

Louisville Presbyterian Theological Seminary

Instructor: Lewis Brogdon, Ph. D.

Office: Nelson 113

Phone Number: 992-9374/ email: lbrogdon@lpts.edu

NT 1013 Elements of New Testament Greek

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. Teaching assistants will be available for group tutoring sessions outside class time. The class will be taught on a pass/fail basis for all students.

Course Textbooks:

- Black, David Alan (2009). *Learn to Read New Testament Greek*, 3rd ed.
- (1993). *The Greek New Testament*, 4th 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 or tutors. By October 6.*
 - b. Explain what a “case language” is and list the most important functions of each of the Greek cases. *Group presentations- (1-3). By November 17.*
 - c. Demonstrate a working vocabulary of at least 140 words. *10 vocabulary quizzes will be administered over the course of the semester. Must have 140 correct (out of @180 words in Black, Learn to Read New Testament Greek).*
2. Skills pertaining to specific elements of syntax. Student should be able to:
 - a. Reproduce the paradigm of the definite article. *Must complete with 90% accuracy. By September 29.*
 - b. Demonstrate understanding of the concept of agreement of article, adjective, and noun. *Must complete with 80% accuracy. By October 13.*
 - 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. *Students will successfully complete a series of homework assignments on this topic in groups and individually, and review these with the professor if deemed necessary. By December 1.*

Course Requirements:

To pass the course, the student must successfully complete *all* assessment measures listed above, pass a mid-term exam, and final translation exam. “Successful” completion of assessment measures is at a level deemed by the professor and/or tutors to show at least a minimum basic comprehension. (Specific accountability levels are indicated for two assessment measures, 1c and 2a above.) Students will need to score above 60% on the mid-term and final translation exam in order to pass. Participation is also an important part of the class and is required in order to pass. Participation includes classroom discussion, random review quizzes, and doing an adequate number of sentences at the end of each chapter (at least half). The translation sentences will be self-graded homework assignments. At the end of the semester, I will check notebooks to see how many practice sentences you completed. (Sample grade guide below)

Definite article	Greek reading	Article, adjective, noun	Case language	Translating verbs (indicative)	Mid-term	Final exam	Vocabulary	Participation	Final grade
			Group	Individual		Group		Class	
				Group		individual		Quizzes	
								Homework	
Pass	Pass	Pass	Pass	Pass/pass	Pass	Pass	Pass	Pass	Pass

Student _____

Remark about class attendance: Roll will not be taken, but students should plan to attend class consistently.

Remark about assigned study groups: Every student will be assigned to a study group that consists of six persons. I will assign person to their respective study groups on the first day of class. Each study group will construct a two or three sentence learning covenant that will govern the shared nature of collaborative learning and the commitment required by each member to successfully complete assigned tasks. Study groups will practice pronouncing and reading Greek, give an in-class presentation on a case-language, and translate the verbs exercise as well as a select passage for the final exam. I also want to encourage students to get to know students in their study groups and study together outside of class. One of the benefits of collaborative learning is that students who are more adept at languages can help those who are less gifted in this area. Nothing reinforces new knowledge of a language like teaching it to someone else. Other benefits of collaborative learning include facilitating active learning and higher order thinking. Study groups also provide space for people with different (multiple) learning styles to process and integrate new knowledge in creative ways. Together we can find ways to learn Greek grammar. We are all in this together! *“If one member suffers, all suffer together with it; if one member is honored, all rejoice together with it.” (1 Cor 12:26)*

Remark about tutors: Two tutors will be helping with the course. They will lead regular study sessions, to which students are encouraged to bring questions about homework assignments or material covered in class. They will also have sign-up times to meet the assessment requirements indicated above. Tutors- Megan Case and Michael Whitman

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

- 10 Lessons 1-2 Introduction, Greek Verb System
- 15 Lesson 3 Present and Future Active Indicative
- 17 Lessons 4 Second Declension Nouns
- 22 Lesson 5 First Declension Nouns
Instructor out of town, Sue Garrett will guest lecture
- 24 Lesson 6 First and Second Declension Adjectives, **vocabulary quiz 1**
- 29 Lesson 7 Imperfect and Aorist Active Indicative, **Definite article quiz**

October

- 1 Lesson 8 Prepositions, **vocabulary quiz 2**
- 6 Lessons 9-10 Personal Pronouns, Perfect and Pluperfect Active Indicative
- 8 **Vocabulary quiz 3, Group Greek reading exam**
- 13 Lessons 11-12 Demonstrative Pronouns, Present Middle and Passive Indicative
Instructor out of town, Sue Garrett will guest lecture
- 15 **Vocabulary quiz 4, Adjective noun agreement group exercise**
- 20 Lesson 13 Perfect Middle and Passive, Future Middle Indicative
Practice parsing group exercises (if time permits)
- 22 **Mid-term exam (vocabulary quiz 5)**
- 27 Research and Study
- 29 Research and Study

November

- 3 Lesson 14 Imperfect Middle and Passive, Aorist Middle, Pluperfect Middle and Passive Indicative, **vocabulary quiz 6**
- 5 Lesson 15 Aorist and Future Passive Indicative,
- 10 Lesson 16 Review of Indicative Mood
- 12 Lessons 17-18 Nouns of the Third Declension, First Declension Adjectives, Pronouns, and Numerals,
- 17 **Vocabulary quiz 7, Case language group presentations**
- 19 Lessons 19 Contract and Liquid Verbs
- 24 Lesson 20 Participles, **vocabulary quiz 8**
- 26 Thanksgiving Break

December

- 1 Lesson 21 Infinitives, **Turn in verb group exercise**
- 3 Lesson 22 Additional Pronouns, **vocabulary quiz 9**
- 8 Lessons 23-24 The Subjunctive, Imperative, and Optative Moods
Lesson 25 The Conjugation of -μι Verbs (chapter will not be discussed in class)
- 10 Lesson 26 Reading the Greek New Testament,
- 15 **Final Translation Exam (vocabulary quiz 10)**

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.

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) 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

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*, 7th ed. Chicago: University of Chicago Press, 2007.

The Chicago Manual of Style, 15th ed. Chicago, IL: University of Chicago Press, 2003.

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

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*. 3rd ed. Grand Rapids: Zondervan, 2003.

_____. *Basics of Biblical Greek Workbook*. Grand Rapids: Zondervan, 1993.

Robertson, A. T. *A Grammar of the Greek New Testament in Light of Historical Research*. 3rd 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.