

Course Syllabus
KNB3501HS / KNB6501HS DRAFT
Advanced Hellenistic Greek
Knox College
Winter 2026

1. Instructor Information

Instructor: Bradley H. McLean, PhD, Full Professor
Office Location: Knox College
E-mail: bhm.mclean@utoronto.ca
Office Hours: by appointment

2. Course Identification

Course Number: KNB3501HS / KNB6501HS
Course Name: Advanced Hellenistic Greek
Class Times: Tuesdays, 9:10 a.m. – 11:00 a.m.
Course Format: Classroom
Location: TBA

3. Course Description

This course will focus on the translation of a variety of types of Hellenistic texts and on their grammatical and syntactical analysis.

Prerequisite: minimum of *three* semesters of Greek.

4. Course Learning Objectives/Outcomes

1. Apply a reading knowledge of Hellenistic Greek to analyze Greek texts grammatically and syntactically.
2. Apply standard translation techniques in Hellenistic Greek texts to produce an idiomatic English translation.
3. Demonstrate an ability to explain common syntactical and grammatical constructions.
4. Demonstrate a knowledge of commonly occurring principle parts.

DLE: PhD Degree-Level Expectations

1. Depth and Breadth of Knowledge A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.

5. Level of Communication Skills The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.

5. Evaluation

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

40% 2 tests (DLE 1)

50% 7 short in-class presentations per student (DLE 4)

10% quality of class participation

6. Textbook

We will be reading Greek texts published in:

- B. H. McLean, *Reading Hellenistic and Biblical Greek: A Graduated Reader with Learner Supports*. New York: Cambridge University Press, 2013. (HGB)

Note: The footnotes in HGB refer to *Gr.*, which is a reference to my the following Greek grammar:

- B. H. McLean, *New Testament Greek: An Introduction*. New York: Cambridge University Press, 2011. (NTG)

7. Course Schedule

The assigned texts are subject to change at the discretion of the instructor.

Unit 1 Review syllabus
7 January

Unit 2
14 January Acts of Paul and Thecla 30:1-37:3 (HBG § 5.9, pp. 241ff)

Unit 3
21 January Acts of Paul and Thecla 38:1-42:2
In-class presentations (1)

Unit 4
28 January Martyrdom of Polycarp 2, 15-18 (HBG § 5.7, pp. 226ff)

In-class presentations (2)

Unit 5

4 February Philo, *Allegories of the Sacred Laws* 1.1.31-35 (HBG § 6.4, 281ff)
In-class presentations (3)

Unit 6

11 February Philo, *Allegories* 1.1.36-42 (*class via Zoom, no student presentations*)

[16-20 February – Reading Week]

Unit 7

25 February Test 1

Unit 8

4 March 2 Maccabees 6:1-11 (§ 6.2, pp. 268ff)
In-class presentations (4)

Unit 9

11 March 2 Maccabees 6:12-22
In-class presentations (5)

Unit 10

18 March 2 Maccabees 4:7-17 (§ 6.1, pp. 263ff)
In-class presentations (6)

Unit 11

25 March Epicurus, *Letter to Menoeceus* 125-127 (HBG § 8.2, 397ff)
In-class presentations (7)

Unit 12

1 April Test 2

8. Your weekly in-class presentations

Every week, everyone will be assigned 1-2 verses to present in class on the following week. You will be given a maximum of 10 minutes for your presentation. Each week, you may present your assigned verse(s) in one of two ways:

Option 1: Powerpoint presentation (maximum 4 Powerpoint slides; if you plan you use Powerpoint, please send me your ppt file by Tuesday 9:00 a.m.)

Option 2: Printed handout.

In your presentation, briefly explain to the class the reasoning process you followed in translating your assigned verse. Your presentation should include the following:

- 1) Parse difficult verbal or participial forms
- 2) Identify (as pertinent) the main verb, subject, object, indirection object, subordinate clauses, and important grammatical constructions
- 3) Translation into English

9. Tests

On the two tests, you will be tested on all passages studied in class. During each test, you may (bring and) consult a Greek lexicon. (However, you should still strive to learn high frequency vocab each week!). On each test you will be asked to:

1. Identify the main verb, the subject, object, indirect object, participles in each verse
2. Parse verbs and participles (as explained in NTG, 29 § 3.3)
3. Explain grammatical constructions (as explained in HGB, xxvi-xxxiv)
4. Translate into English

If you score less than 80% on test 1 or test 2, you will be permitted to write a (different) second test.

