



**Course Syllabus**  
**WYB1513YY – Elementary New Testament Greek**  
**Wycliffe College**  
**Toronto School of Theology**  
**Fall/Winter 2021/2022**

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**Instructor Information**

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Instructor: Stephen Chester, PhD  
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**Course Identification**

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Course Number: WYB1513YY  
Course Format: *Online* (fall 2021), *In-class* (winter 2022, subject to pandemic conditions)  
Course Name: Elementary New Testament Greek  
Course Location: St. George Campus, Wycliffe College (5 Hoskin Ave.)  
Class Times: Mondays, Wednesdays, Thursdays 9:00am – 10:00am, full year  
Prerequisites: None

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**PANDEMIC PROVISOS: IMPORTANT (PLEASE READ CAREFULLY)**

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1. This class was designed as an in-person class but in Fall 2021 it will be online due to pandemic precautions within the Wycliffe building. **This syllabus may therefore change in some of its details prior to the beginning of the fall semester to facilitate online delivery, BUT class times and the textbook used will not change.**
2. If the changing pandemic situation allows, the class will become in-person for the Winter 2022 semester (but with the option to join classes remotely for those at a distance).
3. **Students MUST have access to a Scanner and be able to use it. If you are unable to scan your written work and submit it electronically you cannot take the class.**

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**Course Description**

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This course introduces students to the fundamentals of Hellenistic Greek grammar and vocabulary for the purpose of reading and translating the Greek New Testament. Students will move between reading and translating the GNT, learning and memorizing the grammar, and memorizing 390 of the most frequent vocabulary words, along with engaging in disciplines that will promote use of Greek following completion of the course.

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**Course Resources**

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**Required Course Texts/Bibliography**

- Jeremy Duff, *The Elements of New Testament Greek* (3<sup>rd</sup> edition; Cambridge: Cambridge University Press, 2005) **Note:** must be 3<sup>rd</sup> edition

- A Greek/English lexicon of Hellenistic/New Testament Greek. The standard lexicon covering only the New Testament (widely known as BDAG) is Danker, Frederick W., Walter Bauer, William F. Arndt, and F. Wilbur Gingrich. *Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago Press, 2000. The standard lexicon covering all of Greek Literature (widely known as LSJ) is Liddell, Henry George, Robert Scott, and Henry Stuart Jones. *A Greek-English Lexicon*. 9th ed. with revised supplement. Oxford: Clarendon, 1996. A version of LSJ is available free online at <http://www.perseus.tufts.edu/hopper/search>. There is now a good alternative to LSJ, which has a layout that is a little more user-friendly (and is known as GE): Montanari, Franco, *The Brill Dictionary of Ancient Greek* (Leiden; Boston: Brill, 2015). Hard copies of any of these lexicons are expensive. The best option for this first year of Greek if you do not already have a lexicon and do not want to bear this expense is Danker, Frederick W. *The Concise Greek-English Lexicon of the New Testament* (Chicago: University of Chicago Press, 2009). This is less costly and also less bulky.
- Kurt Aland, et al., eds, *The Greek New Testament – Fifth Revised Edition* (Stuttgart: United Bible Societies, 2014). \*This will be provided by the Canadian Bible Society and therefore there is no need to purchase it. However, please note for future reference *that there have been four previous major editions of the UBS Greek New Testament, with several sub-editions. The edition therefore matters. Please also note that the UBS editions are only one of two major scholarly presentations of the Greek New Testament texts. The other is known as Nestle-Aland. Happily, they are easy to tell apart. Nestle-Aland always has a blue cover, UBS always has a red cover.*

### Recommended

If students do not have ready access to Bible software that parses every Greek word, then a very helpful volume is:

- William D. Mounce, *Interlinear for the Rest of Us: Reverse Interlinear for New Testament Word Studies* (Grand Rapids: Zondervan, 2006). There is a paperback edition and a thinner but more expensive hardback edition. Unfortunately, the hardback edition is out of print.

### Suggested

- Small blank cue cards and fine-line markers to aid in the memorization of vocabulary and parsing. If you wish instead to buy New Testament Greek vocabulary cards rather than writing out the vocabulary, feel free to do so. Blank cards and markers may still be helpful for memorization of grammar.

