

NT 3P1072
Greek II (Morphology):
Picking up the Pace
Winter 2027

McMaster Divinity College
Jan 11–April 16, 2027
Online Asynchronous
Greek Clinic: Thurs 1:00–2:50pm

Francis G.H. Pang, PhD
pangfg@mcmaster.ca
Co-Lecturer: TBA

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. 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.

MODE OF DELIVERY

Synchronous learning is online or distance education that happens in real time, whereas asynchronous learning occurs through online channels without real-time interaction. This course is designed as an **online asynchronous learning** course. Students must have a basic familiarity

with computers to participate, including the ability to navigate Avenue to Learn (A2L) course site, participate in synchronous meetings using Zoom, and upload PDFs of assignments to A2L.

All course contents are delivered asynchronously and will be made available on A2L first week of class. Students will view the assigned video lectures, study the handouts, and attempt to complete the modular exercises and quizzes. A virtual Greek clinic will be hosted by the lecturer. Students can come to the meeting to ask questions, clarify concepts, and consolidate learning.

Since this is an online course, all tests and exams will take place. Detailed instructions will be given on A2L. Students are also encouraged to come to the clinic to discuss any questions raised in the forum and/or the assignments. Students should expect to commit at least 4-5 hours per week on the course.

COURSE OBJECTIVES

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.

TEXTBOOK AND MATERIALS

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.

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. Learning Modules (Quizzes, Exercises, Online Activities) (4% per module = 40% total)

As language learning is cumulative, repetition and practice are essential. Students are expected to be actively participating in the online class activities. Class activities are grouped by learning modules. The ten learning modules are not designed as weekly modules, but students should spend **approximately 7-10 days** to go through each of them. Students are strongly encouraged to participate in these learning activities every day. Each module includes video lecture(s), video tutorial(s), handouts, practice exercises, and a vocabulary and grammar quiz.

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. They are **due before the long tests and the final exam**. If necessary, the instructor may set up an appointment with students or post additional video tutorials 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.

The quiz will be on material learned previously (mostly on material to be memorized, such as endings, grammatical terms, paradigms, vocabulary, etc. and short translation questions).

Assignment Due Dates:

Module 1–3 Feb 10 (**Wednesday**, first test deadline)

Module 4–6 March 12 (**Friday**, second test deadline)

Module 7–10 April 16 (**Friday** of the exam week)

Grading Summary for **Each** Weekly Module:

Completion of Lectures/Tutorials	20%
Practice Exercise	40%
<u>Quiz</u>	<u>40%</u>
Weekly Total	100% (4% of the final grade)

2. Vocabulary (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 Greek I, 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). You can take the quiz at a particular level as many times as it takes for you to master the words. 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 (20%)

There will be two long tests (10% each, 1.5 hours each). These tests may include sentence translations, grammar explanations, paradigms, parsing, vocabulary, etc. The student should **notify the instructors** when they are ready to take a test. Arrangement with the instructor should be made at least a week in advance. A study guide will be provided to the student. The student could also arrange an online meeting with the instructors to go through the material together. The tests are cumulative. The deadline to take the first long test (covering modules 1–3) is **February 10** (Wednesday, 30 days from first day of class) and the deadline for the second test (modules 1–6) is **March 12** (Friday 30 days from first long test, including the reading week). Failing to take the exams before the deadline will result in a zero grade.

4. Final Examination (30%)

The final exam is three hours long. The last day to take the exam is **April 16** (Friday, 5 weeks after the second long test). Failing to take the exam before this date will result in a zero grade.

Course Grading Summary:

Vocabulary	10%
Learning Modules	40%
Long Tests	20%
<u>Final Examination</u>	<u>30%</u>
Total	100%

*Proctor for Tests and Final Exam:

Each exam will be administered to the student to complete within an allotted time. Exams will be proctored. We will use the synchronous session for all students, and the instructors will be proctoring the test/exam. If a student needs special accommodation due to unforeseeable circumstances, please email the instructors for further details on arranging the exams.

