



Greek II: Picking Up the Pace (Morphology)

NT 3P1072

Summer Term 2026

Online: June 29–August 21

Synchronous Meeting: Friday 10:00–11:50am

Instructor: Jihyung Kim, PhD Cand.

All course content/assignments
will be accessed through [Avenue to Learn](#) (A2L).

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Note: This is an online course. Students must have a basic familiarity with computers and navigating webpages in order to participate; this includes the ability to video-conference over Zoom, and the ability to upload files to Avenue to Learn.

COURSE DESCRIPTION

This course is the second half of a year-long introduction to the Greek of the New Testament (NT). It is intended for students who have taken Greek I (Introduction to Biblical Languages) under the MDC language curriculum (NT 3P1071). Continuing the journey of learning Greek from a functional perspective, we will follow a usage-based pedagogical approach to teaching elementary Greek, in which grammar and vocabulary are introduced according to frequency of usage, with the most frequent items introduced first. As a result, students are reinforced in learning the grammatical inflections that appear most frequently in the NT. This course assumes that the student has an awareness of the material taught in NT 3P1071 and has already learned most of the Greek grammatical categories (e.g. you know what an aorist verb is even if you cannot recognize all its various forms yet). Students will focus on mastering Greek at the word level in this course. Emphasis will be on acquiring a broad Greek vocabulary and morphology (words and their forms) for **sight reading**. We will explore the Greek nominal and verbal systems starting with a review of the most consistent and common forms and paradigms, and then gradually moving on to the more fluid forms. At the end of this course, students should be able to recognize a significant proportion of NT Greek words (and their forms) and hence read a portion of the New Testament in its original language with the help of a lexicon.

A Note of Encouragement: The study of any language is both challenging and rewarding. I once heard a scholar comparing learning Greek to daily gym workouts, or to learning a musical instrument. These require discipline, practice and perseverance. They involve a hefty investment

of time and energy (and even money), but the goal (whether it is getting in shape or the ability to create music) is extremely rewarding. Therefore, it is of the utmost importance to keep in view our goal—that is, to become responsible and competent exegetes of the Bible. To remind us, we will invite Greek scholars from the MDC community to share with us a short exegetical insight they received from learning Greek periodically. And just as there are many fitness gadgets to help people get into shape, we will utilize various digital widgets (apps, games, and other web resources) to train our brain to recall Greek words. Our goal as your instructors is to make your learning of Greek a positive, empowering, and fruitful experience. Remember, we are in this together.

LEARNING OUTCOMES



Knowing

- To become familiar with the basic morphology and vocabulary of the Greek New Testament (GNT).
- To know how to translate simple Greek sentences into contemporary English.
- To know the basic concepts needed for study of the GNT and exegetical methods that aid in the interpretation of individual passages.



Being

- To appreciate the value of being able to exegete the text in its original language for use in ministry.
- To find pleasure in working with Greek in biblical studies.
- To allow the GNT to motivate, form, and transform faith and a Christian way of life.



Doing

- To demonstrate proficiency in incrementally building one's knowledge of biblical Greek so that it becomes an effective and lasting tool for Christian ministry.
- To be able to read the Greek New Testament with the aid of a lexicon, recognizing all major syntax and vocabulary.

TEXTBOOKS AND RESOURCES

Students are required to possess the following:

1. Porter, Stanley E., Jeffrey T. Reed, and Matthew Brook O'Donnell. *Fundamentals of New Testament Greek*. Grand Rapids: Eerdmans, 2010. (NB: We will cover most of this material, but we will not be working through the book or the accompanying workbook. You will be using it as a reference tool.)

2. A standard edition of the Greek New Testament, such as the Nestle-Aland (26th–29th ed.), UBS (3rd–5th ed.) or Westcott-Hort.
3. Other material (videos, practice exercises, tutorials, presentations, handouts, etc.) will be posted on Avenue to Learn (A2L) weekly.

Textbook Purchase: All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

COURSE REQUIREMENTS

1. Module Practice (30%)

Students are expected to be actively participating in the online class activities. Class activities are grouped by learning modules. Each module includes video lecture(s), video tutorial(s), “handouts,” and practice exercises. **Note that since there are 10 learning modules and this is an intensive course, some weeks require us to cover two modules in one week.** These are noted on the course schedule below. On these weeks, students will submit two or more sets of Practice Exercises (one for each module).

