

# NT 400-1: Reading in New Testament Greek

## Louisville Presbyterian Theological Seminary

### Spring 2023

#### **Course Information**

Day: Thursdays  
 Time: 3:00 – 3:50 pm  
 Location: Schlegel 121

#### **Instructor: Anna Bowden**

Email: abowden@lpts.edu  
 Office: Schlegel 300  
 Student Hours: Tuesdays 2:00-4:00 pm, or  
 by appointment

#### **Course Description**

This course provides opportunity for increasing skills in reading and translating the Greek New Testament. The course aims at building vocabulary, broadening comprehension of grammar, and improving sight-reading through weekly translations, a word study, and an annotated final translation. *Prerequisite: Elements of New Testament Greek*

#### **Course Outcomes**

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

1. Recognize and identify the inflected changes in Greek verbs, nouns, and participles
2. Recognize and identify the primary syntactical units in the Greek NT
3. Increase competency in NT Greek vocabulary and expand knowledge of Greek grammar
4. Read and translate the Greek NT with the help of a lexicon and other grammar guides
5. Practice demonstrating a critical awareness of the interpretive decisions involved in translation

#### **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 Books**

A Copy of the Greek New Testament, such as:

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

A Greek Lexicon, such as:

- Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd 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.)

### **Recommended Book**

- James A. Brooks and Carlton L. Winbery. *Syntax of New Testament Greek*. Lanham: University Press of America, 1979. (This book is in the reference room of the LPTS library; it is out of print, but you can usually 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 reading the assigned readings before coming to class and bringing either a digital or print copy of the readings with you 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.

#### **Weekly Translations (40%)**

For this assignment students will translate into English assigned passages from Romans paying particular attention to parsing inflected changes, identifying syntactical units, and noting other aspects of Greek grammar. We will review our prepared translations together in class. Students should bring a hardcopy of their translation along with their translation and parsing notes. Students will show their hard copy to the professor in class for credit. The first two passages are listed in the course schedule. We will decide what and how much to translate for subsequent assignments based upon our progress in class. There are 10 weeks/opportunities to complete a translation. Grades will be assigned as followed:

| <b>Criteria</b>                                  | <b>Grade</b> |
|--|--------------|
| Submits 10 complete translations on time         | 4            |
| Submits 8-9 complete translations mostly on time | 3            |
| Submits 6-7 complete translations mostly on time | 2            |
| Submits 5 translations                           | 1            |

#### **Word Study (30%)**

For this assignment you will choose one Greek word from Romans to study. See assignment sheet on Canvas for details. Please upload your assignment as a Word or Google document to Canvas. This assignment is due by end of day (11:59) on **Wednesday, April 5** and is worth four points and will be graded according to the grading rubric on Canvas. There is no length requirement for this assignment.

#### **Annotated Translation (30%)**

For this assignment you will choose a passage from Romans to translate. You can choose any passage from Romans, but you should double-check with me that your passage is an appropriate length before you begin your preliminary work. You will submit a final translation with annotations that reveal the translation choices you made and explain why you made them. Coming to class with prepared translations each week and participating in our discussion on the weekly translations is essential, as the weekly translation exercises will more than prepare you for this assignment.

This assignment should be typed, double-spaced in 12-point Times New Roman font, and have 1-inch margins. Your name, the course name/number, the assignment title, and date should be in the upper left-hand corner of the first page. Number all pages in the upper right-hand corner and include your last name with the page number. Please email your annotated translation as a Word doc or share a Google doc with me by the end of the day (11:59 pm) on **Thursday, May 11**. This will allow me to see your annotations. This assignment is worth four points and will be graded according to the rubric on Canvas.

### **Grading**

In an attempt to make grading more transparent and equitable, this course adopts a 4-point grading scale and utilizes grading rubrics and assignments linked to course outcomes.

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

The 100-pt scale is a vestige of the early 20th 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.

### **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 grades. 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:

- Weekly Translations – 40%
- Word Study – 30%
- Annotated Translation – 30%

### **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

## **Course & School Policies**

### **Contacting the Professor**

If you have a question, concern, or just want to connect, let's talk. I am available by email, student hours, or by appointment (virtual or in-person). Scheduled student hours are from 2:00-4:00 pm on Tuesdays. If you'd like to meet with me and are not available during the student hours, please send me an email so we can set up another time. I check email frequently and generally respond within 24 hours.

### **Late Policy & Re-dos**

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 always accept late work and allow unlimited re-dos of previous assignments. If you wish to resubmit an assignment, send me an email so we can make the necessary arrangements. There will be final deadlines for re-dos, though. While I care about students and I am happy to be flexible, I still need boundaries to keep my own personal and professional life healthy. I will give plenty of notice ahead of time when a re-do deadline is approaching.

Important: Please be aware that the class will be moving on should you miss an assignment. 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.

### **Written Assignments**

All written assignments should be typed, double-spaced in 12-point Times New Roman font, have 1-inch margins, and numbered pages. Your name, the course name/number, the assignment title, and date should be in the upper left-hand corner of the first page.