### Course Website

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

### Course Methodology

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This course is geared toward gaining facility in reading the GNT. Beginning in the first week, students will sound out familiar-sounding words in the GNT and from the second week begin to translate phrases and simple sentences. While grammar is necessary, and efficient tricks and tips will help students to quickly memorise the various forms, students will be pushed to move

toward quick recognition, and will develop facility in recognising the most common forms found in the GNT. Since repetition and practice are necessary for language learning, a wide variety of methods will make it hands-on and fun. The course includes lectures, in-class and homework assignments, quizzes, in-class listening and reading, songs, reading groups, games (if I can find them), and use of apps/online/offline memory tools. In addition, the course is structured to encourage students to incorporate habits that will not only help with their current learning, but will contribute to ongoing use of the Greek grammar, vocabulary, and New Testament reading following completion of the course.

**Course Learning Outcomes**

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<p><b>By the end of this course, students:</b></p>	<p><b>This outcome will be demonstrated through these course elements:</b></p>	<p><b>This course outcome corresponds to these aspects of Wycliffe’s statement of outcomes (MTS, MDiv):</b></p>
<ul style="list-style-type: none"> <li>will be able to read aloud and translate parts of the GNT, will have learned the fundamentals of Hellenistic Greek grammar, will have memorized the 396 most frequently used vocabulary items of the GNT, and will have gained the grounding and tools for further study</li> </ul>	<p>Lectures, quizzes, exams, assignments, reading groups, in-class work, games, speaking, habit log.</p>	<p><b>MTS: 1.7</b> <b>MDiv: 1.7</b></p>
<ul style="list-style-type: none"> <li>Will have gained some familiarity the history of the Greek language and NT manuscripts, an appreciation for understanding the NT in the original Greek, and will be exposed to the Greek of familiar NT and creedal texts.</li> </ul>	<p>Lectures</p>	<p><b>MTS: 1.1, 1.4</b> <b>MDiv: 1.1, 1.4</b></p>

## Evaluation

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### Requirements

The final grade for the course will be based on evaluations in the following areas:

- 20%** Weekly Quizzes (22 in total, with the lowest two marks dropped)
- 10%** Attendance [required] and appropriate class participation
- 10%** Weekly Assignments (marked on whether assignment is completed)
- 10%** NT Reading Group (weekly, marked on whether you attend for 30 minutes per week)
- 10%** Habit Log (weekly, marked on awareness of study habits and what works)
- 40%** Midterm (December 2021, 20%) and Final (April 2022, 20%) Exams

- Attendance: Students are expected to attend classes and be attentive since language-learning requires repeated exposure to the material, and it is especially helpful for keeping up with new material. Language learning is also best gained by using the language (even though you might make a mistake!), so students are expected to participate in class. The three classes per week will greatly aid a student to gain a working knowledge of the language if the student is actively engaged during class times.
- Weekly Quizzes: There will be 22 quizzes in total. The lowest two marks will be dropped. Apart from the week of Thanksgiving, quizzes will be **held at the beginning of class on Monday mornings and will last about 20 minutes**. Quizzes will test students' knowledge of the grammar and vocabulary learned during the previous week.
- Weekly Assignments: There will be 22 weekly assignments, **due on the Thursday of the week that the topic is learned**. During the first semester, these will be discussed in class on Thursday morning where students will have the opportunity to correct their own work. Students will be marked on whether they have completed the assignments or not. In other words, students will receive 100% on this part of the course if they complete the assignment every week, whether or not they complete it perfectly. During the second term, although work will be checked, we will no longer discuss the assignments apart from answering any questions, although answers will be available.
- NT Reading Group: Students will be expected to participate for **30 minutes a week** in a reading group with their classmates. This will help students to get exposure to the GNT even before they can understand everything while also reinforcing what has been learned. If meeting outside of class-time is impossible, the student may complete this on their own for half an hour a week. During the first term, the reading group activities will be guided by worksheets given in the first week. During the second term, the reading group will typically translate the NT passages suggested by Duff in Exercise C at the end of chapters. This activity will reinforce the material learned while incorporating regular reading of the NT into students' daily lives. Students will receive 100% on this part of the course if they attend and actively participate in the reading group each week. Reading Group Logs will be made, beginning in the first week, to record your progress and should include (1) your name and the names of the students in the group, (2) the date and time, (3) who was in attendance that week, (4) a brief description of the activity completed that

week. **Reading Group logs will be handed in twice, in December, and at the end of the course, in April.**

