

NEW TESTAMENT 1013—THE ELEMENTS OF NEW TESTAMENT GREEK

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Louisville Presbyterian Theological Seminary
Louisville, Kentucky

This is a foundational course in Koiné (or, biblical) Greek. The textbook for the course is William D. Mounce's *Basics of Biblical Greek Grammar: Third Edition*. We will work our way through the course that is laid out in this book. During this semester we will be able to engage the contents of Chapters 1-20. We will take up the remainder of the basic elements of the Greek of the New Testament in the first part of the second semester of our studies as we move into exegetical analysis of selected portions of the writings of the New Testament. The goal in all this work is for students at the end of two semesters of studying Greek and exegesis of the Greek New Testament to have familiarity with the basics of New Testament Greek and interpretive methods. The aim is for students who use appropriate tools to be able to work with selected portions of the Greek New Testament. At this point students will not have the range of vocabulary that they will acquire across a long period of time, nor will they have a sophisticated grasp of grammar. They should, however, be able to understand the basic elements of Greek grammar and have a fundamental working vocabulary that will allow them to recognize about eighty percent of the word occurrences in the New Testament. Above all, they will be able to continue the study of Greek, and so, to study the New Testament in its original language.

COURSE REQUIREMENTS

1. *Regular attendance and participation.*
2. This syllabus provides a blueprint for the course by delineating in some detail the work that will be done in relation to the textbooks. In this work, students will need to
 - (A) *study* the textbook carefully as outlined in the syllabus,
 - (B) *learn* the assigned vocabulary words and the indicated grammatical paradigms,
 - (C) *do* the written assignments, and
 - (D) *strive* to be active learners in all aspects of the work for the course.
3. *Daily homework:* The Workbook exercises for each day are to be self-corrected using the resources available on the websites designed for use in conjunction with this course. For the sake of understanding and learning students should take these daily exercises very seriously.
4. *Tests:* As is indicated on the syllabus, there will be two scheduled tests and a final examination (time to be determined by the Registrar). In addition there will be opportunities for contributing to activities in class—reading, translating, and analyzing grammar. From time to time there will be pop quizzes on vocabulary and matters of grammar.

GRADING

Tests are given in order to assess the work and progress that students make during the semester. Participation in class, pop quizzes, the two scheduled tests, and the final examination will fit together in a scheme of grading constructed on a scale from 0 to 100. The weighting of the value of the various components of the grading is as follows:

Class work and pop quizzes	20%
Test 1	20%
Test 2	20%
Final Examination	40%

TEXTBOOKS

REQUIRED BOOKS:

Mounce, William D. *Basics of Biblical Greek Grammar: Third Edition*. Grand Rapids, Mich.: Zondervan, 2009.

Mounce, William D. *Basics of Biblical Greek Workbook*. Grand Rapids, Mich.: Zondervan, 2009.

ADDITIONAL ITEMS:

Websites: www.Teknia.com Answers to Workbook Exercises and many other online helps for supporting use of the textbooks.

www.LearnBiblicalGreek.com Further resources for use with the textbooks.

SCHEDULE

September 09 **The Greek Alphabet and Punctuation**

Class:	Cover the content of Chapter 3
Homework:	Study Chapter 4 and begin to learn vocabulary for the chapter
Workbook:	Do Exercise 3 (and have a look at Exercise 4)

September 12 **Greek Punctuation and Syllabification**

Class:	Survey Contents of Chapter 4
Homework:	Study Chapter 4 and learn complete vocabulary for the chapter
Workbook:	Do Exercise 4, including the Greek reading

September 14 **More on Punctuation and Syllabification**

Class: Cover the content of Chapter 4
 Homework: Study Chapter 5 and begin to learn vocabulary for the chapter
 Workbook: Work on the Review of Chapters 1-4

Notice: On pages 20-21 appears *Overview 1* (Chapters 5-9). Read this statement in order to see what is forthcoming in these chapters. Likewise on pages 75-76 pay careful attention to *Overview 2* (Chapters 10-14) and on pages 120-21 *Overview 3* (Chapters 15-20) for additional information concerning what follows in those groups of chapters.