### **Expectations for Students**

In addition to the obvious - reading chapters before they are discussed in class, completing assignments thoroughly and on time, and contributing to classroom activities - I appreciate straightforward feedback from you regarding how well the class is meeting your needs. Let me know if the material is not clear or when its relevance to the student learning outcomes for the course is not apparent (or when you're bored out of your mind!). It is also expected that you will treat your classmates with respect, avoid gratuitous arguments, and observe rules of confidentiality regarding personal information shared in class.

### **Expectations for the Instructor**

I will follow the course outline as closely as possible and will notify you of modifications in the outline if they happen. I will attempt to create and maintain a class atmosphere in which you feel free to both listen to others and express your views and ask questions to increase your learning. Please make an appointment to talk with me if there is anything you want to discuss or about which you are unclear. I want to be supportive of your learning and growth throughout the semester.

### **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)

### **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.

### **Academic Honesty**

All work turned in to the instructor 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 (including A.I. chatbots) 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 the Seminary policy, see the Policy for Academic Honesty in the Student Handbook.

Most courses at LPTS will require that you write papers. Some will be “journal type” writing, offering theological reflecting, and some will be research papers in which you incorporate the research and ideas of others to help support your points. Some of you will actually publish some of your papers in various theological journals. In all cases, your papers should be of professional academic quality.

In your research papers, you must document any information that is not “universally known” or that you did not know before your investigation of the subject. In academic papers and professional journals, you can make some assumptions about your readers since you know that you have some level of shared expertise. However, any use of information without proper documentation is considered plagiarism.

Sometimes students inadvertently use the works of others without correctly citing the source of the information. Remember, when you use someone’s ideas you must give credit to that source. If you are using the author’s exact words use quotation marks around the passage and then, using the appropriate documentation style, give the full citation information. These mistakes are usually unintentional but are nonetheless plagiarism.

Another problem occasionally arises when summarizing material. Even when you put the author’s ideas in your own words, it is necessary to give the citation information. Sometimes, writers summarize and correctly document their sources, but the summaries are too similar to the original. Phrases and groups of words from the original text might not be rewritten in the writer’s “language” but retain too much of the original author’s style. This is often tricky but is still considered plagiarism.

A special form of plagiarism is self-plagiarism or “double-dipping”: reusing an assignment written for another course (whether at LPTS or elsewhere) or incorporating a substantial portion of work submitted for another course in an assignment submission. Assignments are course-specific and related to the distinctive pedagogical aims of a class. When a student attempts to recycle previous work, whether they intend to deceive or not, they frustrate the aims of teaching and learning in their course as well as the expectation that their submissions represent their fresh, original, and current understanding. In certain exceptional cases (for example, the MAR course Research Methods and Practices) “double-dipping” may be allowed when it serves the aims of two courses, ordinarily taken in the same term, but only with the understanding and express permission of the instructors of both courses. In most other cases, self-plagiarism (or “double-dipping”) is academically dishonest practice and should be understood as a variety of plagiarism as defined in this policy. If you are uncertain about what “substantial” re-use of previous work means or whether an exception to this policy applies to your work for a course, you should speak to your instructor for clarification.

Plagiarism is not only unethical but also illegal. Ignorance is not an excuse.

When a professor judges a student's work to have been plagiarized, or to be subject to academic dishonesty, the following steps will be taken:

1. The instructor and the student shall have a consultation in which the assignment in question and the issue of plagiarism or academic dishonesty will be discussed.
2. If, in the instructor's judgment, it is unequivocal that a student has plagiarized or used dishonest academic methods in preparing an exercise, the grade for that particular piece shall be judged an "F" or a numerical grade of zero. Any opportunity to redo the exercise is left to the discretion of the instructor.
3. The instructor shall promptly notify the Dean about the incident of plagiarism or academic dishonesty.
4. Such notification will be confidential written communication among the instructor, the Dean, and the student.
5. Two incidents of plagiarism or academic dishonesty by the same student shall be grounds for dismissal from the Seminary.
6. A student wishing to appeal the judgment of plagiarism or academic dishonesty may use the established procedures for appealing grades.

### **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: 400-1 Reading in New Testament Greek**  
**Thursdays, 3:00-3:50pm**

Thursday, Feb 2

Read: Syllabus

Thursday, Feb 9

Translate: Romans 1:1-7

Thursday, Feb 16

Translate: Romans 1:8-17

Thursday, Feb 23

Translate:

Thursday, March 2

Class meets in library; no translation.

Thursday, March 9

Translate:

Thursday, March 16

No class; Research & Study

Thursday, March 23

Translate:

Thursday, March 30

Translate:

**Due: Word Study due April 5**

Thursday, April 6

No Class; Holy Week

Thursday, April 13

Translate:

Thursday, April 20

Translate:

Thursday, April 27

Translate:



Thursday, May 4  
Translate:

Friday, May 5 – Deadline for all Word Study Re-Do and Late Work

**Thursday, May 11: Final Annotated Interpretation Due (11:59pm)**