 7.

Choose from one of the following commentaries:

Betz, Hans Dieter. *Galatians: A Commentary on Paul's Letter to the Churches of Galatia*. Hermenia. Philadelphia: Fortress Press, 1979. ISBN 0-8006-6009-9

Longenecker, Richard N. *Galatians*. Word Biblical Commentary 41. Dallas, Texas: Word Books, 1990. ISBN 0849902401

Tuckett, Christopher M. *Galatians: A Critical and Exegetical Commentary*. ICC. London; New York; Oxford; New Delhi; Syndey: T. & T. Clark, 2024. ISBN 978-05671-3919-1.

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.* 5th Edition. Stuttgart: Deutsche Bibelgesellschaft, 2014. (UBS^5)
- Aland, Barbara, Kurt Aland, et al. *Novum Testamentum Graece*. 28th Edition. Stuttgart: Deutsche Bibelgesellschaft, 2012. (NA^{28})
- ***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 (BDAG in paper or electronic format is highly recommended):

- 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 are helpful for understanding twentieth century and contemporary issues related to the study of Paul and his letters, and especially the different perspectives on Romans and Galatians:

Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters.* Grand Rapids: Eerdmans, 2001.
Gundry, Stanley N., and Michael F. Bird, eds. *Four Views on the Apostle Paul*. Grand Rapids, Michigan: Zondervan, 2012.
Marchal, Joseph A., ed. *Studying Paul's Letters: Contemporary Perspectives and Methods*. Minneapolis, MN: Fortress Press, 2012.
McKnight, Scott, and B. J. Oropeza, eds. *Perspectives on Paul: Five Views*. Grand Rapids, MI: Baker Academic, 2020.
Nanos, Mark D., and Magnus Zetterholm, eds. *Paul Within Judaism: Restoring the First-Century Context to the Apostle*. Minneapolis, MN: Fortress, 2015.
Taylor, Walter F. *Paul: Apostle to the Nations: An Introduction*. Minneapolis, MN: Fortress Press, 2012.
Thiessen, Matthew. *A Jewish Paul: The Messiah's Herald to the Gentiles*. Grand Rapids, MI: Baker Academic, 2023.
Westerholm, Stephen. *Perspectives Old and New on Paul: The 'Lutheran' Paul and His Critics*. Grand Rapids, Michigan: W. B. Eerdmans, 2004.

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 12 (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 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 (Jan 18)	Gal 1:1-10	Thursday Jan 14
Week 3 (Jan 25)	Gal 1:11-24	Thursday Jan 21
Week 4 (Feb 1)	Gal 2:1-10	Thursday Jan 28
Week 5 (Feb 8)	Gal 2:11-21	Thursday Feb 4
Week 6 (Feb 22)	Gal 3:1-14	Thursday Feb 18
Week 7 (Mar 1)	Gal 3:15-29	Thursday Feb 25
Week 8 (Mar 8)	Gal 4:1-11	Thursday Mar 4
Week 9 (Mar 15)	Gal 4:12-5:1	Thursday Mar 11
Week 10 (Mar 22)	Gal 5:2-15	Thursday Mar 18
Week 11 (Mar 29)	Gal 5:16-6:6	Thursday Mar 25
Week 12 (Apr 5)	Gal 6:7-18	Thursday Apr 1

2. Exegesis Paper or Sermon: Due on Wednesday April 7, 2027 (40% of final grade)

Each student will complete a final paper based on a careful exegetical analysis of a chosen passage in Galatians or another NT letter. The passage should be chosen in consultation with the instructor. 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 your chosen textual unit. 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 you 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.

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).

Final Class presentations (week 12): 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 (i.e. at least 24 hours ahead of the final class). This can be single-spaced or in bullet point format. During that class each student will be given time to make brief presentation of their paper/sermon to the class. Time will be allotted for questions and discussion after each presentation. The amount of time allotted for each student will depend upon the number students attending the class.

Additional details along with a grading rubric for this assignment will be provided in class and posted on the course Moodle 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).

Artificial intelligence (AI) programs are useful research tools and are not off limits in the research process, but they should not be your sole means of research. You need to learn how to find first-hand academic resources and engaged directly with them. AI must not be used to write your papers and, if detected, will be considered plagiarism. If you use AI to write your paper and submit it as if you wrote it, it is not only a question of academic integrity and ethics, but you are also short-changing your learning experience.

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	April 7, 2027	40%
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS
The following indicates which section of Galatians will be discussed on the given date. You will be expected to read the relevant sections of Longenecker (including the Introduction on pages xli-cxix for week one) and deSilva (including the introduction on pages xix-xxviii for week one):

Week 1: Jan 11

- Introduction to course

Week 2: Jan 18

- Gal 1:1–10

Week 3: Jan 25

- Gal 1:11–24

Week 4: Feb 1

- Gal 2:1-10

Week 5: Feb 8

- Gal 2:11-21

Feb 15 – FAMILY DAY - READING WEEK - NO CLASS

Week 6: Feb 22

- Gal 3:1-14

Week 7: Mar 1

- Gal 3:15-29

Week 8: Mar 8

- Gal 4:1-11

Week 9: Mar 15

- Gal 4:12-5:1

Week 10: Mar 22

- Gal 5:2-15

Week 11: Mar 29

- Gal 5:16-6:6

Week 12: April 5

Exegesis Paper or Sermon Due on April 7

- Gal 6:7-18
- 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.

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. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in Academic Calendar and consult guidance from their course instructors.

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 polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This

use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

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.