

*“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>ELEMENTARY GREEK II</b> NEWT 0322
<b>Date and Time</b>	JANUARY 11 – APRIL 9, 2021 WEB-BASED ONLINE
<b>Instructor</b>	<b>IAN W. SCOTT, PhD</b> Telephone/voice mail: (416) 226-6620 Ext. 6719 Email: <a href="mailto:iscott@tyndale.ca">iscott@tyndale.ca</a>
<b>Class Information</b>	This course is designed to be asynchronous. Please read the Course Description for details on how this course will be held.  Office Hours: As posted on course page or by appointment.
<b>Course Material</b>	Access course material at <a href="http://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. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

Continuation of NEWT 0321.

An intensive introduction to the fundamentals of Greek for the study of the New Testament. Intended for MDiv and other theological students who wish to move quickly into the study of the Bible in the original languages.

This online version of the course is centered around the [Paideia](#) web-app. Students will learn Greek by interacting with characters in a fictional first-century town. The course involves no tests or exams and no written assignments aside from the typed interactions on Paideia. Each student is also allowed to learn at his or her own pace, with new aspects of Greek being introduced just when he or she is ready for them. What is required is a commitment to spend at

least one hour per day, 5 days per week, using Paideia. This regular, frequent, use of what is learned will be crucial to students' success. Paideia also includes a series of slides introducing various features of the Greek language as the student meets them in context.

*Prerequisite: NEWT 0321*

## **II. LEARNING OUTCOMES**

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

- understand and translate the most common grammatical constructions in the NT;
- understand and provide an accurate gloss for the vocabulary appearing 30 times or more in the NT;
- read a critical commentary and accurately summarize its discussion of how these constructions affect the meaning of a NT passage.

## **III. COURSE REQUIREMENTS**

### **A. REQUIRED READING**

The only required text is the one used (and likely already purchased) for NEWT 0321:

William D. Mounce. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids: Zondervan, 2009.  
ISBN-10: 0310287685 | ISBN-13: 978-0310287681

\*\* Please note that we will not be using the accompanying workbook, so students need not purchase it.

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

Tyndale recommends [www.stepbible.org](http://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](#).

## C. ASSIGNMENTS AND GRADING

### 1. Paideia online exercises: 95% of final grade

The bulk of the learning in this course will take place as students move through the exercises on the "[Paideia](#)" web-app. As students move through the exercises, Paideia tracks their individual learning and introduces new words and grammar just when the student is ready for it. The web-app also provides continuous review of earlier material, based on an individualized schedule of "spaced repetition." This allows each student to learn at her or his own pace. At any time the students can each view a private report of their progress on their user profiles. Since these exercises constantly assess the student's learning, no tests or exams are required. Instead, Paideia only introduces a new aspect of the Greek language when a student has mastered the earlier material. Students' grade for the course will thus be based on how far they have progressed by the end of term.

The material is organized into "badges" which are in turn grouped into "sets" that are introduced together. Since students will begin the term at different stages of progress, their grade does not necessarily depend on reaching a particular "set." Rather, each student's grade is based on *either* the highest set they reach *or* the number of new sets that they can begin over the term. If a student reaches either target for a letter grade, she has earned that grade. So, for example, if a student reaches badge set 14 she has earned an "A". But students who begin the term at badge set 5 will earn an "A" for moving ahead 7 more sets, even though that only brings them to badge set 12. The two targets for each letter grade are as follows:

Sets of badges earned over the term	Badge set reached by the end of term	Grade
6 sets	set 14	A
5 sets	set 13	B
4 sets	set 11	C
3 sets	set 10	D
less than 3 sets	set 9 or lower	F

Does this mean that some people will be behind when they start the next course? No. In subsequent online Greek courses at Tyndale you will simply continue to build on your skills, continuing the same Paideia user profile.

For full marks students are required to **complete at least 20 "paths" per day, 5 days per week**. These statistics are also tracked by Paideia, and **for each week that a student does not meet this requirement, his or her final grade will be reduced by 1%**. This may at first seem unnecessarily strict. Studies of language learning have shown, though, that one of the main

factors in student success is frequent, regular repetition. By spending a short time with your Greek most days of the week, you spend less time studying overall and guarantee that more of the language will go into long-term memory. In exceptional situations the instructor may (at his discretion) allow brief modifications of this schedule.

## **2. Peer help forum: 5% of final grade**

We often learn best when we explain things to others. So a discussion forum will be provided on the class web page where students can ask one another questions and provide helpful suggestions. Students must make **at least one post per week (question or answer) to earn the full 5% of their grade**. More frequent participation is strongly encouraged. The professor will monitor these discussions regularly, but will not step in to provide answers unless students have not been able to reach an answer after a couple of days.

## **3. Videos and textbook reading: --**

When you start each new facet of Greek you will be encouraged to view the corresponding videos and to read a brief section of your textbook. These activities are not graded, but they are crucial to your success in the Paideia exercises.

## **D. 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.

## **E. ADDITIONAL SUPPORTING ACTIVITIES**

### **Individual help from the professor**

Students are always welcome to contact the professor directly by email. Email is usually the most reliable way to make contact, but students may also make appointments to talk by telephone or Zoom video chat.

**\*\*Please note that, in the interest of preserving work-life balance, I do not answer class-related emails over the weekend. Any emails received between Friday evening and Monday morning will be answered during the day on Monday. At other times, please expect that email responses may take up to 48 hours.**

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Paideia exercises	6.5 hours/week*	95%
Viewing slides and reading	2.5 hours/week	--
Peer help forum	1 hour/week*	5%
Total Grade	10 hours/week	100%

\* The actual amount of time required for these activities will vary from student to student depending on individual aptitude and other factors. These numbers are intended to reflect a median (middle-of-the-road) student experience. If you find yourself spending significantly more time than this per week, please contact the instructor to discuss strategies for keeping your time investment reasonable.

## G. 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.

### 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 ([aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## H. 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**

Because of the individualized pace of this course, students will not move through the material on the same schedule. The series of badges and badge sets can, however, be viewed on [Paideia](#).

#### **V. BRIDGING INTO GREEK EXEGESIS I**

If a student continues on with Greek Exegesis I following this course, there will usually be several weeks or even months between the two. **Students are strongly urged to continue doing a few Paideia interactions regularly during the break between terms.** This need not involve as intense a schedule as we maintain during the term. Just a bit of practice a few days per week will go a very long way. Not only will this keep you from losing ground, but any progress you make with new topics between terms will count toward your progress in Greek Exegesis I!