

*“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>GREEK EXEGESIS I (SEMINARY)</b> NEWT 0523 <b>READINGS IN NEW TESTAMENT GREEK I (UNDERGRADUATE STUDIES)</b> GREE 3013
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 12 – DECEMBER 9, 2022 ASYNCHRONOUS 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 is a web-based asynchronous course with no fixed class time.  Students may participate in virtual/in-person office hours as posted below.  <b>In-person Office Hours:</b> Mondays 5:00 PM – 6:30 PM <b>Livestream Office Hours:</b> Thursdays 3:00 PM – 4:30 PM Other times by appointment
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://TyndaleOne.com">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 (with its continuation, NEWT 0524) 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.

*Prerequisites:*

*Seminary: NEWT 0322, BIBL 0501.*

*Undergraduate Studies: BSTH 101, 102, 201, GREE 201, 202.*

*Exclusion:*

*Undergraduate Studies: GREE 401.*

This online version of the course is centered around the Paideia web-app (<https://learngreek.ca/paideia>). Students will improve their Greek by interacting with characters in a fictional first-century town. The course involves no tests or exams and each student is 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. Alongside this web application, students will also apply what they are learning in small group discussions about the interpretation of specific passages from the Greek New Testament.

## II. LEARNING OUTCOMES

At the end of this course (and its continuation, NEWT 0524), a student earning a 'B' grade will be able to:

- demonstrate good reading comprehension of simple NT Greek phrases and sentences;
- successfully analyze most of the grammar and syntax in actual New Testament sentences.
- about 7.5 times out of 10 students should be able to:
  - accurately identify the syntactical relationships between words and phrases;
  - accurately describe the function of some ambiguous Greek constructions in a New Testament excerpt (e.g., genitive nouns, dative nouns, adverbial participles, double accusatives, infinitive clauses);

- successfully parse a familiar Greek word;
- provide an accurate English gloss for a common Greek word (occurring 20 times or more in the NT);
- accurately identify the principal parts of a common irregular verb in the NT;
- explain how an understanding of the Greek text deepens our understanding of many New Testament passages.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING AND TOOLS

Wallace, Daniel B. *Basics of New Testament Syntax: An Intermediate Greek Grammar*. Grand Rapids, MI: Zondervan, 2000. (ISBN-10: 0310232295 | ISBN-13: 978-0310232292)

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

Students may also find it helpful to refer to the first-year Greek textbook that is keyed to the Paideia exercises:

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

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. 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](http://classes.tyndale.ca).

## D. ASSIGNMENTS AND GRADING

### Paideia online exercises (65% 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 this component of the course will thus be based on how far they have progressed through the sequence of “badge sets” by the end of term. Since students are beginning the course at different points in their journey through Paideia, their grade will depend on how many new badge sets they begin (earning ‘beginner’ level) during the term.

Students who did not take their first year of Greek using Paideia are at some disadvantage in comparison to students who have been working on this web platform from the beginning.

**Students new to Paideia are *strongly* encouraged to create an account on the app and start working through the early badge sets on their own as early as possible before the start of the course.** A few weeks of frequent use prior to the course can effectively minimize such students’ disadvantage.

New Paideia students begin this course placed in badge set 12, mid-way through the app’s progression system. While most of the earlier content will have been covered in traditional first-year Greek courses, these students often take some time to adjust to things like composing Greek sentences. In recognition of this disparity, the two groups of students have slightly different progress targets to earn a given letter grade:

Furthest new topic reached	Returning Paideia students	Students new to Paideia
6 new badge sets (or set 20 if reached sooner)	A	
5 new badge sets (or set 19 if reached sooner)	B	A
4 new badge sets (or set 18 if reached sooner)	C	B

3 new badge sets (or set 17 if reached sooner)	D	C
2 new badge sets	F	D
1 new badge set		F

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.

#### **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 forums.

#### **Two group exegesis discussions (2 x 15% = 30% of final grade)**

Twice during the term, students will also participate in exegetical discussions. These discussions will each involve two stages. First, each student will post their own translation of an assigned short passage, along with answers to a few exegetical questions. In the second stage, students will read one another's posts and offer feedback (both affirmation and suggestions for improvement) on at least two of their fellow group members' posts. The passages and questions for each discussion, along with more detailed guidelines for the discussion, will be provided on the course web-page well in advance. For the dates of each discussion, see the course schedule below.

*Late posts will be penalized by 1/3 of a letter grade for every 3 hours late unless (a) there is a medical emergency or similar extenuating circumstances, or (b) prior arrangements have been made with the professor. Unexcused late posts will be given an F after 12 hours past the due*

time. This may seem harsh, but it reflects the fact that other group members depend on timely posting in order to provide responses.

### **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 the related sections 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-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.**

## **G. SUMMARY OF ASSIGNMENTS AND GRADING**

Paideia exercises	6.5 hours/week*	65 %
Viewing videos and reading	2.5 hours/week*	--
Query participation	1 hours/week*	5%
Exegetical discussions	12 hours each*	30% (15% x 2)
Total	12.5 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.

## **H. GENERAL GUIDELINES FOR WRITTEN WORK**

Posts in the two exegetical discussions are not formal essays and need not include citations to scholarly sources. They should, however, be written in clear, grammatical paragraph form. While English grammar is not a primary consideration in grading these, the professor (and fellow students) must be able to understand a student's ideas clearly. If poor grammar or style interferes with readers' ability to comprehend a post this will negatively impact the grade for that assignment.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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.

### **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.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@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](#).

The two exegetical discussions will take place as follows:

Exegetical discussion 1	<b>Week of October 18<sup>th</sup>-23<sup>rd</sup></b>	
	Initial posts due	Tues., Oct. 18 <sup>th</sup>
	Responses due	Sat., Oct. 22 <sup>nd</sup>
Exegetical discussion 2	<b>Week of November 15<sup>th</sup>-20<sup>th</sup></b>	
	Initial posts due	Tues., Nov. 15 <sup>th</sup>
	Responses due	Sat., Nov. 19 <sup>th</sup>

Note that **students are expected to continue their Paideia activities through the seminary reading days (October 25-28)**. 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 major written 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

[Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).



A select bibliography of resources for learning and using Greek is available on the course page.

## **VI. AFTER THE COURSE**

Students often ask “How can I keep my Greek up?” The Paideia app is designed to help students continue using and maintaining their Greek after the course is finished. Your account will remain active indefinitely, and even a few exercises each week will help you to maintain your Greek and continue to gain more reading facility.