- **Habit Log: In the first term, students will be expected to log their study habits every week, in order to see how they are studying and to identify best methods.** Students will receive 100% on this part of the course if they enter activities into their log every week. **Habit Logs are to be handed in twice, in December, and at the end of the course, in April,** and should include (1) your name, (2) the date, (3) the activity, (4) approximate length of time, and (5) what works, how you feel, and which habits/practices/tools seem helpful. **In the second half of the course, you will focus upon finding a habit you can continue once the course is completed.** This can include individual scripture reading or use of the GNT in church, an interlinear, a Greek devotional, a NT Greek app on their smartphone, using an email-service like 'Daily Dose of Greek', or relevant YouTube videos or websites on their laptop. You may try a few, but finally, the goal is to have one become a habit, logging 15 minutes each week, either all in one week or a couple of minutes each day.
- **Final Exams:** Exams will be cumulative; the **mid-term at the end of the first half of the course** will test the student on their knowledge of the grammar and vocabulary for Duff, chapters 1-10. The **final exam at the end of the course** will test the student on their knowledge of the grammar and vocabulary from the entire textbook, covering both semesters. The material on the exams will be similar in format to what the students have already encountered in weekly quizzes, with parsing, sentence translation, and vocabulary.

### **Graduate Students Taking Language Courses**

Graduate (advanced degree) students taking introductory language courses in order to fulfill program language requirements shall request that the GCTS Administrator or their college registrar change their course registration from credit (CR) to extra (EXT), as such courses are not to be used towards calculating a student's grade-point average (GPA). Language course grades, nevertheless, will still appear on transcripts. Some exceptions may apply for students in biblical studies areas, who may take advanced language courses for credit. For all such matters, please contact the GCTS Administrator at [tstadv.degree@utoronto.ca](mailto:tstadv.degree@utoronto.ca).

### **Grading System**

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at [www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf), policies found in the TST conjoint program handbooks, or college grading policy.

### ***Additional Policies***

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of

Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

**Back-up copies.** Please make back-up copies of all papers before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

**Course Evaluations.** At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

## Course Schedule

Fall Semester					
Week	Duff	Quiz (Every Monday, except holidays)	Reading Group (Once a week)	Assignment (Due Thursdays)	Habit Log (Weekly, but logging daily practice)
1 (Sept 13, 15, 16)  Intro to course; history of Greek language; manuscripts; best practices for Greek learning; pronunciation; the alphabet; present indicative active of λύω, -εω verbs; vocab 2 (verbs)	1.1-6 2.1-2	No quiz.	Find reading group. See reading group activity <b>Worksheet 1.</b>	Practice 1.1 (p.14); practice 1.3 & 1.4 A&B (p.16); exercise 2 (p.20); practice 2.1 (p.23); practice 2.2 (p.24).	Start a habit log, that logs study habits, various ways of studying, commenting on what works, what doesn't, what you enjoy and don't enjoy.
2 (Sept 20, 22, 23)  Nominative and accusative cases; the masculine definite article, genitive and dative cases; vocab 2 (nouns); vocab 3 (feminine nouns like ἀρχή)	2.3-5 3.1-2	<b>Quiz 1</b> (quizzes are at start of class on Monday morning each week). The quiz will cover the grammar and vocabulary studied in week 1.	See reading group activity <b>Worksheet 2.</b>	Exercise B (p.30); practice 3.1 (p.32); half- way practice (pp.33-34, nos. 3-8).	
3 (Sept 27, 29, 30)  Feminine and neuter nouns and definite article; further feminine nouns; the vocative case; vocab 3 (neuter nouns and other feminine nouns)	3.3 3.3-4	<b>Quiz 2.</b> The quiz will cover the grammar and vocabulary studied in week 2.	See reading group activity <b>Worksheet 3.</b>	Practice 3.3.4; practice 3.3.5 (pp.37-38); exercise B nos. 2, 3, 4, 7, 8, 11; exercise C (p.42).	Log activities and add comments.