September 16 **Introduction to English Nouns**

Class: Survey Contents of Chapter 5
 Homework: Study Chapter 5 and review Chapters 1-4
 Workbook: Complete Review #1 of Chapters 1-4

September 19 **Nouns in English**

Class: Cover the content of Chapter 5
 Homework: Study Chapter 6 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 6

Notice: In this and subsequent chapters, there are three items that are boxed in frames entitled *Overview*, *Halftime Review*, and *Summary*. These enclosed pieces of information introduce, present, and distill the truly crucial and substantial information in the chapters in which they appear. Pay attention to these very beneficial summaries.

September 21 **Cases: Nominative and Accusative; the (Definite) Article**

Class: Survey Contents of Chapter 6
 Homework: Study Chapter 6 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 6

September 23 **Cases: Nominative and Accusative; Definite Article**

Class: Cover the content of Chapter 6
 Homework: Study Chapter 7 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 7

September 26 **Cases: Genitive and Dative**

Class: Survey Contents of Chapter 7
 Homework: Study Chapter 7 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 7

September 28 **Cases: Genitive and Dative**

Class: Cover the content of Chapter 7
 Homework: Study Chapter 8 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 8

September 30 **Prepositions and eijmiv**

Class: Survey Contents of Chapter 8
 Homework: Study Chapter 8 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 8

October 03 **Again, Prepositions and eijmiv**

Class: Cover the content of Chapter 8
 Homework: Study Chapter 9 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 9

October 05 **Adjectives in Greek**

Class: Survey Contents of Chapter 9
 Homework: Study Chapter 9 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 9
 Complete Review #2 of Chapters 5-9

October 07 TEST #1

Notice: After Chapter 9 on pages 73-74 there is a discussion of two different ways that the course (use of the book and workbook) may continue, referred to as Tracks 1 and 2. We will proceed along Track 1, which is the straightforward way that the textbook is laid out.

October 10 **Adjectives in Greek**

Class: Cover the content of Chapter 9
 Homework: Study Chapter 10 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 10—Track 1

October 12 **The Third Declension**

Class: Survey Contents of Chapter 10
 Homework: Study Chapter 10 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 10—Track 1

October 14 **The Third Declension**

Class: Cover the content of Chapter 10
 Homework: Study Chapter 11 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 11—Track 1

October 24 **First and Second Person Personal Pronouns**

Class: Survey Contents of Chapter 11
 Homework: Study Chapter 11 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 11—Track 1

October 26 **First and Second Person Personal Pronouns**

Class: Cover the content of Chapter 11
 Homework: Study Chapter 12 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 12—Track 1

October 28 **αὐτοῦ, αὐτῆς, αὐτῶν, etc.**

Class: Survey Contents of Chapter 12
 Homework: Study Chapter 12 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 12—Track 1

October 31 **Again: $\alpha\upsilon\tau\omicron\nu V$, $\alpha\upsilon\tau\eta\nu$, $\alpha\upsilon\tau\omicron\nu$, etc.**

Class: Cover the content of Chapter 12
Homework: Study Chapter 13 and begin to learn vocabulary for the chapter
Workbook: Work on Exercise 13—Track 1

November 02 **Demonstrative Pronouns and Adjectives**

Class: Survey Contents of Chapter 13
Homework: Study Chapter 13 and learn complete vocabulary for the chapter
Workbook: Complete Exercise 13—Track 1

November 04 **Demonstrative Pronouns and Adjectives**

Class: Cover the content of Chapter 13
Homework: Study Chapter 14 and begin to learn vocabulary for the chapter
Workbook: Work on Exercise 14—Track 1

November 07 **Relative Pronouns**

Class: Survey Contents of Chapter 14
Homework: Study Chapter 14 and learn complete vocabulary for the chapter
Workbook: Complete Exercise 14—Track 1
Complete Review #3 of Chapters 10-14

November 09 TEST #2

November 11 **Relative Pronouns**

Class: Cover the content of Chapter 14
Homework: Study Chapter 15 and begin to learn vocabulary for the chapter
Workbook: Work on Exercise 15—Track 1

November 14 **Introduction to Greek Verbs**

Class: Survey Contents of Chapter 15
Homework: Study Chapter 15 and learn complete vocabulary for the chapter
Workbook: Complete Exercise 15—Track 1

