

“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 Course Code	GREEK EXEGESIS I (SEMINARY) NEWT 0523 1S READINGS IN NEW TESTAMENT GREEK I (UNDERGRADUATE STUDIES) GREE 3013 1S
Date	From September 11, 2025 to <i>December 4, 2025</i> Every Thursday
Time	From 6:45 PM to 9:35 PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Thursday from 6:45pm to 9:35pm.
Instructor	DUNCAN REID, PhD
Contact Information	Email: dreid@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2273
Office Hours	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.

Tyndale Undergraduate students may enroll in this course under the following course code:
HEBR 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 is designed (with its continuation, NEWT 0524) 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: NEWT 0322, BIBL 0501.

II. LEARNING OUTCOMES

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

1. Translate, both formally and paraphrastically, portions of the Gospel of Mark (and other NT books of similar difficulty) with the help of lexicons, reference grammars, and online tools, making only a few scattered errors;
2. Successfully analyze most of the grammar and syntax in translated sentences from Mark (and other books of similar difficulty). This includes the ability to parse verbs, and to recognize and analyze common syntactical structures such as participles, genitive phrases, dative phrases, double accusatives, and infinitive phrases.
3. Demonstrate proficiency in exegetical skills and methods for interpreting a New Testament book such as the Gospel of Mark. This will include at least the following:
 - a. demonstrate a working understanding of textual criticism in practice;
 - b. identifying key exegetical questions for interpreting a given passage;
 - c. develop skills in answering the exegetical questions with the use of secondary helps such commentaries.
4. Develop skills in preparing an exegetical paper or sermon based on direct study of the Greek text by means of the following:
 - a. utilizing the above skills of translation, grammatical and syntactical analysis of the Greek text (taking text-critical issues into consideration);
 - b. understanding and critically engaging with secondary literature such as commentaries and scholarly articles in relation to key exegetical questions;
 - c. demonstrating an appreciation for the theological and devotional content of the text and its relevance for contemporary life of individuals and communities;
 - d. demonstrating an understanding of the hermeneutical challenges involved in moving between the text and the contemporary world.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Decker, Rodney. *Mark 1-8: A Handbook on the Greek Text*. BHGNT. Waco, TX: Baylor University Press, 2014. ISBN 978-1-4813-0238-8

Decker, Rodney. *Mark 1-16: A Handbook on the Greek Text*. BHGNT. Waco, TX: Baylor University Press, 2014. ISBN 978-1-4813-0238-5

Black, David Alan. [*It's Still Greek to Me: An Easy-to-Understand Guide to Intermediate Greek*](#). Grand Rapids, MI: Baker, 1998. ISBN 978-0-8010-2181-7

It is assumed that students have a copy of the Greek New Testament in one of the two standard editions:

- Aland, Kurt, et al. *The Greek New Testament*. 5th Edition. Stuttgart: Deutsche Bibelgesellschaft, 2014. (UBS⁵)
- Aland, Barbara, Kurt Aland, et al. *Novum Testamentum Graece*. 28th Edition. Stuttgart: Deutsche Bibelgesellschaft, 2012. (NA²⁸)
- **Or** (perhaps more helpful for us!) ***The UBS Greek New Testament: A Reader's Edition*** (there are a number of versions of this)

It is also assumed that students will have a copy of an appropriate Greek lexicon such as the following:

- Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd Edition. Revised and edited by Frederick William Danker. Chicago: The University of Chicago Press, 2000. (BDAG)
- Newman, Barclay M. *A Concise Greek-English Dictionary of the New Testament*. German Bible Society: Stuttgart, 1993.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Students may also use the following online resources:

- a) Lexicon: [Perseus Project](#) or [University of Chicago](#)
- b) Text and Parsing Aid (similar help to what is found in StepBible): [Bible Web App](#)

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

Students will be evaluated on the basis of the following assignments:

1. Weekly Translation and Exegesis: due weekly on weeks 2 to 10 (60% of final grade)

According to the course schedule (see both table of due dates below and Section IV of the syllabus), the student will complete a translation and exegetical analysis of the assigned passage for that week and submit this as a Word or pdf document on the Tuesday prior to class. In addition to translating the relevant passage, the student will be required to answer various grammatical, syntactical and exegetical questions. This will include responding to class readings (course text and additional assigned readings). In addition to completing the written assignment the student is expected to attend the live-stream class where they should be prepared to answer questions on the text (translation, grammar and syntax) and participate in class discussion. The details of the translation and exegesis assignment will be posted on the Moodle page each week along with a grading rubric.