4 (October 4,6,7)  ἵησοῦς and αὐτός; basic prepositions; vocab 3 (remaining items), vocab 4 (basic prepositions)	3.5-6 4.1	<b>Quiz 3.</b> The quiz will cover the grammar and vocabulary studied in week 3.	See reading group activity <b>Worksheet 4.</b>	Exercise B nos. 1, 5, 6, 9, 10, 12 (p.42); practice 4.1 (p.44).	Log activities and add comments.
5 (Oct 13, 14)  NO CLASS Thanksgiving Monday (Oct 11),  More prepositions; instruments and agents; compound verbs, questions, negatives; vocab 4 (remaining prepositions, other items)	4.2 4.3-6	<b>Quiz 4</b> (on Wednesday because of Thanksgiving). The quiz will cover the grammar and vocabulary studied in week 4.	See reading group activity <b>Worksheet 5.</b>	Half-way practice (pp.48-49); exercise B (p.53); exercise C (pp.53-54).	Log activities and add comments.
6 (Oct 18, 20, 21)  Formation of adjectives, attributive use of adjectives; predicative use of adjectives; use of adjectives as nouns; vocab 5 (standard adjectives)	5.1-2 5.3-5	<b>Quiz 5.</b> The quiz will cover the grammar and vocabulary studied in week 5.	See reading group activity <b>Worksheet 6.</b>	Practice 5.1 (p.56); practice 5.2 (p.57); half- way practice nos. 1-4 (p.59); exercise B nos. 1, 3, 9 (p.65).	Log activities and add comments.
READING WEEK— NO CLASSES (Oct 25, 27, 28)					Log activities and add comments.

7 (Nov 1,3,4)  πολύς and μεγάς, word order in sentences, uses of εἰμί; the tenses part 1; vocab 5 (remaining items), vocab 6 (λύω type verbs).	5.6-8 6.1-4	<b>Quiz 6.</b> The quiz will cover the grammar and vocabulary studied in week 6.	See reading group activity <b>Worksheet 7.</b>	Exercise B nos. 2, 4, 5, 6; exercise C (p.65); practice 6.4 (p.70); half- way practice (p.71)	Log activities and add comments.
8 (Nov 8,10,11)  The tenses part 2; prefixes and suffixes; tenses in - εω verbs; the idea of moods: the imperative and the infinitive; vocab 6 (all), vocab 7 (nouns).	6.5-8 7.1-3	<b>Quiz 7.</b> The quiz will cover the grammar and vocabulary studied in week 7.	See reading group activity <b>Worksheet 8.</b>	Exercise B nos. 1-5 (pp.77-78); exercise C (p.78); half- way practice (p.83).	Log activities and add comments.
9 (Nov 15,17,18)  Introducing participles; vocab 7 (all remaining items).	7.4-5	<b>Quiz 8.</b> The quiz will cover the grammar and vocabulary studied in week 8.	See reading group activity <b>Worksheet 9.</b>	Practice 7.4.3 (p.87); practice 7.5 (p.87); exercise A nos. 2, 6 (p.89).	Log activities and add comments.
10 (Nov 22, 24, 25)  Deponent verbs; εἰμί; nouns of confusing gender; vocab (all items).	8.1-2 8.2-3	<b>Quiz 9.</b> The quiz will cover the grammar and vocabulary studied in week 9.	See reading group activity <b>Worksheet 10.</b>	practice 8.1.1 (p.92); half- way practice nos. 1-8 (p. 94); exercise B nos. 1-6, 9, 10.	Log activities and add comments.
11 (Nov 29, Dec 1,2)  “This” and “that”; pronouns and possessive adjectives; vocab 9 (pronouns and personal adjectives).	9.1 9.2-3	<b>Quiz 10.</b> The quiz will cover the grammar and vocabulary studied in week 10.	See reading group activity <b>Worksheet 11.</b>	Half-way practice nos. 1, 2, 3,4, 5, 6, 8, 11, 12 (pp.103-04); practice 9.3 (p.105).	Log activities and add comments