9. Course Policies

Attendance policy

Attendance is mandatory. Students who register and miss three (3) classes or more will be automatically withdrawn from the course. As a matter of courtesy, students should contact one or both of the instructors prior to class if they will be absent.

Use of Generative AI, e.g., ChatGPT, Copilot, Gemini, Claude. You may use generative artificial intelligence tools for learning and practicing the concepts in this course, but these tools may **not** be used for completing assignments in this course. That is, you may use these tools in the same ways you might discuss course content and assignments with your peers, but just as you may not collaborate with your peers to complete assignments, you may not use these tools to complete any assignment or exercise. If you use a GenAI tool, you should use the version of Microsoft Copilot licensed to the University of Toronto, which doesn't retain data for training purposes. Other tools may and do use data entered by users to train the AI, and unless you hold the rights to the prompts you use, you may be entering copyrighted material without the rights-holder's permission.

All of this said, I encourage you to think about the moral, ethical, and pedagogical implications of using GenAI. A first step is to complete the University of Toronto's "[Coursework and GenAI: A Practical Guide for Students](#)" in Quercus. Another step is to read the University of Alberta Library's "[Ethical Considerations for Using Generative AI](#)." You might also read this research paper, "[Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task](#)," which reports on experiments showing that using GenAI literally makes students stupider.

This is a graduate-level research course. Any responses by a GenAI tool to questions you may pose are unlikely to be sufficiently complex or nuanced to meet the outcomes of the course; they may not even be factually correct. Reading sophisticated prose, writing, translating, and presenting are how we learn and how we learn to think creatively. There's no short-cut.

Inclusive Language Policy

Following the principles of respect above, it is the policy of Knox College that inclusive language is to be used in teaching, public worship, class presentations, written assignments, and official communications: <https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy-Use-of-Language-Policy-and-Glossary-221003.pdf>

Quercus: If you are not familiar with the Quercus platform, please take some time to learn about its various functions, especially the assignment submission features. Using the links found under course materials on the course website to submit written assignments facilitates receiving graded work in a helpful and timely manner.

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students 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 they can obtain assistance.

Maintaining Course Enrolment. To complete registration, a student enrolls in course(s) and pay fees. Courses of students who have not paid fees will be automatically removed (FINCA – financially cancelled) on a specific date each term (see the College website for Dates to Note). If a student's enrolment record is financially cancelled, he or she is no longer entitled to attend classes.

Library Resources. Please be good stewards of shared library resources. Do not mark, underline, highlight or otherwise alter print materials found in the Regis Library and other libraries in the UT Library system. Students damaging library materials will be accountable for replacement and processing costs and other disciplinary measures, including suspension of library privileges and other sanctions. For more information, see <https://onesearch.library.utoronto.ca/conduct-regulations>.

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 religious 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 *Graduate Conjoint Degree Handbook* (<https://www.tst.edu/academic/resources-forms/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* (available at link below).

Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges and available at the following link:

<https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing>

Original Plagiarism Detection Tool.

Students may be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Cell Phones. Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.

Use of Technology. Laptops and other computing devices may be used in the classroom for note taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted or distributed without the written permission of the instructor.

Late work. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered. The authority to grant an extension for the completion of work

in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Degree (GD) Director, not the instructor of the course. The instructor's signature is required for course extension requests to be processed. Students will petition their college GD Director for extensions, using a standard form provided by TST at: www.tst.edu. The deadline for requesting an initial extension is the college deadline for completion of course work and grade submission for courses offered in the relevant session. For more details, see the relevant section of the Conjoint PhD program handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by the instructor's college before being posted. Course grades may be adjusted where they do not comply with University of Toronto grading policy: <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020>.

Email communication with the course instructor. The instructors aim 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 instructors cannot readily identify them as being legitimate emails from students. The instructors are not obliged to respond to email from non-utoronto addresses for students in conjoint programs.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>