

## Louisville Presbyterian Theological Seminary

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### NT 1013 Elements of New Testament Greek Fall 2013

#### 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.
- Chapman, Benjamin, and Shogren, Steven (1994). *A Card Guide to New Testament Greek*. Stylus.
- A Greek New Testament. Nestle Aland (1994). *Greek English New Testament*, 8<sup>th</sup> edition. United Bible Societies **OR** (1993). *The Greek New Testament*, 4<sup>th</sup> revised edition. United Bible Societies.

Optional (Consult as needed)

- Gucker, Philip (1966). *Essential English Grammar*. Dover.

**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 September 26.*
  - b. Explain what a “case language” is and list the most important functions of each of the Greek cases. *By October 22 (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 26.*
  - b. Demonstrate understanding of the concept of agreement of article, adjective, and noun. *By October 10.*
  - 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 ?? (final exam).*

**Course Requirements:**

The course 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 Jessa Warner. She will lead regular study sessions outside class, to which students are encouraged to bring questions about homework assignments or material covered in class. This course requires a lot of time and work. Please make the necessary preparations to spend two or three hours outside of class for every hour of classroom instruction.

Learning groups: Each student will be assigned to a learning group consisting of four or five persons. There will be five or six 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.

Sentence Translations: After each lesson is covered in class, each student will be assigned select sentences to translate. I would recommend you to do more than I assign. I expect translations with notes (parse verbs, identify case, etc) and not merely turning in a translation that could've been copied from the back of the book (see pp. 221-29), which will adversely affect the grade for the notebook. These sentences are found at the end of each lesson. (See course schedule for assigned sentences to translate). Students will need to collect these in the form of a notebook to be turned in at the end of the course. This notebook will count for 10% of the final grade.

**Course Grade:**

Vocabulary quizzes- 30%

Definite article quiz- 10%

Midterm exam- 20%

Adjective agreement quiz- 10%

Final exam- 10%

Sentence translations notebook- 10%

Greek Reading Quiz (p/f)- 10%

**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**

5 Course Introduction and Lessons 1

10 Lesson 2 and 3 Greek Verb System, Present and Future Active Indicative, Translate 6-11 (p. 25)

- 12 Lessons 4 Second Declension Nouns, Translate 9-15 (pp. 33-34)
- 17 Lesson 5 First Declension Nouns **vocabulary quiz 1 (lessons 3-4)**, Translate 5-11 (pp. 40-41)
- 19 Lesson 6 First and Second Declension Adjectives, Translate 14-19 (p. 48)
- 24 Lesson 7 Imperfect and Aorist Active Indicative, **vocabulary quiz 2 (lessons 4-5)**, Translate 9-15 (p. 57)
- 26 **Greek reading exam and Definite article quiz**

#### October

- 1 Lesson 8 Prepositions, **vocabulary quiz 3 (lessons 5-6)**, Translate 14-21 (pp. 63-64)
- 3 No class
- 8 Lessons 9 Personal Pronouns, Lesson 10 Perfect and Pluperfect Active Indicative, **Vocabulary quiz 4 (lessons 6-7)**, Translate 1-7, 6-11 (p. 71, pp. 78-79)
- 10 Lessons 11 Demonstrative Pronouns, **Adjective noun agreement quiz**, Translate 7-14 (pp. 84-85)
- 15 Research and Study
- 17 Research and Study
- 22 **Mid-term exam including vocabulary quiz 5 (lessons 8, 9, 11)**
- 24 Lessons 12 Present Middle and Passive Indicative, Translate 1-8 (pp. 91)
- 29 Lesson 13 Perfect Middle and Passive, Future Middle Indicative, **vocabulary quiz 6 (lessons 11-12)**, Translate 1-7 (p. 96)
- 31 Lesson 14 Imperfect Middle and Passive, Aorist Middle, Pluperfect Middle and Passive Indicative, Translate 5-11 (p. 101)

#### November

- 5 Lesson 15 Aorist and Future Passive Indicative, **Vocabulary quiz 7 (lessons 13-14)** Translate 5-10 (p. 106)
- 7 Lessons 17 Nouns of the Third Declension, Translate 12-17 (p. 123)
- 12 Lesson 18 First Declension Adjectives, Pronouns, and Numerals, **Vocabulary quiz 8 (lesson 17)**, Translate 1-6 (p. 131)
- 14 Lessons 19 Contract and Liquid Verbs, Translate 9-18 (pp. 140-41)
- 19 Lesson 20 Participles, **vocabulary quiz 9 (lesson 19)**, Translate 1-7 (p. 158)
- 21 Lessons 20 Participles continued. Translate 8-13 (pp. 158-59)
- 26 Lesson 21 Infinitives, Translate 1-7 (p. 168)\*
- 28 Thanksgiving Break

#### December

- 3 Lesson 22 Additional Pronouns, **vocabulary quiz 10 (lessons 21, 22, 23)**, Translate 1-6 (p. 175)
- 5 Lessons 23-24 The Subjunctive, Imperative, and Optative Moods, Trans. 1 John 1:5-10

TBA **Final Translation Exam**

**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.

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

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.

**LPTS Policy Statements**

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

**Use of 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 more information, see:

<http://www.lpts.edu/academics/academic-resources/academic-support-center/online-writing-lab/avoiding-gender-bias>

**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. Two occurrences of plagiarism may result in dismissal

from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

### **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 (or before the semester begins) 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.

### **Citation Policy**

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

*The Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010.

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

### **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) may result in a low or failing grade in the course.