12 (Dec 6,8,9)  Conjunctions; relative pronouns; exam revision; vocab 9 (four neuter nouns); vocab 10 (all items).	9.4 10.1	<b>Quiz 11.</b> The quiz will cover the grammar and vocabulary studied in week 11.	Pre-exam review with group!	Exercise B nos. 1-6 (p.109); exercise C (pp.109-10); practice 10.1.2 (p.114); half-way practice nos. 1-6 (p.115).	Log activities and add comments.
13 EXAM WEEK – Final class on Monday (Dec 13), then exam (date TBD)  Slanted questions; direct and indirect statements; time expressions; no new vocab.	10.2-4	No quiz.  <b>Midterm: 2-hour cumulative exam.</b> The exam will cover the grammar and vocabulary of Duff chapters 1-10.	<b>Hand in 1<sup>st</sup> semester reading group log.</b>		<b>Hand in habit log (1<sup>st</sup> semester on studying habits).</b>
CHRISTMAS HOLIDAYS					
1 (Jan 10, 12, 13)  Second aorists; vocab 11 (aorist verbs, add μανθάνω and πάσχω).	11.1	No quiz. Discussion and review of midterm exam questions.	Instructor will provide worksheet.	Half-way practice nos. 1-7, 12 (pp.128-29); exercise A nos. 1-3, 6-7 (p.132).	Start a new log, focusing on a habit you will continue following this class.
2 (Jan 17, 18, 19)  The future and aorist of liquid verbs; the third declension: masculine and feminine nouns with consonant stems; vocab 11 (liquid verbs), vocab 12 (nouns with asterisk).	11.2, 12.1-2	<b>Quiz 12.</b> The quiz will cover the grammar and vocabulary studied in week 1.	Translate Revelation 11:1-19 (Duff, p.133).	Exercise B nos. 1-8 (pp.132-33); half-way practice nos. 1-4, 6-7, 9, 11 (p.138).	Enter activity into habit log.

3 (Jan 24, 26, 27)  The third declension: neuter nouns with consonant stems; adjectives with consonant stems, τις and τίς; vocab 12 (all remaining items).	12.3, 12.4-5	<b>Quiz 13.</b> The quiz will cover the grammar and vocabulary studied in week 2.	Translate Mark 3:32-35 (Duff, p.144).	Half-way practice nos. 5, 8, 10 (p.138); Exercise B nos. 2-5 (p.143); Exercise A no. 8 (pp.142-43); Exercise B no. 8 (p.143).	Enter activity into habit log.
4 (Jan 31, Feb 2, 3)  The third declension: nouns with vowel stems, contracting nouns and adjectives; πᾶς, εἰς, οὐδείς, and μηδείς; vocab 13 (add ἀνάστασις).	13.1-2, 13.3-4	<b>Quiz 14.</b> The quiz will cover the grammar and vocabulary studied in week 3.	Translate Matthew 28:18-20 (Duff, p.153).	Half-way practice (pp.147-48); Exercise A nos. 3-9 (p.164).	Enter activity into habit log
5 (Feb 7, 9, 10)  Participles: forms, meanings, and uses; vocab 14 (add ἐλπίζω, σκανδαλίζω, and φυλάσσω).	14.1-2, 14.3-4	<b>Quiz 15.</b> The quiz will cover the grammar and vocabulary studied in week 4.	Translate Mark 1:7-10 (Duff, p.165).	Half-way practice (p.161); Exercise A nos. 3-9 (p.164).	Enter activity into habit log
6 (Feb 14, 16, 17)  The passive and voices; the meanings and endings of the passive; vocab. 15 (except passive deponent verbs).	15.1-3, 15.4-5	<b>Quiz 16.</b> The quiz will cover the grammar and vocabulary studied in week 5.	Instructor will provide worksheet.	Practice 15.3 (p.168); half-way practice (p.172).	Enter activity into habit log.
(Feb 21, 23, 24) NO CLASSES— FAMILY DAY AND READING WEEK					Consider which tools you would like to keep once course is over.

