GRK510 — Introduction to NT Greek Block
Fall 2012

Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
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Office: (816) 268-5424
Office Hours: by appointment

Catalog Description
GRK 510, Introduction to New Testament Greek, is a beginning study of the grammar and vocabulary of New Testament Greek.

Course Narrative & Rationale
Learning the language of the New Testament is a gateway into a more nuanced understanding of the narrative world of the NT. Students are often overwhelmed with and disenfranchised by rote memorization and mathematical decoding of the language. Vocabulary, paradigms, grammar: these abstract technicalities create a perceived disconnection between the language and the learner's life. Focusing primarily on these outcomes does not allow the learner to see the full potential and use of this language,
which is to cultivate a more intimate relationship between the reader of Scripture and the Spirit who speaks through it. Approaching NT Greek by emphasizing where this language intersects the life of the learner through more interactive methods and the use of Bible software will help students to incorporate the language at an intermediate grammatical level into their Bible study for use in preaching (Path 1) or further research (Path 2).

**Degree Objectives**

GRK510 – Introduction to New Testament Greek—is a free elective.

**Course Goals**

1. To incorporate the language of the NT into the daily prayer, devotions, and thought processes of the student.
2. To appreciate and identify how the language of the New Testament intersects with the life of the student.
3. To develop proficiency with biblical language resources.
4. To recognize and identify, inductively, common declension patterns for nouns, verbs, and participles for use in interpretation.
5. To discern various grammatical possibilities in a given phrase or passage.

**Course Outcomes**

At the completion of this course, the student will be able to:

1. Recite the Greek alphabet clearly and consistently (Goal 1);
2. Pronounce Greek words and phrases clearly and consistently (Goal 1);
3. Create aesthetic aids (visual or auditory) for use in internalizing vocabulary, grammar, and interpretive possibilities (Goal 1 and 2);
4. Use high-frequency, theologically important terms to replace common English vocabulary in prayer and devotion (Goal 1 and 2);
5. Translate and discuss a majority of 1 John with the help of Logos (Goals 3, 4, and 5).
6. Prepare a detailed word study for use in academic writing (Path 2/ MA(TS) students) (Goals 4 and 5);
7. Synthesize important nuances of a given passage for use in sermon preparation (Path 1/M.Div. students) (Goals 4 and 5); and
8. Demonstrate competency in discerning interpretive possibilities (Goal 5).

**Required Texts & Course Materials**

Logos Bible Software: Original Languages
(http://www.logos.com/product/10416/original-languages-library)


**Recommended Texts**


-OR-


**Course Outline**

Unit 1: Re-Orientation and Framework
- Learning to Study Language
- Learning to Optimize Resources
- Learning to Bring Vocabulary to Life
- Learning the Ambiguity of Grammar

Unit 2: Reading English to get the Greek (1 John)
- Reading between the lines of English sentences
- Discerning patterns of grammar in the English
- Noticing what translations do with the language
- Looking for ambiguity: the work that translations leave for the reader

Unit 3: Reading the Greek to get to the English (1 John)
- Nouns: nominatives, genitives, datives, and accusatives
- Position or relation: the ambiguity of prepositions
- Descriptions: adjectives, pronouns, and articles
- Actions: dissecting the pieces of a verb
- Participles: grasping the language of the NT

Unit 4: Applying our learning for the sake of the Church
Incorporating the language of the NT into prayer and devotion and helping others to do the same
Finalizing aesthetic representations of vocabulary and grammar
Working on sermons/word studies
Moving forward: strategies for continued use and application

Course Assignments & Requirements

Class Participation and Attendance (Outcomes 1 & 2) – 300 Points

Daily participation is crucial to learning a language. As such, attendance will be credited to you as righteousness (in point form, of course). Each day of attendance will count as 1 point toward your final grade with one free point granted. 40 points possible

Performance and progress assessment will be conducted each Monday from September 10 – December 10, 2012 (13 total). The students will be notified as to the material for which they will be responsible on the Thursday prior. Each student will be evaluated by the criteria listed on the evaluation form below (Performance and Progress Evaluation Chart). Each evaluation is worth 20 points. 260 possible points

Online Forum Posting and Discussion (Outcomes 3 & 4) – 50 points

Two of the most grueling areas of learning a new language are grammar and vocabulary. This class will approach these areas in a very different way. As a part of this process, students will be required to research different methods of memory retention (other than the examples provided in class) and post them to Moodle in the designated discussion forum. The posts should include: 1) a link to a website or bibliographical information where the method was found; 2) a brief synopsis of the method; and 3) possible applications of the method for this course.

Vocabulary and Grammar Memory Projects (Outcomes 3 & 4) – 200 points

Throughout the course, students will develop their own resource for learning the vocabulary and grammar of the language of the NT. Using one or two of the methods learned in the class, the student will compose (write, draw, chart, etc.) two projects (one for vocabulary and one for grammar).

