



# Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

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## GRK510 — Introduction to NT Greek Block Fall 2011

### ***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***

Professor: Derek Davis

Email: [dldavis@nts.edu](mailto:dldavis@nts.edu)

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***

Introduction to New Testament Greek is an elective course offered in each of the degree programs at NTS. The purpose of Introduction to New Testament Greek is to offer the student a working knowledge of Koiné Greek, including an introduction to the alphabet, basic grammar, and vocabulary, thus enabling the student to begin to translate the Greek New Testament. The course will also equip students in the utilization of commentaries and exegetical tools that require a basic knowledge of New Testament Greek. Finally, as with the acquisition of any language, Introduction to New Testament

Greek will begin to form and shape the student's worldview, opening up avenues of insight into the culture and literature of the New Testament world otherwise unavailable to students who read only English translations of the Christian Scriptures.

## ***Degree Objectives***

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

## ***Course Outcomes***

The student of New Testament Greek will be evaluated on their progress in the course based on their demonstrated ability in three areas:

**Memorization** – This is foundational to understanding any language. You must:

- Memorize the alphabet of Koiné Greek and be able to reproduce it in both the lower and upper cases;
- Remember and reproduce nominal and verbal system paradigms that will assist you in your translations; and
- Memorize the basic vocabulary of the Greek New Testament (including words appearing 50 times or more).

**Comprehension** – Grammar is the key to unlocking the possible meanings of the Greek text. The student must:

- Remember or be refreshed in basic grammatical categories of the English language;
- Know the formation, declension, and function of the noun system in all declensions;
- Know the formation, inflection, and function of verbs in most tenses and moods, including an introductory knowledge of participles; and
- Understand the use of prepositions and conjunctions.

**Application** – Through memorization and comprehension, the student will:

- Read Greek aloud with consistent and correct pronunciation; and
- Translate passages from the Greek New Testament.

## ***Required Texts & Course Materials***

Choose **one** of the following Greek New Testaments:

Aland, Barbara and Kurt; Karavidopoulos, Johannes; Martini, Carlo M.; Metzger, Bruce M. eds. *Novum Testamentum Graece*. 27<sup>th</sup> ed. Stuttgart: Deutsche Bibelgesellschaft, 1993.

-OR-

Aland, Barbara and Kurt, and Johannes Karavidopoulos. *The Greek New Testament with Greek-English Dictionary*, 4th Edition. US: United Bible Societies, 2006.

Mounce, William D. *Basics of Biblical Greek: Grammar*. 3<sup>rd</sup> ed. Grand Rapids: Zondervan Publishing House, 2009.

Mounce, William D. *Basics of Biblical Greek: Workbook*. 3<sup>rd</sup> ed. Grand Rapids: Zondervan Publishing House, 2009.

## Course Outline

- Introduction to NT Greek (Week 1)
- Nouns (Weeks 1-4)
  - Alphabet
  - Pronunciation and Syllabification
  - Nominatives, Genitives, Dative, Accusatives
  - The Definite Article
  - Prepositions and Adjectives
  - Third Declension and Personal Pronouns
  - Demonstrative and Relative Pronouns
- Section 2 (Weeks 5-10): Verbs
  - Present
    - Active
    - Middle/Passive
  - Contract Verbs
  - Imperfect Indicative
    - Middle/Passive
  - Future
    - Active/Middle
    - Passive
  - Second Aorist
    - Active/Middle
    - Passive
  - First Aorist
    - Active/Middle
    - Passive
  - Perfect
    - Active
    - Middle/Passive
- Section 3 (Weeks 11-13) Participles
  - Present Adverbial
  - Aorist Adverbial
  - Adjectival Participles
  - Perfect Participles
  - Genitive Absolutes

## Course Assignments & Requirements

**Homework:** The exercises in the *Workbook* correspond to the chapters in the *Grammar*. This is part of the repetition needed to learn the language. It will be, at times, tedious and perhaps overwhelming, but it will be necessary for each one to persist in the work even in those times of distress if our efforts are going to bear fruit. Remember, we are doing this together as a class, so that if anyone has questions from the homework assignment it offers us a focus for our times together. The grade for the homework assignments will depend on the completion of the assignment on the due date. These will be turned in and I will grade them, offering you feedback for the next class period and allowing you to ask questions. Always come to class prepared to turn in your homework assignments. Remember that each person is different when it comes to language acquisition. If you find yourself struggling with a concept, you are encouraged to go beyond the assigned material to better reinforce your own understanding.

