

# NT 101-3: Elements of New Testament Greek

Louisville Presbyterian Theological Seminary  
Fall 2022

## Course Information

Day: Tuesdays & Thursdays  
Time: 8:30-9:50 am  
Location: Schlegel 123

## Instructor: Anna Bowden

Email: abowden@lpts.edu  
Office: Schlegel 300  
Student Hours: Tuesdays & Thursdays  
10:00am-12:00 pm

## Course Description

This course seeks to transform the way students encounter the New Testament by teaching students to read the NT in its original language. Through a mastery of basic forms, vocabulary, and syntax, students will not only gain the ability to read and translate NT Greek, but will also gain an appreciation for the complexities, ambiguities, and multivalency of translation.

## Course Outcomes

At the conclusion of the course a student will be able to:

1. Recognize the parts of speech in a Greek sentence
2. Recognize and identify the inflected changes in Greek verbs, nouns, and participles
3. Recognize and identify the primary syntactical units in NT Greek
4. Recognize the basic vocabulary in Croy
5. Read and translate Greek sentences based on lessons studied in Croy and, by the end of the semester, read and translate Greek sentences in the NT with the help of a lexicon

## Relationship to Student Learning Outcomes (SLO)

The primary SLOs for this course are:

1. SLO 1 for the MAR degree program: Students will be able to interpret Scripture critically and imaginatively.
2. SLO 1 for the MDiv degree program: Students will gain knowledge and understanding of the Bible and the ability to use critical skills and educated imagination to interpret it in contemporary social and cultural contexts.

## Required Textbook

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

## Recommended Books

- Greek New Testament
  - E. Nestle, ed. *Novum Testamentum Graece*, 27 or 28<sup>th</sup> ed (aka NA28)
  - *The UBS Greek New Testament: A Reader's Edition*
- Greek Lexicon

- Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3<sup>rd</sup> Ed. Chicago: University of Chicago Press, 2000 (aka BDAG; the third edition is the most recent, but the second edition is acceptable, and you can normally find an inexpensive used copy online.)

## **Course Requirements**

### **Attendance and Participation**

The success of this class is dependent on your attendance, preparation, and participation. Please come to every class and come prepared. Preparation includes reviewing the lessons and completing the assigned homework before coming to class. Participation looks different for different people, but may include things like active listening, taking notes, asking questions, sharing answers/mistakes with classmates, and engaging in classroom exercises.

\*\*It is essential to bring both Croy (the textbook) and your completed homework to class with you each day.\*\*

### **Homework**

Continuous practice is the key to learning Greek and homework is the key to practice. The assigned homework is meant to reinforce the skills learned in that day's lesson/s and to prepare you for recognizing vocabulary, identifying inflections, and translating sentences from Greek to English on quizzes and exams. Put differently, homework is an opportunity to practice. It is a space designed for students to think through the lessons without the pressure of being evaluated or the fear of making a mistake. Just as a basketball player spends hours shooting free throws in preparation for a game or a musical artist requires multiple rewrites to perfect their lyrics for a new album, in academics we do homework, aka "academic practice," as an investment in our future success.

If one lesson is assigned for the day, complete all the *Practice and Review* sentences in Croy. If two lessons are assigned for the day, complete the odd numbers for odd lessons and the even numbers for even lessons. For the days marked with an asterisk on the course schedule, homework will be handed out in class. LXX and NT exercises in the textbook are *not* required as a part of your homework but do make great resources for extra practice.

### **Quizzes (20%)**

Throughout the semester you will take a total of nine quizzes at the beginning of class (see course schedule below for dates). Quizzes will include Greek vocabulary, reproducing select Greek paradigms, and short translation exercises. Quizzes are closed book and will be evaluated using a grading rubric and a 1-4 scale. Quizzes focus on the lessons learned since the previous quiz. See the grading policy below and the attached grading rubric.

### **Exams (80%)**

There will be two exams in this class: a Midterm and a Final. Both exams will consist of two parts. The first part of the exam is closed book and consists of vocabulary. The second part of the exam is open book and consists of translation. Regular attendance, intentional class engagement,

completion of homework, and preparation for quizzes will more than prepare you for these two exams. Exams will be evaluated using the attached grading rubric and a 1-4 scale. See the grading policy below and the attached grading rubric.

### **Grading**

In an attempt to make grading more transparent and equitable, this course adopts an outcomes-based grading system that uses quizzes and exams to assess students' proficiency with the course outcomes. Quizzes and exams are graded using a grading rubric and four-point scale that center on the five course outcomes listed above. Quizzes are meant as quick check-ins for students to see where they are on their way to taking the two exams (making up only twenty percent of the final grade). Exams are meant as more formal assessments of student learning (making up eighty percent of the final grade). Because the course is outcome-driven, students are required to get at least a 2 on all five outcomes on the Final exam to pass the class AND students are allowed unlimited retakes of quizzes and exams.

#### *Why not use a traditional, 100-pt scale?*

The 100-pt scale is a vestige of the early 20<sup>th</sup> century, in which the goal of education was to sort and compare students (decidedly not the goal of this class!). That alone makes me question the traditional practice. But, there's more! According to the research cited in *Grading for Equity* by Joe Feldman (Corwin 2019), the 100-pt scale is prone to error and excessive variance. Perhaps the most compelling reason to use an alternative scale is that the 100-pt scale is also oriented toward failure: the scale has over sixty points dedicated to failure (0-59), while only twenty points dedicated to proficiency (B or above)! These divisions make it almost impossible for students to overcome a low grade.