The vocabulary project is due on Thursday, October 18, 2012. This project will consist of 3 parts: 1) a description of the method used for committing the vocabulary to memory; 2) sample materials than can be distributed to other members of the class; and 3) a schedule of words that the student will incorporate into his/her vocabulary throughout the semester and into the future. 75 points possible
The grammar project will be due on **Thursday, November 15, 2012**. Each student will be assigned a portion of Daniel Wallace’s book. The student will construct a visual aid (chart, map, etc.) that will serve as a study resource for the other students. Each chart should be accompanied by a brief description sheet that explains how the student should associate the visualization with the grammatical principles that are to be learned. The goal is that the student will become an “expert” on her/his particular section and serve as a resource for the rest of the class. **125 points possible**

**Word Study (Outcome 6) – 150 points**

Each student that wishes to move into NT exegesis course in the original language will compose a word study on a word of particular significance from 1 John (see list on p. 9). It should be 1,250-1,750 words and will be due on **Thursday, December 6, 2012 at 11:55 PM CT**. The assignment will consist of consulting at least 5 sources: one must be a journal article; one must be the Septuagint; one should be a critical commentary; and, the final two should be lexicons or theological dictionaries. Please see the list below of acceptable alternatives for each category (p. 9). In the case of the Septuagint, the student will be given a list that presents every place that the word is used. The student must go through these citations and select the most exegetically significant passages to reinforce the student’s argument. The goal of this assignment is for the student to demonstrate capability in analyzing data and arguing for a likely translation. Thus, each student will choose a particular occurrence of the word assigned in 1 John and argue for a likely understanding of that word in that context. **NOTE: This is not a book report!** I want the student to show that he/she can make a defensible assertion based on the data. The assignment is worth 150 points, which are broken down as follows: A clear thesis – 30 points; grammar and spelling – 15 points; use of delineated resources – 25 points; argument – 50 points; conclusion – 30 points. For a more detailed breakdown, see the Word Study Rubric below (p. 10). **150 points possible**

**Sermon Preparation (Outcome 7) – 150 points**

If the student does not necessarily wish to go on to NT exegesis courses in the original language, then the student will prepare a sermon that shows clear reliance on the use of NT language resources in the preparation stage. This assignment will have two parts.

This first part will be a 500-750 word explanation of a particular word or phrase of special significance in the pericope chosen. This short exposition should provide a clear thesis regarding the meaning of the word or phrase with support from the student’s resources in Logos. For more detail see the Sermon, Part 1 Rubric. **75 points possible**
The second part will be a (very) short sermon, 750-1,000 words, in which the phrase or word that you treated in the first part is used. The sermon should utilize the interpretation of the word or phrase as it was argued in the first part to advance the message of the sermon. For more information, see the Sermon, Part 2 Rubric. **75 points possible**

**Final Exam (Outcome 8) – 300 points**

The final exam will be given in two parts:

**Final Exam Part 1:** This exam will take place on Tuesday, December 11, 2012. The first half will consist of a comprehensive vocabulary examination on any word from Trenchard’s vocabulary book that occurs 50 times or more. Depending on the class, this exam may take several forms (more details will be fleshed out as the course progresses). For those who wish to take a standard, written exam, the option is open. The second half of the exam will test the student’s ability to recall certain grammatical nuances from Wallace’s Syntax text. Once again, this portion of the exam can take several forms with the standard written option available. **150 points possible**

**Final Exam Part 2:** This portion of the exam will be given on Thursday, December 13, 2012. This will be an oral examination in which the student will perform the following tasks: 1) read several verse in Greek to evaluate pronunciation; 2) translate several verses to evaluate proficiency; and 3) provide interpretive possibilities in the grammar when prompted by the professor to test translation skills. **150 points possible**

### Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>39</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>5</td>
</tr>
<tr>
<td>Reading</td>
<td>15</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>40</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>26</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>135</strong></td>
</tr>
</tbody>
</table>

### Method for Submitting Assignments

Please use the assignments section of Moodle for the word study/sermon. Post in the online forum for the discussion topic. All other assignments are due in class on the date specified.
Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work, Class Attendance, & Missed Exams

Attendance & Late Policy: A large part of learning another language comes through repetition and over time; we will be going through this material at a fast pace (much faster than would be expected of you in an undergrad program). For most this will be a challenging venture. Missing or being late to class will probably hinder your own progress in the material but it also detracts from the progress of the whole class, as everyone will be expected to contribute to discussions during the lectures and overviews. I will expect everyone to be present and to arrive on time to class. Of course all of us have other responsibilities that will at times conflict with the class schedule. For that reason I allow 2 unexcused absences / late arrivals. If you exceed that amount (barring mitigating circumstances which are delineated in the student handbook) your final grade will be lowered 2 percentage points for each absence beyond the second.

Late Assignments: Late assignments, except when associated with an excused absence, will not be accepted. Likewise, missed quizzes and exams, except when associated with an excused absence, are forfeited. If you have an excused absence, I will schedule an appointment to take the quiz outside of class.