**Quizzes:** This is another method of repetition that is essential for language acquisition. Every week on Monday (the first week will be an exception) we will take a short quiz covering the terms listed in the chapters of Mounce's grammar and any pertinent material from the chapter. There are four basic categories of material that will be included in these quizzes: vocabulary, paradigms, parsing, and short answer. You will be informed beforehand regarding what I may or may not include in the quiz. It is extremely important that you establish a regular and consistent habit of memorization throughout the week so that you can truly learn these terms, paradigms, and any other material that I highlight. Because it is imperative that this material is memorized, the quizzes will count for a high percentage of your grade. There will be 11 quizzes total. The worst score will be dropped.

**Midterm and Final Exams:** There will be two exams given during the semester. The Midterm Exam will be given on Thursday, October 13<sup>th</sup>, and will consist of a vocabulary, paradigms, parsing, and short answer from chapters 1-14. It will be an amalgamation of every quiz taken up to that point in the semester. The Final Exam will be given in two parts. The first part will take place on Tuesday, December 13<sup>th</sup>, and will consist of vocabulary, paradigms, and parsing from chapters 1-30. The second part will take place on Thursday, December 15<sup>th</sup>, and will consist of short answer questions and translation. The make-up of each test will be covered in more detail on the review day for each exam—though, please remember, the best way to prepare for these comprehensive exams is to prepare well for your weekly quizzes.

**Regular Study:** For only a rare and fortunate few individuals do languages come easily. Greek demands hours of hard but rewarding study for most people. It is impossible to cram for Greek. Daily preparation and review are imperative. This course is not designed to be impossibly difficult; it is my hope that with hard work and perseverance all students will gain a working understanding of New Testament Greek. If, for any reason during the course, a student is concerned with his or her comprehension or is having difficulty for any reason, please feel free to speak with me. I am easily accessible via the email address at the top of the syllabus. Also, it is the commitment of NTS and this instructor to make every reasonable effort to facilitate the learning of students capable of graduate level seminary work. Any student who has a condition that may prevent full demonstration of his or her abilities (e.g. difficulty seeing or hearing, dyslexia, or other learning disabilities) **should contact the instructor immediately**, or as soon as possible, to discuss learning needs, alternatives, and mutually acceptable modifications to ensure the student's full participation and appropriate evaluation in the course.

### ***Distribution of Student Learning Hours***

	hours	
Face-to-face Class Sessions	42	Hours
Online Participation in forums, groups, etc.	0	
Reading	12	
Writing	0	
Other Assignments and Learning Activities	65	
Exams & Quizzes	17	
TOTAL	136	

## ***Method for Submitting Assignments***

All homework assignments are due at the beginning of each class period for which they are assigned and will be submitted in written format to the instructor.

## ***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, Quizzes, and Exams:** 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***

Homework:	150 Points	15%
Quizzes:	400 Points	40%
Midterm Examination	150 Points	15%
Final Examination Part 1:	150 Points	15%
Final Examination Part 2:	<u>150 Points</u>	<u>15%</u>
	1,000 Points	100%

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***

<b>Date</b>	<b>Class Meeting</b>	<b>Homework Due</b>
<b>Week 1</b>		
8-Sep	Introduction to Learning Greek; Alphabet (Ch. 1-3)	None
12-Sep	Review Alphabet and Pronunciation; Punctuation and Syllabification (Ch. 3-4)	Exercises 3-4 (pp. 1-7): All
13-Sep	Section 1: Introduction to Nouns (Ch. 5)	Review #1 (pp. 9-10): All
15-Sep	Nominatives, Accusatives, and Definite Articles (Ch. 6)	Exercise 6 (pp. 11-14): Parsing, 1-10; Warm-Up, all
<b>Week 2</b>		
19-Sep	Quiz (Ch. 1-6); Genitives and Datives (Ch. 7)	Exercise 7 (pp. 15-18): Parsing, 1-10; Write Out Forms; Warm-Up, all
20-Sep	Prepositions and εἰμι (Ch. 8)	Exercise 8 (pp. 19-22): Parsing, 1-10; Warm-Up, all
22-Sep	Adjectives (Ch. 9)	Exercise 9 (pp. 23-26): Parsing, 1-10; Warm-Up, all
<b>Week 3</b>		
26-Sep	Quiz (Ch. 7-9); Third Declension (Ch. 10)	Exercise 10 (pp. 31-34): Write Out Paradigm; Parsing 1-10; Warm-Up, all
27-Sep	First and Second Person Personal Pronouns (Ch. 11)	Exercise 11 (pp. 35-40): Parsing, 1-10; Warm-Up, all; English to Greek, 1-10
29-Sep	ΑΥΤΟΣ (Ch. 12)	Exercise 12 (pp. 41-44): Parsing 1-10; Warm-Up, all
<b>Week 4</b>		
3-Oct	Quiz (Ch. 10-12); ΑΥΤΟΣ Continued (Ch. 12)	None
4-Oct	Demonstrative Pronouns and Adjectives (Ch. 13)	Exercise 13 (pp. 45-48): Parsing, 1-10; Warm-Up, all; Translation, 15 and 18

