



TYNDALE
• SEMINARY •

Course Syllabus **Winter 2014**

ELEMENTARY GREEK II
NEWT 0322

JANUARY 13—APRIL 12, 2014
ONLINE FORMAT

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To access your course material, please go to <http://mytyndale.ca>

I. COURSE DESCRIPTION

Continuation of NEWT 0321.

An intensive introduction to the fundamentals of Greek for the study of the New Testament. Intended for MDiv 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 centred around the Paideia web-app. 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 slides introducing various features of the Greek language as the student meets them in context.

Prerequisites

- Elementary Greek I (NEWT 0321)

II. LEARNING OUTCOMES

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

- understand and translate the most common grammatical constructions in the NT;
- understand and provide an accurate gloss for 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 TEXTS

The only required text is the one used (and likely already purchased) for NEWT 0321:

William D. Mounce, Basics of Biblical Greek Grammar (3rd ed.; Zondervan, 2009). [ISBN-10: 0310287685 | ISBN-13: 978-0310287681]

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

B. 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 depend on reaching a particular "set." Rather, each student's grade is based on the number of new sets that they can begin over the term.

Sets of badges earned over the term	Grade
9 sets	A
7 sets	B
5 sets	C
4 sets	D
less than 4 sets	F

Does this mean that some people will be behind when they start the next course? No. In subsequent 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 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 2.5%**. 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.

2. **Peer help forum:** 5% of final grade

We often learn best when we explain things to others. So a discussion forum will be provided on the class web-page where students can ask one another questions and provide helpful suggestions. Students must make at least one post per week (question or answer) to earn the full 5% of their grade. More frequent participation is strongly encouraged. The professor will monitor these discussions regularly, but will not step in

to provide answers unless students have not been able to reach an answer after a couple of days.

3. **Slides and reading:** --

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

C. ADDITIONAL SUPPORTING ACTIVITIES

1. **Electronic Office Hours**

The professor will hold weekly, informal question-and-answer sessions via group video chat. Details and times will be posted on the class web-page. To take part fully students will need to have a microphone and webcam attached to their computer.

2. **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, Skype, or Google Chat. Students who are near the Tyndale campus are also welcome to come by the professor's scheduled (physical) office hours listed at the top of this syllabus or (if these times are not feasible) request a face-to-face appointment at another time.

****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 24 hours.**

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

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. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

	% of Grade	Average Time Required	Average Weekly Time Required
Paideia exercises	95%	77 hours	6.5 hours/week
Viewing slides and reading	--	18 hours	1.5 hours/week
Peer help forum	5%	18 hours	1.5 hours/week
Total Grade	100 %	114 hours	9.5 hours/week (average)

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. If a student is progressing consistently at an average pace, however, a typical schedule might look like this:

Week of Jan. 13 th	<ul style="list-style-type: none"> Buying and selling in the market <ul style="list-style-type: none"> present active indicative verbs accusative case more conjunctions
Week of Jan. 20 th	<ul style="list-style-type: none"> Hiring workers for a building project Investigating a theft <ul style="list-style-type: none"> aorist active indicative verbs counting and numbers
Week of Jan. 27 th	<ul style="list-style-type: none"> Catch-up week
Week of Feb. 3 rd	<ul style="list-style-type: none"> Gifts, sacrifices, and prayers Looking for someone in the town <ul style="list-style-type: none"> dative case asking “where” questions prepositions I
Week of Feb. 10 th	<ul style="list-style-type: none"> Asking “why,” “how,” and “when” questions Learning someone's story of coming to faith <ul style="list-style-type: none"> present and aorist participles parts of the body
Week of Feb. 17 th	<ul style="list-style-type: none"> Catch-up week
Week of	<ul style="list-style-type: none"> Talking about desires and necessities

Feb. 24 th	<ul style="list-style-type: none"> • Making clothing and delivering orders <ul style="list-style-type: none"> ◦ infinitive verbs and infinitive clauses ◦ imperative verbs ◦ relative pronouns and relative clauses
Week of Mar. 3 rd	<ul style="list-style-type: none"> • Giving testimony in court • Receiving and delivering messages <ul style="list-style-type: none"> ◦ ὅτι clauses ◦ ways of reporting speech ◦ prepositions II
Week of Mar 10 th	**Reading Week: Since there are no other essays or reading assignments for this class, students are required to continue the Paideia exercises through the reading week (about 6.5 hours over the week). They are not, however, required to post to the help forum (though it is available if students want to use it).
Week of Mar 17 th	<ul style="list-style-type: none"> • Competition, athletics, and the gymnasium • Making plans <ul style="list-style-type: none"> ◦ future active verbs ◦ colours
Week of Mar. 24 th	<ul style="list-style-type: none"> • Travel and transportation <ul style="list-style-type: none"> ◦ middle verbs ◦ making comparisons
Week of Mar. 31 st	<ul style="list-style-type: none"> • Catch-up week
Week of Apr. 7 th	<ul style="list-style-type: none"> • Warfare and conquest • Politics in the city <ul style="list-style-type: none"> ◦ passive verbs ◦ ways of talking about agency

V. BRIDGING INTO GREEK EXEGESIS I

If a student continues on with Greek Exegesis I following this course, there will usually be several weeks or even months between the two. **Students are strongly urged to continue doing a few Paideia interactions regularly during the break between terms.** This need not involve as intense a schedule as we maintain during the term. Just a bit of practice a few days per week 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 Greek Exegesis I!