Course Grading

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Attendance</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Online Forum Participation</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Vocabulary Project</td>
<td>75</td>
<td>7.5%</td>
</tr>
<tr>
<td>Grammar Project</td>
<td>125</td>
<td>12.5%</td>
</tr>
<tr>
<td>Word Studies/Sermons:</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>1,000</td>
<td>100%</td>
</tr>
</tbody>
</table>
In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Course Calendar

TBA
**Word Study Choices**

1. ἀγάπη  
2. ὁμορρία  
3. μισέω  
4. ἀληθεία  
5. δικαίος  
6. περιπατέω  
7. κόσμος

**Word Study Resources**

1. Journal article  
   a. Search through the ATLA databases in the library on the primary passage with which you are dealing.

2. Septuagint  
   a. After you have examined the list of passages provided, it would probably be a good idea to consult a Septuagint Lexicon to see how it might treat your selected word. See Greek-English Lexicon of the Septuagint, Muraoka.

3. Critical commentary  
   a. New International Greek Testament Commentary  
   b. Hermeneia  
   c. Anchor Bible Commentary

4. Two lexicons or theological dictionaries  
   a. Theological Dictionary of the New Testament  
   b. A Greek-English Lexicon of the New Testament and Other Early Christian Literature, Bauer and Danker (Otherwise known as BDAG).  
   c. A Greek-English Lexicon of the New Testament: Based on Semantic Domains (2 Volumes), Louw and Nida  
## Word Study Rubric

<table>
<thead>
<tr>
<th>Thesis (30 Points)</th>
<th>Grammar/Spelling (15 Points)</th>
<th>Resources (25 Points)</th>
<th>Argument (50 Points)</th>
<th>Conclusion (30 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-30 Points: A thesis regarding the position of the paper is clearly articulated, being buttressed by a strong introductory paragraph that explains how the point will be argued.</td>
<td>14-15 points: Few to no spelling errors with coherent grammatical constructions.</td>
<td>23-25 Points: The correct number of resources from each category is utilized in a significant way to argue the thesis of the paper.</td>
<td>45-50 Points: A well-conveyed, clear argument that makes a coherent case for the thesis presented in the paper, following the progression outlined in the introduction.</td>
<td>23-25 Points: The argumentation pursued through the paper is concisely reiterated to show that there is indeed sufficient evidence to opt for the thesis, which should be reasserted. As a result the argument, from thesis to conclusion, is succinct and clear.</td>
</tr>
<tr>
<td>24-26 Points: A thesis regarding the position of the paper is clearly stated, while the introductory paragraph leaves the argument to be pursued somewhat vague.</td>
<td>12-13 points: A small number of spelling and grammatical errors.</td>
<td>20-22 Points: The correct number of resources from each category is cited but not always used to aid the argument.</td>
<td>40-44 Points: A well-conveyed argument. There is some difficulty with the concepts, but overall a good piece that argues legitimately for a position.</td>
<td>20-22 Points: The points made throughout the argument are reiterated with the thesis, demonstrating the preference of opting for the thesis, with a few inconsistencies between the conclusion/introduction or the conclusion/argument.</td>
</tr>
<tr>
<td>21-23 Points: A thesis is presented, though it is rather vague. The introduction does little to shed light on the argument to come.</td>
<td>11 Points: A noticeable number of errors that detract from the quality of the argument.</td>
<td>18-19 Points: One or two resources are missing from the recommended selection and/or those cited are used in a peripheral way.</td>
<td>35-39 Points: Argument is somewhat difficult to follow because of a lack of clear progression. Some tangential points may be present.</td>
<td>18-19 Points: Conclusion summarizes the argument vaguely, not drawing out the particular points that provide evidence for the thesis.</td>
</tr>
<tr>
<td>18-20 Points: It is difficult to discern a thesis or even a prelude to the argument.</td>
<td>9-10 Points: Several spelling errors or grammatical errors on each page, which disrupt a reading of the paper.</td>
<td>15-17 Points: Recommendations for resources are ignored and are rarely cited in the body of the paper.</td>
<td>30-34 Points: Argument shows clear signs of incoherence. There is little logical flow or clarity of how the argument supports the thesis.</td>
<td>15-17 Points: A very vague summary of the argument that does little to establish the flow of thought. The thesis is not reiterated coherently.</td>
</tr>
<tr>
<td>0-17 Points: No thesis present and no argumentation described. Basically, the lack of an introduction altogether.</td>
<td>0-8 Points: Fraught with errors and poor grammar making the paper somewhat incoherent.</td>
<td>0-14 Points: Very few resources are used, giving the impression that the argument is entirely the author’s opinion with no support.</td>
<td>0-29 Points: The argument is entirely incoherent, resembling several independent, tangential ideas with little to no attempts at connection.</td>
<td>0-14 Points: A summary statement that does nothing to demonstrate the argument of the paper.</td>
</tr>
</tbody>
</table>

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