

“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 II NEWT 0322 1A
Date and Time	JULY 1 - AUGUST 23, 2024 ASYNCHRONOUS ONLINE
Instructor	JAMES W. KNIGHT, ThM. Email: jknight@tyndale.ca My home office number is upon request.
Class Information	This course is designed to be asynchronous. Please read the Course Description for details on how this course will be held. Virtual appointments with the professor are available upon request.
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.

I. COURSE DESCRIPTION

Continuation of NEWT 0321.

This course is the second part of a two-course intensive introduction to the fundamentals of Greek for the study of the New Testament. It is intended for students who wish to move quickly into the study of the New Testament in the original language.

Prerequisite: NEWT 0321 (SEM); GREE 2013 (UGS)

This online 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.

The link where students can make the payment and join the course group in *Paideia* is here https://learngreek.ca/paideia/join_course. Students will be given a key code by their professor. They can then visit this link, enter the key code for the course, and make the payment of \$30 to join the course group.

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;
- recognize 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 READING

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

- Mounce's grammar is a valuable learning resource for students as they progress through the stages of the *Paideia* web app. Each video lesson includes references to the relevant material in this textbook.
- **NB:** Students do not need to purchase the accompanying *workbook* for Mounce's grammar since it ***will not*** be needed for this course. All the learning exercises will be done through *Paideia* web app.

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

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 or he has earned that grade. So, for example, if a student reaches badge set 14 she or he 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	Furthest badge set reached by term end	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 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 30 "paths" per day, 5 days per week**. The *Paideia* app will track these statistics and **for each week that a student does not meet this requirement, his or her final grade will be reduced by 1%**. This may seem a bit strict, but studies of language learning have shown that frequent, regular repetition is one of the key factors in student success. By spending a short time with your Greek most days of the week, you will spend less time studying overall and guarantee that more of the language will go into long-term memory. In very 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 *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 component 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*, but they are crucial for learning Greek and progressing through 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 LEARNING SUPPORT

- **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.

During the pandemic *virtual* office appointments can also be arranged at times that are mutually beneficial for the professor and the student.

- **Supplementary materials on the course site**

Additional handouts will be posted on the course web site. They are intended to supplement the material in the learning videos and the textbook.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Assignment/Activity	Hours per week	Grade
<i>Paideia</i> exercises	10	95 %
Viewing videos and reading	3	--
Peer help forum	1	5%
Total Grade	14	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 professor 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 (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 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 (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. An individualized assessment the student's badge status can be viewed on *Paideia*, so the student will be able to chart his or her progress.

V. SELECTED BIBLIOGRAPHY

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

VI. BRIDGING TO GREEK EXEGESIS I

At the conclusion of the course, students will have devoted their summer to an intensive study of New Testament Greek. They are encouraged to take a well-deserved break. At the same time, students are strongly urged to continue doing a few *Paideia* interactions every day in order to maintain their Greek learning. Students may also wish to read some beginner passages from the Greek New Testament. A little bit of Greek each day will help to make the transition into Greek Exegesis go a bit smoother. It will also go a long way to maintaining their knowledge of the language or as my Greek professor once said, “Use it or lose it”!