Practice exercises are to be submitted electronically to corresponding A2L submission folders. No hard copy or scan is allowed. These exercises are given to help you master the material covered in the lesson and to prepare you for the quizzes and tests. Practice exercises will be graded with comments and returned to students. If necessary, I may set up extra appointments with the group to go over the pertinent material and common mistakes. The video lectures and tutorials are to be watched prior to completing the practice exercises and the quiz. **Exercises are due the Sunday night following the Monday of the beginning of that module, at 11:59 pm.**

2. Vocabulary Quizzes (10%)

One of the goals of this course is to help students to familiarize themselves with the basic (and most common) vocabulary of the Greek New Testament. There will be twenty new words in each module. Counting the 200 words already learned in NT 3P1071, students will have been assigned roughly 400+ words by the end of the term. A three-level vocabulary quiz on A2L will help students to learn these words. All students must start at the first level, which contains the 200 words that are covered in NT 3P1071. A second level quiz contains 300 words, then a third level contains 400 words. For every quiz attempt, A2L will randomly select 20% of the total number of words from the word pool (i.e. 40 words for the first level, 60 for the second, 80 for the third). There is no limit to the number of quiz attempts allowed, but there will be a time limit (20 mins). **Only your highest attempt will be used to calculate your overall grade.** To complete a level (and if applicable, to advance to the next level), your highest attempt must obtain a grade of 90% or more. Your final grade will depend on which levels you complete: you

will get 5% towards your final grade for completing level one, 7.5% for completing levels one and two, and 10% for completing all three levels.

3. Long Tests (30%)

There will be two long tests (15% each, 1.5 hours each). These tests may include sentence translations, grammar explanations, paradigms, parsing, vocabulary, etc. The tests are cumulative. The first long test is **Friday, July 10**. The first test covers Modules 1–3. The second test is **Friday, July 31**. Failing to take the exams before the deadline will result in a zero grade.

D. Final Examination Test (30%)

The final exam is three hours long. The exam is **Friday, August 21**. Failing to take the exam will result in a zero grade.

Learning Modules (practicing the grammar)	30%
Vocabulary Quizzes	10%
Long Tests	30%
Final Exam	30%
Total	100%

COURSE SCHEDULE

Module	Dates	Topics	Grammatical Categories	Reference Chapters in FNTG (Textbook)
1	June 29–July 12	Nominal System I	Contraction rules; 3rd -declension nouns; 1/3 adjectives, 3 adjectives; pronouns: indefinite/interrogative pronouns	1, 7
2		Nominal System II	Participle (Aorist, Present, Future) – Active, M/P, M; Proper nouns	10, 17
3		The Auxiliary	Negative particles, conjunctions, adverbs; comparative/superlative adjectives; relative pronouns	4, 5, 9, 16, 19
4	July 13–Aug 2	Verbal System I	Contraction rules; indicative verb variations (contract, liquid, stops)	8, 16, 23
5		Verbal System II	Infinitives; Aorist/Future Passive; personal and intensive pronouns	4, 8, 11, 13, 15, 20, 22
6		Verbal System III	Subjunctive mood; reflective and reciprocal pronouns;	14, 23

7	Aug 3–21	Verbal System IV	Imperative and optative mood Pronouns: Demonstrative Pronouns	9, 12, 24, 30
8		Verbal System V	Perfect and Pluperfect; athematic verbs (-μι verbs)	25–27
9		Verbal System VI	Athematic Verbs (μι verbs)	18, 21
10		Above Word Level	Periphrastic/Catenative Construction, Clause Types, Conditional Statements, Genitive Absolute (<u>not required for the Exam but recommended</u>)	10, 14, 28–30

- * Long Test 1: **July 10 (Friday)**
- * Long Test 2: **July 31 (Friday)**
- * Final Exam: **August 21 (Friday)**

COURSE PREPARATION

To better prepare for this course, students are expected to review everything (practical language) covered in NT 3P1071 (Spring 2025). An extra module (module zero) is added to the A2L course shell to provide a review of the material covered in that class. This module is not required and does not factor into the course grade but will provide an overview review prior to our first week of this course. Students are expected to have already memorized roughly 200 most common Greek words (from last term). Students should also be able to recognize the following endings and paradigms (with the corresponding chapters of FNTG in square brackets):

- Nominal System:
 - First and second declension endings [2; 5]
 - The article paradigm [3]
 - 2-1-2 adjective endings [2]
 - Verbless clauses and lexical structures [3]
- Verbal System:
 - Primary and secondary endings (Active and M/P)
 - Formations of the indicative mood: Aorist (first and second) [4, 6, 11], Future [8, 11], Present [8, 13], and Imperfect [6, 13]
 - The paradigm of εἰμι [7.5, 8.4.2]
- Auxiliary:
 - Preposition with one case [12]
 - Preposition with two or three cases [15]
 - Conjunctions and particles

