

“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.”

Course	ELEMENTARY GREEK I NEWT 0321
Date and Time	SEPTEMBER 13 – DECEMBER 10, 2021 WEB-BASED ONLINE
Instructor	IAN W. SCOTT, PhD Telephone/voice mail: 416 226 6620 ext. 6719 Email: iscott@tyndale.ca
Class Information	This is a web-based asynchronous course with no fixed class time. Students may participate in virtual office hours as posted on the course page or by appointment.
Course Material	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. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

An intensive introduction to the fundamentals of Greek for the study of the New Testament. Intended for Master of Divinity students 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](https://learngreek.ca/paideia) web-app (<https://learngreek.ca/paideia>). 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 videos introducing various features of the Greek language.

II. LEARNING OUTCOMES

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

1. understand and translate the most common grammatical constructions in the NT (with the exception of non-present-tense verbs, participles, and subjunctive mood);
2. understand and provide an accurate gloss for a large selection of the vocabulary appearing 30 times or more in the NT;
3. 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 AND TOOLS

Mounce, William D. *Basics of Biblical Greek Grammar*. 4th ed. Grand Rapids: Zondervan, 2019. [ISBN: 978-0-310-53743-4]

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

Paideia web app (<https://learngreek.ca>)

** Although you can set up an account on Paideia and begin working on the exercises for free, in order to participate in the course group for this class you will need to pay a \$15 fee. Instructions for joining the course group will be provided on the class web page.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends 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. 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. ASSIGNMENTS AND GRADING

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.

Furthest badge set begun	Grade
Badge set 8	A
Badge set 7	B
Badge set 5	C
Badge set 4	D
Earlier sets	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 25 "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.

Query participation (5% of final grade)

We often learn best when we ask questions and when we explain things to others. So Paideia includes a “queries” feature where you can ask questions. Queries marked as private can only be seen by your professor and are for private coaching. Other queries can be seen by your classmates and you are encouraged to spend a bit of time replying to other people’s queries. Students must make **at least one post every two weeks (your own query or an answer to someone else’s query) to earn the full 5% of their grade.** More frequent participation is strongly encouraged.

Note: Attendance in this course is demonstrated by regular log-ins and up-to-date participation in the queries.

Videos and textbook reading (--)

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

E. 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.

F. 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 video chat.

****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 48 hours.**

G. SUMMARY OF ASSIGNMENTS AND GRADING

Paideia exercises	6.5 hours/week*	95 %
Viewing videos and reading	2.5 hours/week	--
Query participation	1 hours/week*	5%
Total	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.

H. 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 polices 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) 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

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](#).

Note that students are expected to continue their Paideia activities through the seminary reading days (October 26-29). This is for two reasons. First, reading days are intended to help students to work on essays and other assignments. Since we do not have any such assignments, continuing to do your minimum required Paideia exercises is a comparable use of the time for our course. Second, a week away from Paideia at this point in the fall will be very detrimental for your learning, and could set you back significantly.

V. SELECTED BIBLIOGRAPHY

A select bibliography of helpful resources for learning Greek is provided on the course page.

VI. BRIDGING TO ELEMENTARY GREEK II

If a student continues on immediately with Elementary 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 Elementary Greek II!