7 (Feb 28, Mar 2, 3)  Understanding the middle; passive deponents; the formation and meaning of the perfect tense; vocab 15 (passive deponent verbs); vocab 16 (except numbers).	15.6-7, 16.1-3	<b>Quiz 17.</b> The quiz will cover the grammar and vocabulary studied in week 6.	Translate Matthew 11:2-5 (Duff, p.177).	Exercise A nos. 3, 5, 6, 7, 10 (pp.175-76); half-way practice (pp.181-82); Exercise A nos. 1-7, 11 (p.186).	Enter activity into habit log, beginning to focus on the one(s) you would like to continue.
8 (Mar 7, 9, 10)  The pluperfect tense; the idea, formation, and main uses of the subjunctive; vocab 16 (numbers); vocab 17 (first column).	16.4, 17.1-3.2	<b>Quiz 18.</b> The quiz will cover the grammar and vocabulary studied in week 7.	Translate Mark 5:25-34 (Duff pp.187-88).	Half-way practice (p.194).	Enter activity into habit log.
9 (Mar 14, 16, 17)  Other uses of the subjunctive; unusual verbs; vocab 17 (second column); vocab 18 (adjectives).	17.3. 3-6, 18.1	<b>Quiz 19.</b> The quiz will cover the grammar and vocabulary studied in week 8.	Translate John 6:28-30 (Duff, p.199)	Exercise B nos. 1, 2, 4, 7, 8 (pp.198-99); practice 18.1 (p.202).	Enter activity into habit log
10 (Mar 21, 23, 24)  Uses of the infinitive; third person imperatives; principal parts, aspect and time in tenses; vocab 18 (all remaining items, add καθαρίζω).	18.2, 18.3-5	<b>Quiz 20.</b> The quiz will cover the grammar and vocabulary studied in week 9.	Translate Matthew 6:9-13 (Duff, p.213).	Half-way practice (p.206); Exercise B nos. 2, 3, 5 (pp.212-13).	Enter activity into habit log

11 (Mar 28, 30, 31) -μι verbs; -αω verbs; -οω verbs; vocab 19.	19.1-2	<b>Quiz 21.</b> The quiz will cover the grammar and vocabulary studied in week 10.	Translate Mark 3:24-30 (Duff, p.224). Last reading group! Consider asking your group members whether they would like to continue after the semester is over.	Half-way practice nos. 1-8 (p.220); Exercise B nos. 3, 6, 8 (pp.223-24).	Enter activity into habit log. Habit Log due on Monday March 30.
12 (April 4, 6, 7) Conditional sentences; the genitive absolute; periphrastic tenses; comparison of adjectives and adverbs, optative mood; vocab 20.	20.1-5, 20.3-5	<b>Quiz 22.</b> The quiz will cover the grammar and vocabulary studied in week 11.	No reading group this week.	Instructor will provide review worksheet, which will not be marked but will be discussed in class.	No log necessary this week.
(NO CLASSES – Exam date TBD) Exam Week (Apr 11-14)		<b>3 hour cumulative exam.</b> This exam will cover grammar and vocabulary from chaps. 1-20.			

### ***Bibliography (compiled by Dr Glen Taylor)***

#### **Resources for Use in Class**

Aland, Kurt et al., eds, *The Greek New Testament*, 5<sup>th</sup> ed. Stuttgart: United Bible Societies, 1993.  
Gibson, Richard J. and Constantine R. Campbell. *Reading Biblical Greek: A Grammar for Students*. Grand Rapids: Zondervan, 2017.

Berding, Kenneth. *Sing and Learn New Testament Greek: The Easiest Way to Learn Greek Grammar*, Audio CD. Grand Rapids: Zondervan, 2008.

Duvall, J. Scott and Verbrugge, Verlyn, eds. *Devotions on the Greek New Testament*. Grand Rapids: Zondervan, 2012.

Gignac, Francis T., SJ. *An Introductory New Testament Greek Course*, Revised ed. Washington: Catholic University of America Press, 1973.

Halcomb, T. Michael W. & Frederick J. Long. *Speak Koine Greek: A Conversational Phrasebook*. Wilmore, Kent.: GlossaHouse, 2014.

Halcomb, T. Michael W. *800 Words and Images: A New Testament Greek Vocabulary Builder*. Wilmore, Kent.: GlossaHouse, 2013.

Harris, Murray. *Prepositions and Theology in the Greek New Testament*. Grand Rapids: Zondervan, 2012.

Lamerson, Samuel. *English Grammar to ACE New Testament Greek*. Grand Rapids: Zondervan, 2004.

Lee, John A. *Basics of Greek Accents*. Grand Rapids: Zondervan, 2018.

Liddell, Henry George and Robert Scott. *A Greek-English Lexicon*, 9th ed. Oxford, England: Clarendon, 1940. Full Lexicon available at <http://www.perseus.tufts.edu/hopper/search>

Mclean, Bradley H. *New Testament Greek: An Introduction*. Cambridge: Cambridge University Press, 2011.

Metzger, Bruce M. *Lexical Aids for Students of New Testament Greek*. Princeton: Published by Author, 1958.

Mounce, William D. *Basics of Biblical Greek: Workbook*. Grand Rapids: Zondervan, 1993.