6-Oct	Relative Pronouns (Ch. 14)	Exercise 14 (pp. 49-52): Parsing 1-10; Warm-Up, all; Translation, 12 and 15
<b>Week 5</b>		
10-Oct	Quiz (Ch. 12-14); Introduction to Verbs (Ch. 15)	None
11-Oct	Present Active Indicative (Ch. 16)	Exercise 16 (pp. 59-62): Parsing 1-10; Warm-Up, all; Translation, 12-13
13-Oct	Midterm (Ch. 1-14); Contract Verbs (Ch. 17)	Exercise 17 (pp. 63-66): Parsing, 1-10; Warm-Up, all; Translation, 1-3
<b>Week 6</b>	<b>Reading and Research Week: No Classes</b>	
<b>Week 7</b>		
24-Oct	Quiz (Ch. 15-17); Present Middle/Passive Indicative (Ch. 18)	None
25-Oct	Present Middle/Passive Indicative Continued; Imperfect Indicative (Ch. 18 & 21)	Exercise 18 (pp. 67-70): Parsing, 1-10; Warm-Up, all; Translation, 9-10
27-Oct	Imperfect Indicative Continued (Ch. 21)	Exercise 21 (pp. 83-86): Parsing 1-10; Warm-Up, all; Translation 5-8
<b>Week 8</b>		
31-Oct	Quiz (Ch. 18 & 21); Future Active/Middle Indicative (Ch. 19)	Exercise 19 (pp. 71-74): Parsing, 1-10; Warm-Up, all; Translation, 1-4
1-Nov	Verbal Roots and Other Forms of the Future (Ch.20)	Exercise 20 (pp. 75-78): Parsing, 1-10; Warm-Up, all; Translation, 6-10
3-Nov	Second Aorist Active/Middle Indicative (Ch. 22)	Exercise 22 (pp. 87-90): Parsing 1-10; Warm-Up, all; Translation, 1-3
<b>Week 9</b>		
7-Nov	Quiz (Ch. 19, 20, & 22); Second Aorist Active/Middle Indicative Continued (Ch. 22)	None
8-Nov	First Aorist Active/Middle Indicative (Ch. 23)	Exercise 23 (pp. 91-94): Parsing 1-10; Warm-Up, all; Translation, 5-7
10-Nov	First Aorist Active/Middle Indicative Continued (Ch. 23)	None
<b>Week 10</b>		
14-Nov	Quiz (Ch. 22-23); Aorist and Future Passive Indicative (Ch. 24)	Exercise 24 (pp. 95-98): Parsing, 1-10; Warm-Up, all; Translation, 9, and 14
15-Nov	Aorist and Future Passive Indicative Continued (Ch. 24)	None
17-Nov	Perfect Indicative (Ch. 25)	Exercise 25 (pp. 99-102): Parsing, 1-10; Warm-Up, all; Translation, 9-10
<b>Week 11</b>		
21-Nov	Quiz (Ch. 24-25); Introduction to Participles (Ch. 26)	Review #5 (pp. 103-106): Grammar, 1-7; Parsing, 1-13

22-Nov	Introduction to Participles Continued (Ch. 26)	None
24-Nov	Present (Continuous) Adverbial Participles (Ch. 27)	Exercise 27 (pp. 107-110): Parsing 1-10; Warm-Up, all; Translation, 8-10
<b>Week 12</b>		
28-Nov	Quiz (Ch. 26-27); Present (Continuous) Adverbial Participles Continued (Ch. 27)	None
29-Nov	Aorist (Undefined ) Adverbial Participles (Ch. 28)	Exercise 28 (pp.111-114): Parsing, 1-10; Warm-Up, all; Translation, 1-4
1-Dec	Aorist (Undefined ) Adverbial Participles Continued (Ch. 28)	Exercise 28 (pp.111-114): Translation, 11-15
<b>Week 13</b>		
5-Dec	Quiz (Ch. 28-29); Adjectival Participles (Ch. 29)	Exercise 29 (pp. 115-118): Parsing, 1-10; Warm-Up
6-Dec	Adjectival Participles Continued (Ch. 29)	Exercise 29 (pp. 115-118): Translation, 7-13
8-Dec	Perfect Participles and Genitive Absolutes (Ch. 30)	Exercise 30 (pp. 119-122): Parsing, 1-10; Warm-Up, all; Translation, 5-7, and 12-14
<b>Week 14</b>		
12-Dec	Final Review	Review #6 (pp. 123-126): Grammar, 1-6; Parsing, 1-10
13-Dec	Final Examination Part 1	None
15-Dec	Final Examination Part 2	None