November 16 **Introduction to Greek Verbs**

Class: Cover the content of Chapter 15
 Homework: Study Chapter 16 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 16—Track 1

November 18 **Present (Tense) Active (Voice) Indicative (Mood)**

Class: Survey Contents of Chapter 16
 Homework: Study Chapter 16 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 16—Track 1

November 21 **Present Active Indicative**

Class: Cover the content of Chapter 16
 Homework: Study Chapter 17 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 17—Track 1

November 23 **Contract Verbs**

Class: Survey Contents of Chapter 17
 Homework: Study Chapter 17 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 17—Track 1

November 28 **Contract Verbs**

Class: Cover the content of Chapter 17
 Homework: Study Chapter 18 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 18—Track 1

November 30 **Present Middle/Passive Indicative**

Class: Survey Contents of Chapter 18
 Homework: Study Chapter 18 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 18—Track 1

December 02 Present Middle/Passive Indicative

Class: Cover the content of Chapter 18
 Homework: Study Chapter 19 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 19—Track 1

December 05 Future Active/Middle Indicative

Class: Survey Contents of Chapter 19
 Homework: Study Chapter 19 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 19—Track 1

December 07 Verb Roots, and Other Forms of the Future

Class: Cover the content of Chapter 19
 Homework: Study Chapter 20 and begin to learn vocabulary for the chapter
 Workbook: Work on Exercise 20—Track 1

December 09 Verb Roots, and Other Forms of the Future

Class: Survey Contents of Chapter 20
 Homework: Study Chapter 20 and learn complete vocabulary for the chapter
 Workbook: Complete Exercise 20-Track 1
 Complete Review #4 of Chapters 15-20

DECEMBER 14 OR 15 — FINAL EXAMINATION: TIME TO BE SET BY THE REGISTRAR

NT 1023 COURSE POLICY STATEMENTS

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. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

ACADEMIC HONESTY

All work turned in to the teachers 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 staff of the Academic Support Center 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 teacher of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences ($\frac{1}{4}$ of the course) may result in a low or failing grade in the course.

Use of Electronic Devices in Class (An Ever-Burgeoning Issue)

Serious work requires serious attention. Serious study is serious work. Jesus once said, καὶ ἐὰν οἰκία ἐφ' ἑαυτὴν μερισθῇ, οὐ δύνησεται ἡ οἰκία ἐκείνη σταθῆναι ("If a house is divided against itself, that house will not be able to stand" (Mark 3:25). Let us do everything that we can to maintain our unity as we work together in class. Along these lines: Best of all, in this class avoid electronic devices of all kinds completely. But if not that, then, avoid them as much as is reasonably possible. If you need a Bible, bring one with you in hardcopy. (Yes, I have two or three electronic versions of the Bible—in Hebrew and Greek and several English translations—but, as useful as these programs can be, they can easily become playful distractions in language courses.) Moreover, there is no valid reason for anyone to send or to read text messages during class. In fact, no one may even access the Internet during class time under any circumstances. In the event that you have a legitimate need to be accessible while we are meeting (which is very likely a rare occurrence), you may ask for an exception to this rule prior to breaking it. Please, however, limit such requests to situations that are genuinely nonnegotiable.

Even so, laptops and other such tools should not be used if you cannot trust yourself to restrict your activity to taking notes. Any misuse of electronic devices during class time, including checking email or social networking sites, will occasion dismissal from the class session and negatively affect the course grade. Long ago, G. A. Buttrick observed, "It's a large question as to whether any civilization can endure under technological terms unless the machine is kept within its limits." Furthermore, as a point of information, it is quite easy from the front of a classroom to discern who is doing what with various electronic devices. Staring at the screen of a PED does not indicate sufficient engagement with classroom activities. The terms of this policy will be enforced.

EINE DENKWÜRDIGE BEMERKUNG

Der Ungeduldige, dem es bloß um Ergebnis und mögliche praktische Verwendung geht, soll die Finger von der Exegese lassen. Er taugt nicht für sie, rechtschaffen betrieben sie nicht für ihn.

Ernst Käsemann
An die Römer