SCHEDULE

Module	Topics	Grammatical Categories	Reference Chapters
0	Review of NT 3P1071	Auxiliary: Particles, Conjunctions, Prepositions Nominal: 1 and 2 Declension Nouns, 2-1-2 Adjectives, the Article Verbal: Indicative Verbs (Primary and Secondary Endings)	
1	The Nominal System (I)	Contraction Rules 3 rd Declension Nouns, 1/3 Adjectives, 3 Adjectives Pronouns: Indefinite/Interrogative Pronouns	FNTG Chs. 1, 7
2	The Nominal System (II)	Participle (Aorist, Present, Future) – Active, M/P, M Proper Nouns	FNTG Chs. 10, 17
3	The Auxiliary	Negative Particles, Conjunctions, Adverbs, Comparative and Superlative Adjectives Pronouns: Relative Pronouns	FNTG Chs. 4, 5, 9, 16, 19
	Long Test I	Long Test Review	
4	The Verbal System (I)	Contraction Rules Indicative Verbs Variations (Contract, Liquid, Stops)	FNTG Chs. 8, 16, 23
5	The Verbal System (II)	Infinitives, Aorist/Future Passive Pronouns: Personal and Intensive Pronouns	FNTG Chs. 4, 8, 11, 13, 15, 20, 22
6	The Verbal System (III)	The Subjective Mood Pronouns: Reflexive and Reciprocal Pronouns	FNTG Ch. 14, 23
	Long Test II	Long Test Review	
7	The Verbal System (IV)	The Imperative and Optative Mood Pronouns: Demonstrative Pronouns	FNTG Chs. 9, 12, 24, 30
8	The Verbal System (V)	Perfect and Pluperfect	FNTG Chs. 25–27
9	The Verbal System (VI)	Athematic Verbs (μ verbs)	FNTG Chs. 18, 21
10	Above Word Level	Periphrastic/Catenative Construction, Clause Types, Conditional Statements, Genitive Absolute	FNTG Chs. 10, 14, 28–30
	Final Exam	Exam Review	

PREPARATIONS

To better prepare for this course, students are expected to review everything (practical language) covered in NT 3P1701. An extra module (module zero) is added to the A2L course shell to provide a review of the material covered in that class. Students are expected to have already memorized roughly 200 most common Greek words. Students should also be able to recognize the following endings and paradigms (with the corresponding chapters of *FNTG* in square bracket):

- 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 εἶμι [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]

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 **April 16, 2027** without written permission from the Office of the Registrar (mdcreg@mcmaster.ca).

Academic Honesty

Academic dishonesty consists of misrepresenting the authorship or ownership of written work through deception or other fraudulent means. In an academic setting this may include copying or using unauthorized aids during tests or examinations; plagiarism, that is, presenting another person's (or generative AI's) words, ideas, data, or creative work as one's own without appropriate acknowledgement and citation; or submitting work for credit in more than one course without instructor permission.

A special note about Generative AI: Students are expected to do their own thinking and write their own papers and assignments. Generative AI is not to be used to do this work. The use of AI to produce content that is then submitted as though it were the student's own work constitutes plagiarism and is a violation of the Academic Honesty Policy. While AI tools may be used to correct errors in English grammar, usage, and mechanics, Generative AI must not be used to translate assignments

from a student's native language into English. All degree programs at MDC are taught in the English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

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 in which they are enrolled. Please note that accommodations must be requested in advance to allow sufficient time for implementation. 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

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 student will use inclusive language in all MDC assignments. When referencing biblical texts, students should preserve the integrity of the original expressions and the names of God while using gender-inclusive language when referring to human beings. Biblical quotations should be taken from a gender-inclusive translation such as: NRSVue (2022), NIV (2011), CEB (2011), NLT (1996), or CEV (1995).

HIGHLY RECOMMENDED FOR ONLINE (ASYNCHRONOUS) COURSES

Presence and Meaningful Participation

Presence and participation in this course are expected and a student's level of presence and participation in the course will impact how well they will score in the course. 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.

Students must establish a record of participation in academically related activities to meet the expected level of attendance and meaningful participation. Merely logging into the online class is not, by itself, sufficient as a demonstration of attendance and participation by the student. Students are expected to engage with the course content/materials throughout the week both within and outside of the learning management system (Avenue to Learn).

Online Etiquette

It is critical in any MDC class that students show respect for both classmates and the instructor. This is even more important in the online environment because many of the non-verbal cues that people use to interpret communication are largely absent. Therefore, students should be especially mindful

of how their words may be interpreted by those who read them. Course instructors will monitor communications to ensure that all students feel comfortable expressing their views in a respectful manner. This applies to individual and group communications involving the instructor and the others enrolled in the course.

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.