### **Missed Quizzes/Exams & Re-takes**

I understand that you have lives that are at times outside of your control *and* I understand that you have other classes with due dates that at times might compete with our class schedule. For this reason, I will do my best to work with you to reschedule missed quizzes and exams when such circumstances arise. In addition, I will offer unlimited retakes of quizzes and exam. If you wish to schedule a missed quiz/exam or a retake, send me an email so we can make the necessary arrangements. There will be final deadlines for retakes, though. While I care about students and I am happy to be flexible, I still need boundaries to keep my own personal and profession life healthy. I will give plenty of notice ahead of time when a retake deadline is approaching.

Important: Please be aware that the class will be moving on should you miss a quiz or exam. If you don't follow the suggested course schedule and complete your work on time, you're just piling it up for yourself for later.

### **Grading Scale**

- 4 – Exceeding Outcomes
- 3 – Meeting Outcomes
- 2 – Approaching Outcomes
- 1 – Not Yet Met Outcomes
- IE – Insufficient Evidence

(Note: I may occasionally determine a student is between two categories and score accordingly. In these instances, it is possible to earn a 2.5 or a 3.5).

Each student will receive an invitation to a Google Sheet for tracking their quiz grades, exam grades, and final course grade. I will not use the gradebook in Canvas because it is not equipped to handle this kind of grading. If you misplace the invitation or link to your grades in Google Sheets, please don't hesitate to reach out to me. I'd be happy to send another invitation.

### **Final Course Grade**

The final grade for this course will be calculated as follows:

- Quizzes (20%)
- Exams (80%)

### **Translation to Letter Grade**

3.8-4.0 = A  
 3.4-3.7 = A-  
 3.1-3.3 = B+  
 2.8-3.0 = B  
 2.4-2.7 = B-  
 2.1-2.3 = C+  
 1.8-2.0 = C  
 1.4-1.7 = C-  
 1.1-1.3 = D+  
 0.8-1.0 = D

### **Passing the Class**

It is necessary to take all nine quizzes and the two exams to pass the class. It is also necessary to get at least a 2 on all five categories on the Final Exam to pass the class. Prior iterations of this class have a 100% pass rate for students who show up and do the work.

### **Course & School Policies**

#### **Use of Inclusive Language**

In accordance with seminary policy, in class discussions and in written and oral communication please use 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, but when referring to God please 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 on "Inclusive and Expansive Language" (available [here](#)).

#### **Special Accommodations**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director 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.

### **Resources for Instruction, Learning, and Technology at LPTS**

- To access the Library and its resources, visit: <https://lpts.libguides.com/Research/eBooks>
- To request a library laptop loan, contact the Online Help Desk – [library@lpts.edu](mailto:library@lpts.edu)
- For general help with campus network access, Outlook (email), contact [support@lpts.edu](mailto:support@lpts.edu)
- For assistance with Canvas, contact Carolyn Cardwell, [ccardwell@lpts.edu](mailto:ccardwell@lpts.edu)
- For Academic Support for any of your studies, contact the ASC: Beth Herrinton-Hodge at [bherrintonhodge@lpts.edu](mailto:bherrintonhodge@lpts.edu) or Sherry Arconti at [sarconti@lpts.edu](mailto:sarconti@lpts.edu)

### **Academic Honesty**

All work turned in to the professor 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 (including other students as well as online sources) must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Failure to credit sources (whether intentional or due to oversight) 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 the seminary policy, see The Code of Student Conduct, 6:11; the Student Handbook, pg. 19.

### **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.

### **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*. 7th ed. Washington, DC: American Psychological Association, 2020.

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*. 9th ed. Chicago: University of Chicago Press, 2018.

*The Chicago Manual of Style*. 17th ed. Chicago: University of Chicago Press, 2017.

*Copies of these guides are available at the library and in the Academic Support Center. See also the library's citation help center: <https://lpts.libguides.com/digitalresources/citingsources>.*

## Course Schedule

### **NT: 101-3 Elements of New Testament Greek Tuesdays & Thursdays, 8:30-9:50 am**

Thursday, Sept 8	Lessons 1, 2
Tuesday, Sept 13 Thursday, Sept 15	Quiz #1, Lessons 3, 4 Lessons 5, 6
Tuesday, Sept 20 Thursday Sept 22	Quiz #2, Lessons 7-8 Lesson 9
Tuesday, Sept 27 Thursday, Sept 29	Quiz #3, Lessons 10,11 Lesson 12
Tuesday, Oct 4 Thursday, Oct 6	Quiz #4, Lesson 13 Lesson 14
Tuesday, Oct 11 Thursday, Oct 13	Quiz #5, Lesson 15 Lesson 16
Tuesday, Oct 25 Thursday, Oct 27	MIDTERM (retake deadline) Lesson 17
Tuesday, Nov 1 Thursday, Nov 3	Lesson 18 Lesson 19
Tuesday, Nov 8 Thursday, Nov 10	Quiz #6, Lesson 20 Lessons 21, 22
Tuesday, Nov 15 Thursday, Nov 17	Quiz #7, Lesson 23 Lessons 24, 25
Tuesday, Nov 22	Peer-Review Translation Exercise*
Tuesday, Nov 29 Thursday, Dec 1	Quiz #8, Lessons 26-27 Review*
Tuesday, Dec 6 Thursday, Dec 8	Quiz #9, The Greek New Testament* Resources for Reading Greek (Class in Library)
TBD	FINAL EXAM (retake deadline)

## Grading Rubric

### NT 101-3: Elements of New Testament Greek

Objective	Assessment	Feedback
Recognize the parts of speech in a Greek Sentence		
Recognize and identify the inflected changes in Greek verbs, nouns, and participles		
Recognize and identify the primary syntactical units in NT Greek		
Recognize the basic vocabulary in Croy		
Read and translate Greek sentences based on lessons studied in Croy		

4=Exceeding Objective; 3=Meeting Objective; 2=Approaching Objective; 1=Not Yet Met Objective