Penner, Erwin. *A Guide to New Testament Greek*. Toronto: Clements, 2002.

Porter, Stanley E., Jeffrey T. Reed & Matthew Brook O'Donnell. *Fundamentals of New Testament Greek*. Grand Rapids: Eerdmans, 2010.

Porter, Stanley E. and Jeffrey T. Reed. *Fundamentals of New Testament Greek: Workbook*. Grand Rapids: Eerdmans, 2010.

Whitacre, Rodney A. *Using and Enjoying Biblical Greek: Reading the New Testament with Fluency and Devotion*. Grand Rapids: Baker, 2015.

Alphabet song using standard Greek pronunciation:  
<https://www.youtube.com/watch?v=3gaelUsPJ-Y>

Alphabet song using historical Greek pronunciation: <https://www.youtube.com/watch?v=xLZhcPafleU>

GNT audio files using historical Greek pronunciation: <http://www.helding.net/greeklatinaudio/greek/>

Canadian Bible Society donation of GNT to Seminary Students.

Database of the GNT, sorted by frequency according to form: <http://www.laparola.net/greco/index.php>

## Resources for Greek Practice

Numerous excellent apps are available for smartphones:

1. For Android, check out the 'SBLGNT' app that includes clickable parsing and translation.
2. Consider installing the Greek text for a Bible app you already use.
3. Vocabulary quizzing apps.
4. Simple apps with paradigm charts can be helpful to have on your phone.

Additional resources are available online:

1. An excellent website where you can find or upload materials for NT Greek is [www.memrise.com](http://www.memrise.com). There is a memrise online/app that has a "course" of the vocabulary from Mounce (another grammar) that has audio with the historical pronunciation:  
<https://www.memrise.com/course/389500/basics-of-biblical-greek-vocabulary/>
2. Another website that offers a function where you can have them email a video daily to you (although mute the audio since it's Erasmian pronunciation) is [www.dailydoseofgreek.com](http://www.dailydoseofgreek.com).
3. There is a lot of material on YouTube, including songs, lectures, Koine Greek speaking.

One of the best ways to improve your Greek is to read it:

Goodrich, Richard J, ed. *A Reader's Greek New Testament*, 2<sup>nd</sup> ed. Grand Rapids: Zondervan, 2007. (This GNT is in readable print and has vocabulary helps at the bottom of the page. I highly recommend acquiring one of these reader's editions at some point)

Baker, David and Elaine R. Heath. *More Light on the Path: Daily Scripture Reading in Hebrew and Greek*. Grand Rapids: Baker, 1998 (This provides daily scripture reading for devotionals).

Finally, Mounce provides vocabulary cards and cheat sheets:

Mounce, William D. *Basics of Biblical Greek Vocabulary Cards*. Grand Rapids: Zondervan, 2004.

Mounce, William D. *Biblical Greek Laminated Sheet*. Grand Rapids: Zondervan, 2005.

## Resources for Further Study

Countryman, L. William. *The New Testament is in Greek: A Short Course for Exegetes*. Grand Rapids: Eerdmans, 1993.

(Introduction to Greek that uses 1 John)



Joint Association of Classical Teachers. *New Testament Greek: A Reader*. Cambridge: Cambridge University Press, 2001.

(Reader including various NT passages designed for those who have already done an introductory course)

Campbell, Constantine. *Keep Your Greek: Strategies for Busy People*. Grand Rapids: Zondervan, 2010.

Conybeare, F.C. and St. George Stock. *A Grammar of Septuagint Greek: With Selected Readings from the Septuagint According to the Text of Swete*. Peabody, Mass.: Hendrickson, 1988.

(Grammar and reader using Septuagint)

Goodrich, Richard J. and David Diewert. *A Summer Greek Reader: A Workbook for Maintaining Your Biblical Greek*. Grand Rapids: Zondervan, 2001. (Easy GNT entire passages with helps and vocabulary memorisation)

McLean, Bradley. *Hellenistic and Biblical Greek: A Graduated Reader*. New York: Cambridge University Press, 2014.

(Reader that juxtaposes Hellenistic texts with Biblical texts, with vocabulary aids)

Mounce, William D. *A Graded Reader of Biblical Greek*. Grand Rapids: Zondervan, 1996.

(Workbook for second year Greek, using various NT passages).