



# TYNDALE

• SEMINARY •

## Course Syllabus

### Fall 2012

ELEMENTARY GREEK I (ONLINE)  
NEWT 0321

SEPTEMBER 10 – DECEMBER 7, 2012

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To access your course material, please go to <http://class.tyndale.ca>

## I. COURSE DESCRIPTION

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 short videos introducing various features of the Greek language.

## II. LEARNING OUTCOMES

By the end of the course students should be able to:

- understand and translate the most common grammatical constructions in the NT (with the exception of non-present-tense verbs, participles, and subjunctive mood);
- understand and provide an accurate gloss for a large selection of 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 TEXTS

William D. Mounce, *Basics of Biblical Greek Grammar* (3rd ed.; 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. ASSIGNMENTS AND GRADING

- **Paideia online exercises (95%)**

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.

Furthest new topic reached	Grade
Future verbs (or beyond)	A
Quantities, numbers, and counting	B
Verbs "to be" and "to become"	C
Prepositions	D
Earlier topics	F

Does this mean that some people will be behind when they start the next course? No. In subsequent 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 2.5%**. 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.

- **Peer-help forum (5%)**

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.

- **Video lessons and reading (--)**

When you start each new facet of Greek you will be encouraged to watch a short video lesson 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. Additional supporting activities**

- **Electronic Office Hours**

The professor will hold weekly, informal question-and-answer sessions via group video chat. Details and times will be posted on the class web-page. To take part fully students will need to have a microphone and webcam attached to their computer.

- **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, Skype, or Google Chat. Students who are near the Tyndale campus are also welcome to come by the professor's scheduled (physical) office hours listed at the top of this syllabus or (if these times are not feasible) request a face-to-face appointment at another time.

**\*\*Please note that, in the interest of preserving work-family 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 24 hours.**

**E. SUMMARY OF ASSIGNMENTS AND GRADING**

Paideia exercises	6.5 hours/week*	95 %
Viewing videos and reading	1.5 hours/week	--
Peer help forum	1.5 hours/week*	5%
	9.5 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.

## 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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should 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. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

## 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. If a student is progressing consistently at an average pace, however, a typical schedule might look like this:

Week of Sept. 10	<ul style="list-style-type: none"> <li>• the Greek alphabet</li> <li>• the basics of Greek nouns</li> <li>• a few important words</li> <li>– I, you, he/she/it (personal pronouns)</li> <li>– "yes"(ναί), and "no"(ού)</li> <li>– "alright" (εύγε)</li> <li>– "and" (και/τε)</li> </ul>
Week of Sept. 17	<ul style="list-style-type: none"> <li>– asking "what" and "who" questions</li> <li>– verbless clauses</li> <li>– "this"(οὗτος)</li> <li>– greetings and asking someone's name</li> <li>– "hello" (χαίρε)</li> <li>– genitive case (gen of possession)</li> <li>– talking about roles in a first-century household</li> <li>– genitive of relationship</li> </ul>
Week of Sept. 24	<ul style="list-style-type: none"> <li>– talking about where someone is from</li> <li>– genitive of source</li> <li>– adjectives</li> <li>– working in the kitchen and fetching supplies</li> <li>– genitive of source</li> <li>– "but"(δέ/άλλα) and "or"(ή)</li> </ul>

Week of Oct. 1	<ul style="list-style-type: none"> <li>– asking "where" questions</li> <li>– "where"(που)</li> <li>– "here"(ὧδε/ἐνταυθα)</li> <li>– making deliveries and finding people</li> <li>– dative case nouns</li> <li>– serving at a dinner-party</li> <li>– plural nouns</li> </ul>
Week of Oct. 8	<ul style="list-style-type: none"> <li>– shopping in the marketplace</li> <li>– introduction to Greek verbs</li> <li>– active and middle voices</li> <li>– the accusative case</li> </ul>
Week of Oct. 15	<ul style="list-style-type: none"> <li>– giving gifts and alms</li> <li>– imperative mood</li> <li>– crimes and justice</li> </ul>
Week of Oct. 22	<p>** Reading days: Since there are no other essays or reading assignments for this class, students are required to continue the <i>Paideia</i> exercises through the reading days (about 6.5 hours over the week). They are not, however, required to post to the help forum (though it is available if students want to use it).</p>
Week of Oct. 29	<ul style="list-style-type: none"> <li>– temples, offerings, and festivals</li> <li>– infinitive verbs</li> <li>– infinitive clauses</li> <li>– δεῖ</li> <li>– making requests and offering prayers</li> </ul>
Week of Nov. 5	<ul style="list-style-type: none"> <li>– talking about speaking and thinking</li> <li>– rumours and news</li> <li>– reporting speech and ὅτι clauses</li> <li>– giving and following directions</li> <li>– "how"(πως) and the instrumental dative</li> </ul>
Week of Nov. 12	<ul style="list-style-type: none"> <li>– talking about parts of the body</li> <li>– clothing and getting dressed</li> <li>– prepositions</li> <li>– prepositional infinitive clauses</li> <li>– sickness, medicine, and healing</li> <li>– passive voice</li> <li>– prepositions and cases to indicate agency</li> </ul>
Week of Nov. 19	<ul style="list-style-type: none"> <li>– "to be" and "to become"</li> <li>– making comparisons</li> <li>– far demonstrative pronouns (ἐκεῖνός)</li> <li>– "like"(ὡς/καθως), "the same"(ὁμοιος), "other"(ἄλλος), different"(ἕτερος)</li> <li>– ὅσος, τοιούτος</li> </ul>

	<ul style="list-style-type: none"> <li>– giving testimony in court</li> <li>– colour words</li> </ul>
Week of Nov. 26	<ul style="list-style-type: none"> <li>– hiring workers for a building project</li> <li>– how much/how many (ποσος); all/none; many/few</li> <li>– numbers and counting</li> </ul>
Week of Dec. 3	<ul style="list-style-type: none"> <li>– planning for the future</li> <li>– future verbs</li> <li>– fear of the future and hope in Christ</li> </ul>

#### V. BRIDGING TO INTRODUCTORY GREEK II

If a student continues on immediately with Introductory Greek II in the semester following this course, there will still usually be several weeks between the two. **Students are strongly urged to continue doing a few *Paideia* interactions every day during the break between terms.** This need not involve as intense a schedule as we maintain during the term. Just a bit of practice every day 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 Introductory Greek II!