

“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.”

Semester, Year	[FALL], [2025]
Course Title	[GREEK EXEGESIS I]
Course Code	[NEWT CM14 XP]
Date	From [September 10, 2025] to [December 3, 2025] [Every Wednesday]
Time	From [8:15 AM] to [11:05 AM]
Delivery Format	[IN-PERSON ONLY]
Class information	<input checked="" type="checkbox"/> The classes will be on [Wednesday]
Instructor	[REV DR ROCKY FONG], [Ph.D]
Contact Information	Email: [rfong@tyndale.ca] Tyndale Phone Number: (416) 226-6620 Ext. [2668]
Office Hours	<input checked="" type="checkbox"/> [Friday 10 am – 3 pm] <input checked="" type="checkbox"/> By appointment only.
Course Materials	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

An introduction to the practice of Greek exegesis with a view to equipping the student with a methodology to interpret the New Testament text for the purpose of preaching and teaching.

Prerequisite: NEWT CM11.

II. LEARNING OUTCOMES

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

1. Translate and parse selected passages of the Greek text of Matthew's Gospel in class (see Course Schedule) with the aid of a dictionary
2. Study the grammatical functions of case, mood and tense, basic clause structure, simple and complex clause, and apply such knowledge in the exegesis of the text
3. Apply standard Greek language tools including UBS Greek Bible textual apparatus, lexicons, Greek grammar textbooks, digital and online resources such as Logos, stepbible.org, and OpenText.org in analyzing the text
4. Evaluate the strengths and weaknesses of Bible commentaries for writing, preaching and teaching.]

III. COURSE REQUIREMENTS

A. REQUIRED READING

[Aland, Barbara and Kurt Aland, et al. *The Greek New Testament*, with Dictionary. 5th rev. ed. Stuttgart: Deutsche Bibelgesellschaft, 2014, selected passages in Matthew.

方豪 (Fong, Rocky)。《新約希臘文釋經讀本——馬太福音》(電子書)。香港：恩道出版有限公司，2025。

Mounce, William. *Basics of Biblical Greek*, rev. ed. Grand Rapids: Zondervan, 2009. 孟恩思著。潘秋松譯。《聖經希臘文基礎：課本》。修訂版。South Pasadena: 麥種，2012。

New Testament – Greek-Chinese-English Triglote Edition. Hong Kong: Bible Society of Hong Kong, 2007. 《新約聖經》希，中，英並排版。香港：香港聖經公會，2007. 請在第一課前預讀「導論」pp. 1*-51*。]

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

[Porter, Stanley E. *Idioms of the Greek New Testament*, 2nd ed. London: Continuum, 1994. 波特著。葉雅蓮譯。《新約希臘文的慣用語》。台北：橄欖，2013。

Wilkins, Michael J. *Matthew*, vols. 1-2. The NIV Application Commentary. Grand Rapids: Zondervan, 2004. 邁克爾·威爾金斯著，古志薇、陳秀媚譯。《馬太福音》上，下。香港：漢語聖經協會，2016。 |

Tyndale recommends [STEPBible](#) – 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. [Class Participation (30%). Students are expected to have read the relevant materials assigned before each class, and are to participate in class discussion in a healthy and positive way to enhance learning for the whole class. This assignment is related to Outcome #1.
2. Ten (10) written questions (30%). Beginning week 2, students are required to submit weekly in writing a total of ten (10) exegetical questions based on the text of Matthew or related to NT Greek grammar and syntax. These questions, primarily based on the required reading, should reflect independent and critical thinking will be presented in class and answered by the Instructor. The Instructor will also provide a general feedback on the suitability and quality of the questions during the first few weeks of the semester. This assignment is related to Outcomes #2 & #3.
3. Term Paper (40%). At the end of the course, students will write an exegetical paper on a topic or a passage taken from Matthew. It must reflect the student's best knowledge of Greek grammar based on the materials covered in this course. Students are to follow guidelines for academic integrity (SECTION H), and to familiarize themselves with the latest version of CCSTT's Term Paper & Thesis Style Manual 「研究專文及論文寫作守則」。 Length: 5000 words. Further information will be provided in class. This assignment is related to Outcomes #2- 4.]

D. SUMMARY OF ASSIGNMENTS AND GRADING

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Class Participation	30 %
10 Written Questions	30 %
Term Paper	40 %
Total	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

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	日期	Mounce 《基礎》	方《馬太福音》
1	Sept 10	課程簡介；馬太福音簡介；《新約聖經》「導論」 pp. 1*-51*	參「文法目錄」 A. 名詞系統 #1-12
2	17	第 6 課 主格與直受格	
3	24	第 7 課 所有格與間受格	
4	Oct 1	第 9 課 形容詞，冠詞	
5	8	第 11-12 課 人稱代名詞	
6	15	第15課 動詞簡介	B. 動詞系統 #13-27
	22	Seminary Reading Day No Class	
7	29	第 25 課 關身/中動語態	B. 動詞系統 #13-27
8	Nov 5	第 26-29 課 分詞	
9	12	第 31-32 課 假設語氣，不定詞	
10	19	第 33 課 命令/祈使語氣	
11	26	總結	
12	Dec 3	發表專文初稿	
	10	Exam Week No Class	繳交專文定稿

V. SELECTED BIBLIOGRAPHY

I. 希臘文 (* 代表適合希臘文詮釋 II 使用)

Aland, Kurt, ed. *Synopsis of the Four Gospels*. 12th ed. Stuttgart: German Bible Society, 2001.