Due dates for Weekly Translation and Exegesis:

Week	Text	Assignment Due Date
Week 2 (Sep 18)	Mark 1:1-13	Wednesday Sep 17
Week 3 (Sep 25)	Mark 1:14-28	Wednesday Sep 24
Week 4 (Oct 2)	Mark 2:1-12	Wednesday Oct 1
Week 5 (Oct 9)	Mark 4:10-12, 26-34	Wednesday Oct 8
Week 6 (Oct 16)	Mark 8:31-9:1	Wednesday Oct 15
Week 7 (Oct 30)	Mark 10:35-45	Wednesday Oct 29
Week 8 (Nov 6)	Mark 12:1-12	Wednesday Nov 5
Week 9 (Nov 13)	Mark 14:53-65	Wednesday Nov 12
Week 10 (Nov 20)	Mark 16:1-8	Wednesday Nov 19

2. Exegesis Paper or Sermon: Due on Friday December 5, 2025 (40% of final grade)

Each student will complete a final paper based on a careful exegetical analysis of a chosen passage in Mark. The passage should be chosen in consultation with the instructor. Exegetical analysis should make use of the use of the student's own translation and grammatical/syntactical analysis in consultation with good quality secondary sources (e.g., scholarly commentaries, journal articles, books, and essays). The paper can take either of the following forms:

- a) *Exegetical Paper*: this should be in the form of a research paper based on a particular exegetical question related to the chosen textual unit in the Gospel of Mark. The paper should be a maximum of 15 pages according to the guidelines for submission of written work (see [Section G](#) below).

- b) *Sermon*: the sermon transcript should be 10 pages with endnotes in relation to significant exegetical decisions. In addition to indicating exegetical decisions and citing secondary sources, these end notes should provide explanations of these decisions where they are not included within the sermon itself (noting that such explanations often do not belong within a sermon but are part of the background study). In this way the sermon and notes should give evidence of careful exegetical analysis of the text. At the same time the sermon should be written in way that shows sensitivity to the audience, makes use of standard sermon elements (e.g., illustrations or stories) and demonstrates creative appropriation of the text in a contemporary context.

This assignment should be type written, *double-spaced, 12 point font Times New Roman (10 point font for footnotes), and one inch margins*. It should clearly organized, and demonstrate coherent thought and argumentation. It ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. Ensure that you have accurately and fully documented any secondary sources. If English grammar is challenging for you then you are expected to seek help from the Centre for Academic Excellence (see link below for Writing Services).

Class presentations (weeks 11 and 12): students need to sign up to present on their research paper or sermon week 11 or 12 (sign up will be first come first served with equal students presenting each week). Each student should prepare a one-page summary of their presentation to be posted on the course page one day prior to their presentation. The amount of time allotted for each presentation will depend on the number of students presenting in a given week, but time will be allotted for questions and discussion after each presentation. Additional details along with a grading rubric for this assignment will be provided at the beginning of the class and posted onto the course page.

Submission of assignments:

All assignments should be submitted in pdf format and uploaded to the appropriate portal on the course Moodle page.

Please label the file clearly with your name and assignment (e.g., John Smith_Translation #1 or John Smith_Exegesis Paper).

See Section VI below for late extension policy.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due Date	% of final grade
1. Weekly Translation and Exegesis	Weeks 2 to 10 (see above table)	60%
2. Exegesis Paper or Sermon	Dec 5, 2025	40%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1: Sep 11

- Introduction to Greek Exegesis
- Required Reading: Black 19-40 (parts of speech and the Greek sentence)

Week 2: Sep 18

- Reading: Black 43-56 (nouns and cases) + relevant portions of Decker
- Translation and exegesis: Mark 1:1-13

Week 3: Sep 25

- Reading: Black 91-103 (verbs I) + relevant portions of Decker
- Translation and exegesis: Mark 1:14-28

Week 4: Oct 2

- Reading: Black 104-112 (verbs II) + relevant portions of Decker
- Translation and exegesis: Mark 2:1-12

Week 5: Oct 9

- Reading: Black 113-120 (Infinitives) + relevant portions of Decker
- Translation and exegesis: Mark 4:10-12, 26-34

Week 6: Oct 16

- Reading: Black 121-126 (participles) + relevant portions of Decker
- Translation and exegesis: Mark 8:31-9:1

Oct 23 – READING WEEK - NO CLASS

Week 7: Oct 30

- Reading: Black 141-146 (Greek clauses) + relevant portions of Decker
- Translation and exegesis: Mark 10:35-45

Week 8: Nov 6

- Reading: Black 57-65 (Adjectives) + relevant portions of Decker
- Translation and exegesis: Mark 12:1-12

Week 9: Nov 13

- Reading: Black 66-88 (pronouns; articles; prepositions) + relevant portions of Decker
- Translation and exegesis: Mark 14:53-65

Week 10: Nov 20

- Reading: Black 127-37 (adverbs, conjunctions, particles) + relevant portions of Decker
- Translation and exegesis: Mark 16:1-8

Week 11: Nov 27

- Reading: Black 147-53 (Greek of NT)
- Student Presentations

Week 12: Dec 4

Exegesis Paper or Sermon Due on Dec 5

- Student Presentations

V. SELECTED BIBLIOGRAPHY

A bibliography will be posted on the course page.

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 (seminaryoffice@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](#).