- Phonology:
 - Vowel lengthening and compensation [1.3.7.3]
 - Vowel contraction [1.3.7.4]

POLICY STATEMENTS FOR MDC

A special note about Generative AI: You are expected to do your own thinking and to write your own papers, etc. Generative AI is not to be used to do this work for you. Using AI to produce content for you and then submitting that content as if you produced it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy. Additionally, although there may be value in using an AI tool to correct mistakes in English grammar, usage, and mechanics, Generative AI is not to be used for translating from your native language to English. All degree programs at MDC are taught in English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

1. Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <https://mcmasterdivinity.ca/wp-content/uploads/2025/10/MDC-Press-Style-Guide-Version-1.2.pdf> Failure to observe appropriate form will result in grade reductions.

2. Academic Honesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including Generative AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

3. AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), McMaster Divinity College (MDC) is committed to supporting a learning environment that is inclusive and accessible to all students, including those with disabilities. Students who require academic accommodations to participate fully in this course must register with Student Accessibility Services (SAS) (<https://sas.mcmaster.ca/>) of McMaster University. SAS will work directly with the MDC Registrar to ensure reasonably appropriate accommodations are in place. Students

with accommodations must use the SAS portal to activate the accommodations relevant to each course at the start of each term they are enrolled in. This will generate a notification to course instructors outlining the activated accommodations for the student in their course. Please note that accommodations must be requested in advance to allow sufficient time for implementation. Accommodations will be implemented once the faculty member has been notified. Accommodations are not retroactive and will not be applied to coursework or activities that have already concluded.

Contact Information:

- **Student Accessibility Services General Inquiries:** sas@mcmaster.ca
- **Roksana Sobota (SAS Representative for MDC):** sobotar@mcmaster.ca
- **MDC Registrar:** mdcreg@mcmaster.ca

4. Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSV (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

5. Online Course: Presence and Participation

Presence and participation in this course are expected. Faculty know from many years of experience that a student's level of presence and participation in the course will impact how well she or he will score in the course. Although there are exceptions to this rule of thumb, low levels of presence and participation tend to translate to low grades; mediocre presence and participation tend to translate to mediocre grades; and high levels of presence and participation tend to translate to higher grades.

A word needs to be said about what constitutes "presence" (attendance) and "participation" in an asynchronous course. Students must establish a record of participation in academically related activities to meet the expected level of attendance and meaningful participation. Be aware that merely logging into the online class is not, by itself, sufficient as a demonstration of attendance and participation by the student. "Academically related activities" certainly includes participation in and completion of the course requirements that are described below. Additionally, just as students are expected to engage with the course content/materials throughout the week outside of the learning management system (A2L), so also students are expected to engage one another in formative dialogue "outside of class." This is an important part of belonging to and maintaining a community of learning and is a staple ingredient in what constitutes "presence."

6. Online Course: Etiquette

It is critical in any MDC class that students show respect for classmates and the instructor. This is even truer in the online environment because many of the non-verbal cues that we use to interpret what a person is communicating to us are not present online (except, perhaps in video posts). Therefore, it is especially critical that we be mindful of how our words will be interpreted by those who are reading them. As the instructor of the course, it is my responsibility to monitor communications to ensure that all students feel comfortable expressing their views in a respectful manner. Most if not all courses at MDC are devoted to the interpretation of Scripture. Invariably there will be disagreements; these disagreements must be discussed and negotiated in a respectful manner. This applies to individual and group communications involving the instructor and the others enrolled in the course. The instructor will expect that you will give some thought to your postings. Excessive postings are also frowned upon because these amount to dominating the discussion. Please limit your postings to less than 300 words. Instructors reserve the right to ask students to take a step back to allow others discussion time if she or he feels that an individual is dominating the discussion. In your responses, please try to be clear which point your response refers to. Students who violate these guidelines may be dismissed from class.

7. Absence Due to Illness

If you must miss class due to an illness, you must contact me as soon as possible to let me know. Likewise, if I should become ill, I will communicate with you via A2L about how we will make up class sessions. Even if much of the course content will be made available via A2L, it would still be a good idea to have a friend take notes for you, if possible.

8. Late Submission Policy

All assignments must be submitted on or before the due date unless other arrangements are made in advance. A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension has been obtained from the instructor prior to the deadline. Assignments cannot be submitted after **August 21, 2026** without written permission from the Office of the Registrar (mdcreg@mcmaster.ca).

DISCLAIMER

This syllabus is the property of the instructor and is prepared with currently-available information; the instructor reserves the right to make changes and revisions up to and including the first day of class, or in unanimous agreement with the students.