

**Louisville Presbyterian Theological Seminary**

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**NT 1013 Elements of New Testament Greek, Section 1  
Fall 2011**

**Course Description:**

The course will provide an introduction to the language of the New Testament for those with little or no knowledge of Greek. Concentration will be upon learning elementary grammar and syntax and acquiring a basic working vocabulary. The format of the course will be classroom presentations by the professor, combined with classroom exercises in grammar and syntax and in reading from the Greek text. A teaching assistant will be available for group tutoring sessions outside class time.

**Course Textbooks:**

- Black, David Alan ((2009). *Learn to Read New Testament Greek*, 3<sup>rd</sup> ed.
- (1993). *The Greek New Testament*, 4<sup>th</sup> revised edition. United Bible Societies.
- Gucker, Philip (1966). *Essential English Grammar*. Dover.
- Chapman, Benjamin, and Shogren, Steven (1994). *A Card Guide to New Testament Greek*. Stylus.

**Intended Learning Outcomes:** A list of skills and knowledge-sets that students should have mastered upon completion of the course, along with the means of assessment for each skill or knowledge-set:

1. Skills demonstrating broad comprehension of the language. Student should be able to:
  - a. Show ability to pronounce Greek vocabulary and to read passages aloud. *Oral testing by the professor. By October 12.*
  - b. Explain what a “case language” is and list the most important functions of each of the Greek cases. *By October 21 (midterm exam).*
  - c. Demonstrate a working vocabulary of approximately 180 words. *10 vocabulary quizzes will be administered over the course of the semester.*
2. Skills pertaining to specific elements of syntax. Student should be able to:
  - a. Reproduce the paradigm of the definite article. *By September 30.*
  - b. Demonstrate understanding of the concept of agreement of article, adjective, and noun. *By October 19.*
  - c. Show comprehension of the meaning and appropriate range of translation for the following indicative tenses (in active, middle, and passive voice): present, imperfect, future, aorist. *By December 2.*

### Course Requirements:

This section of Elements of New Testament Greek will provide students an introduction to the basics of Greek grammar. We will systematically work through the textbook, giving considerable attention to vocabulary, the verb system, the case system, and sentence translation. Students will need to carefully read each lesson before class, attend each class session, participate in classroom exercises, and learning groups outside class led by my teaching assistant Derek Hostetter.

- A. Teaching assistant: One tutor will be helping with the course. He will lead regular study sessions outside class, to which students are encouraged to bring questions about homework assignments or material covered in class.
- B. Learning groups: Each student will be assigned to a learning group consisting of four or five persons. There will be two learning groups in this class. I will use these groups for in class exercises such as reading the Greek text and sentence translation. I also encourage students to meet outside of class with members of their learning group to study and practice (though this is not required). Learning groups will be utilized in order to reinforce reading the textbook and class lectures. In order to learn, retain, and utilize Greek grammar, students need to move from rote memorization to higher order thinking (the ability to identify, compare, categorize, synthesize). This means students need to be active learners throughout the duration of the course taking notes, writing questions in notebooks, practicing translation, writing out verb endings, etc.

### Course Grade:

Vocabulary quizzes- 30%

Definite article quiz- 10%

Midterm exam- 20%

Adjective agreement quiz- 10%

Final exam- 20%

Participation- 10%

- Greek reading quiz (p/f)- 10 points
- In class sentence translations- 60 points
- Course notebook- 20 points
- Class attendance- 10 points

### Course Schedule:

*Please note: Students should come to class having already read carefully through the material to be introduced in a given class session. Schedule subject to adjustment as circumstances require.*

#### September

- 9 Lessons 1-2 Introduction, Greek Verb System
- 14 Lesson 3 Present and Future Active Indicative
- 16 Lessons 4 Second Declension Nouns
- 21 Lesson 5 First Declension Nouns **vocabulary quiz 1 (lessons 3-4)**
- 23 Lesson 6 First and Second Declension Adjectives,
- 28 Lesson 7 Imperfect and Aorist Active Indicative, **vocabulary quiz 2 (lessons 4-5)**
- 30 **Definite article quiz** (administered by Derek)

## October

- 5 Lesson 8 Prepositions, **vocabulary quiz 3 (lessons 5-6)**
- 7 Lessons 9 Personal Pronouns, Lesson 10 Perfect and Pluperfect Active Indicative
- 12 **Vocabulary quiz 4 (lessons 6-7), Greek reading exam**
- 14 Lessons 11 Demonstrative Pronouns
- 19 Lessons 12 Present Middle and Passive Indicative, **Adjective noun agreement quiz**
- 21 **Mid-term exam including vocabulary quiz 5 (lessons 8, 9, 11)**
- 26 Research and Study
- 28 Research and Study

## November

- 2 Lesson 13 Perfect Middle and Passive, Future Middle Indicative, **vocabulary quiz 6 (lessons 11-12)**
- 4 Lesson 14 Imperfect Middle and Passive, Aorist Middle, Pluperfect Middle and Passive Indicative,
- 9 Lesson 15 Aorist and Future Passive Indicative, **Vocabulary quiz 7 (lessons 13-14)**
- 11 Lessons 17 Nouns of the Third Declension,
- 16 Lesson 18 First Declension Adjectives, Pronouns, and Numerals, **Vocabulary quiz 8 (lesson 17)**
- 18 Lessons 19 Contract and Liquid Verbs
- 23 Lesson 20 Participles, **vocabulary quiz 9 (lesson 19)**
- 25 Thanksgiving Break
- 30 Lessons 20 Participles cont'

## December

- 2 Lesson 21 Infinitives
- 7 Lesson 22 Additional Pronouns, **vocabulary quiz 10 (lessons 21, 22, 23)**
- 9 Lessons 23-24 The Subjunctive, Imperative, and Optative Moods
- 14 Lesson 25 The Conjugation of -μι Verbs, Lesson 26 Reading the Greek New Testament,
- 16 **Final Translation Exam**

## LPTS Policy Statements

Please refer to the following policy statements that govern academic life at Louisville Seminary.

### 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/avoidinggenderbiasinlanguage.asp](http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp).

## 2. 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.

### Course Bibliography:

Blass, F. and A. Debrunner. *A Greek Grammar of the New Testament and Other Early Christian Literature*. Robert W. Funk, trans. Chicago: University Press, 1961.

Croy, N. Clayton. *A Primer of Biblical Greek*. Grand Rapids: William B. Eerdmans, 1999.

Gutierrez, Ben and Cara L. Murphy. *Learn to Read New Testament Greek Workbook*. David A. Croteau, managing ed. Nashville: Broadman and Holman Academic, 2009.

Metzger, Bruce M. *Lexical Aids for Students of New Testament Greek*. Grand Rapids: Zondervan, 1997.

Mounce, William D. *Basics of Biblical Greek*. 3<sup>rd</sup> ed. Grand Rapids: Zondervan, 2003.

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Robertson, A. T. *A Grammar of the Greek New Testament in Light of Historical Research*. 3<sup>rd</sup> ed. New York: Hodder and Stoughton, 1914.

Story, Cullen IK and J. Lyle Story. *Greek to Me: Learning New Testament Greek through Memory Visualization*. San Francisco: Harper and Row, 1979.

Wallace, Daniel. *Greek Grammar Beyond the Basics*. Grand Rapids: Zondervan, 1996.