Bauer, Walter Bauer, ed., Danker, Frederick W. Danker, rev. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Chicago: U. of Chicago, 2000. 鮑爾編輯。丹克

修訂。《新約及早期基督教文獻希臘文大詞典》。麥啟新主編。麥啟新，麥陳惠惠翻譯。香港：漢語聖經協會，2009。

Black, David Allan. *New Testament Textual Criticism*. Grand Rapids: Baker Academic, 1994. 布雷克著。葉雅蓮，黃龍光譯。《新約經文鑑別學》。台北：華神，2009。

Brown, Colin, ed. *The New International Dictionary of New Testament Theology*, 4 vols. Grand Rapids: Zondervan, 1986.

Dana, H. E. and Julius R. Mantey. *A Manual Grammar of the Greek New Testament*. Toronto: Macmillan, 1957.

Campbell, Constantine R. *Basics of Verbal Aspect in Biblical Greek*. Grand Rapids: Zondervan, 2008. 君士坦丁·坎柏著，汪仁潔譯。「聖經希臘文基礎：動詞觀點」。South Pasadena: 麥種，2020.*

Funk, Robert. *A Beginning-Intermediate Grammar of Hellenistic Greek*. 3rd ed. Salem, Oregon: Polebridge Press, 2013.*

McKay, K. L. *A New Syntax of the Verb in New Testament Greek: An Aspectual Approach*. Studies in Biblical Greek. New York: Peter Lang, 1994.*

Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. 2nd ed. Stuttgart: German Bible Society, 1994.

Moule, C. F. D. *An Idiom Book of NT Greek*. Cambridge: CUP, 1959.*

Mounce, William. *A Graded Reader of Biblical Greek*. Grand Rapids: Zondervan, 1996. 孟思恩著。沈其光、潘秋松譯。《聖經希臘文進階：讀本》。South Pasadena: 麥種，2015。

Nida, E. A. and J. P. Louw. *Greek-English Lexicon of the New Testament Based on Semantic Domains*. 2 vols. New York: UBS, 1989.*

Runge, Steven E. *Discourse Grammar of the Greek New Testament*. Peabody: Hendrickson, 2010.*

Wallace, Daniel. *Greek Grammar Beyond the Basics*. Grand Rapids: Zondervan, 1996. 華勒斯著。吳存仁譯。《中級希臘文文法》。台北：華神，2011。

II. 馬太福音

Carson, D. A. *Exegetical Fallacies*, 2nd ed. Grand Rapids: Baker, 1996. 卡森著，余德林、郭秀娟譯。「再思解經錯謬」台北：校園，1998。

_____. *Matthew*. Expositor's Bible Commentary, rev. ed. Grand Rapids: Zondervan, 2010. 卡森著。周俞雲翔譯。《馬太福音》。South Pasadena: 麥種，2013。

Davis, W. D. and D. C. Allison. *A Critical and Exegetical Commentary on the Gospel According to Matthew* (ICC) 3 vols. Edinburgh: T. & T. Clark, 1988.

deSilva, David A. *An Introduction to the New Testament: Contexts, Methods & Ministry Formation*. Downers Grove, IL: Intervarsity, 2004. 德席爾瓦著。紀榮智、李望遠譯。《21 世紀基督教新約導論》。台北：校園，2013。

France, R. T. *Matthew: Evangelist and Teacher*. Grand Rapids: Zondervan, 1989.

_____. *The Gospel of Matthew* (NICNT). Grand Rapids: Eerdmans, 2007.

Green, Joel, ed. *Dictionary of Jesus and the Gospels*. 2nd ed. Downers Grove: IVP, 2013. S.v. "Apocalypticism and Apocalyptic Teaching" by B. J. Pitre, pp. 23-33; and "Sermon on the Mount/Plain" by S-A Yang, pp. 845-55.

Green, Michael. *The Message of Matthew*. Nottingham: IVP, 1988, 2000. 格林著，黃元林譯。《馬太福音》。台北：校園，2009。

Keener, Craig S. *The Gospel of Matthew: A Social Rhetorical Commentary*. Grand Rapids: Eerdmans, 2009.

Luz, Ulrich. *The Theology of Matthew*. Cambridge: Cambridge University Press, 1995.

Nolland, John. *The Gospel of Matthew* (NIGTC). Grand Rapids: Eerdmans, 2005.

Simonetti, Manlio ed. *Ancient Christian Commentary on Scripture, New Testament* (vols. 1 & 2) *Matthew 1-13 and Matthew 14-28*. Downers Grove, IL: IVP, 2001. 黃錫木編審，林梓鳳譯。《馬太福音 1-13 章》與《馬太福音 14-28 章》。古代基督信仰聖經註釋叢書，新約卷一、卷二，黃錫木主編。台北：校園，2006。

Snodgrass, Klyne R. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. Grand Rapids: Eerdmans, 2008. 斯諾德格拉斯著。林秀娟譯。《主耶穌的比喻》。South Pasadena: 麥種，2013。

黃鴻興 (Wong, Hoong-hing Wong) 著。《馬太福音》。香港：天道，2016。

黃錫木 (Wong, Simon) 編著。《四福音與經外平行經文合參》四版。香港：漢語聖經協會，2016。]

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

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. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

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.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](#). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the

[Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).