

# NT 1013—THE ELEMENTS OF NEW TESTAMENT GREEK

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Fall Semester 2012

Louisville Presbyterian Theological Seminary  
Louisville, Kentucky

This is a straight-forward, uncomplicated course in Greek. There is nothing tricky in the way we will work. The text for the course is Stephen W. Paine's *Beginning Greek: A Functional Approach*. We will move directly through this book, following its path. The goal of our work is that at the end of the semester you will have a familiarity with the basics of New Testament Greek, and you will be able—with the appropriate tools—to read portions of the New Testament. You will not have the range of vocabulary that you will need to build over a long period of time, nor will you have a sophisticated grasp of grammar; but you will understand the basic elements of Greek grammar and you will have a basic working vocabulary. Above all, you will be in good shape to continue your study of Greek and, in turn, to study the New Testament in the original language.

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## Course Requirements

1. *Regular attendance and participation.*
2. For each lesson in the textbook you will need to
  - (A) *study* the textbook carefully,
  - (B) *learn* the assigned vocabulary and the grammatical paradigms,
  - (C) *do* the written assignment, and
  - (D) *translate* the text from the Gospel according to John.
3. *Daily homework:* The writing assignments for each day will be self-corrected using the answer sheets provided to you at the outset of the course. For the sake of your understanding and learning you should take these daily exercises seriously.
4. *Tests:* As is indicated on the syllabus, there will be four scheduled tests. In addition we will do drills in class—reading, translating, and analyzing grammar. From time to time there will be pop quizzes on vocabulary and matters of grammar.

## Grading

In order to assess the work and progress that students make during the semester, there will be four tests. Grading will be done on scale from 0 to 100. Also there will be quizzes (“pop” or announced) that will contribute to the final grade for the course.

The breakdown for the value of the various components of the grading is as follows:

Class work and pop quizzes	20%
Test 1	20%
Test 2	20%
Test 3	20%
Test 4	20%

### **SCHEDULE**

September 7	Lesson 1
September 10	Lesson 2
September 12	Lesson 3
September 14	Lesson 4
September 17	Lesson 5
September 19	Lesson 6
September 21	Lesson 7
September 24	Lesson 8
September 26	Lesson 9
September 28	Test # 1
October 1	Lesson 10
October 3	Lessons 10-11
October 5	Lessons 10-11
October 8	Lesson 11
October 10	Lesson 12
October 12	Lessons 13-14
October 22	Lessons 15-16

October 24	Test # 2
October 26	No class
October 29	Lesson 18
October 31	Lesson 19
November 2	Lesson 20
November 5	Lesson 21
November 7	Lessons 22-24
November 9	Lesson 25
November 12	Lesson 26
November 14	Lesson 27
November 16	Test # 3
November 19	No Class
November 21	No class
November 26	Lesson 28-29
November 28	Lessons 30-31
November 30	Lessons 32-33
December 3	Lessons 34-35
December 5	Lesson 36
December 7	Lesson 37
December 12-13	Test # 4 (Time to be set by Registrar's Office)

## Policy Statements Included on Syllabi

### 1. Use of Inclusive Language

#### **Inclusive Language:**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for further assistance,

[http://www.lpts.edu/Academic\\_Resources/ASC/avoidinggenderebiasinlanguage.asp](http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderebiasinlanguage.asp).

### 2. Academic Honesty

#### **Academic Honesty:**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

### 3. Special Accommodations

#### **Special Accommodations:**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center ([kmapes@lpts.edu](mailto:kmapes@lpts.edu)) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

### 4. Citation Policy

#### **Citation Policy:**

Citations in your papers should follow the Seminary standard, which is based on these guides:

Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007.

*The Chicago Manual of Style*, 15<sup>th</sup> ed. Chicago, IL: University of Chicago Press, 2003.

Copies of these guides are available at the library and in the Academic Support Center.

### 5. Attendance Policy

#### **Attendance Policy:**

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) will result in a low or failing grade in the course.