



Nazarene Theological Seminary

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

GRK610 — Intermediate NT Greek, Block Spring 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 Hours: by appointment

Catalog Description

GRK 610, Intermediate New Testament Greek, is an intermediate study of the grammar and vocabulary of New Testament Greek.

Course Narrative & Rationale

Intermediate New Testament Greek is an elective course offered in each of the degree programs at NTS and is a course that fulfills the Biblical Language requirement for the M. Div. program. The purpose of Introduction to New Testament Greek is to offer the student a working knowledge of Koiné Greek, including an introduction to the interpretive possibilities, intermediate grammar, and vocabulary, thus enabling the student to translate the Greek New Testament with competency. The course will also equip students in the utilization of commentaries and exegetical tools to perform word

studies. Further, the course will expose students to the world of the New Testament in ways that bring life to the study of Koiné Greek.

Degree Objectives

GRK610 – Intermediate 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 – A majority of the memorization comes at the introductory level. At this point, all new memorization is simply adding to the foundation already established. You will:

- Memorize the basic vocabulary of the Greek New Testament (including words appearing 25 times or more); and
- Memorize the subjunctive, imperative, and infinitive paradigms;

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

- Have a thorough working knowledge of the grammatical categories of the English language;
- Recognize the formation, declension, and function of the nouns, verbs, and participles in the various appearances;
- Articulate the function of these basic units of grammar in their contexts; and
- Show familiarity with the use of prepositions and conjunctions.

Application – Through memorization and comprehension, the student will:

- Read Greek aloud with consistent and correct pronunciation;
- Translate passages from the Greek New Testament;
- Begin to understand the nuances, complexities, and possibilities of interpretation; and
- Be able to translate the entirety of 1 John.

Required Texts & Course Materials

New Texts:

Black, David A. *It's Still Greek to Me: An Easy-to-Understand Guide to Intermediate Greek*. Grand Rapids, MI: Baker Books, 1998.

Carson, D.A. *Exegetical Fallacies, Second Edition*. Grand Rapids, MI: Baker Books, 1996.

Trenchard, William. *A Vocabulary Guide to the Greek New Testament, Revised Edition*. Grand Rapids, MI: Zondervan, 1998.

The following texts will carry over from GRK510:

Aland, Barbara and Kurt; Karavidopoulos, Johannes; Martini, Carlo M.; Metzger, Bruce M. eds. *Novum Testamentum Graece*. 27th 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*. 3rd ed. Grand Rapids: Zondervan Publishing House, 2009.

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

Recommended text:

Kubo, Sakae. *A Reader's Greek-English Lexicon of the New Testament*.

Course Assignments & Requirements

Homework: The daily work for Intermediate NT Greek will consist of translations from 1 John. Each translation will be graded on how well the student demonstrates the following: 1) familiarity with vocabulary; 2) Ability to differentiate the different categories of written language (nouns, adjectives, verbs, participles, conjunctions, and particles); 3) recognition of noun/adjective endings and verb and 4) an understanding of grammatical constructions. Each assignment will be worth 5 points with 4 points earned by how well the student demonstrates each of these four capacities and 1 point just for submitting the translation. If the student demonstrates a weakness in any category by mistranslation of a majority of the category, then this will result in the partial or complete loss of a point. There will be 30 translations throughout the semester.

Cumulative Points 150.

Vocabulary Quizzes: In order to evaluate the student's progress in the memorization of vocabulary, a quiz will be given each Monday from February 13th to April 30th. The student will be tested on the portion of the vocabulary allotted for that week. The scheduled allotments can be found directly below the Course Calendar. There will be 11

quizzes and the worst score will be dropped. Each quiz will be worth 10 points.
Cumulative Points 100.

Content Quizzes: There will also be quizzes each Monday from February 13th to April 30th on the content from the Grammars (Mounce or Black). The type of content presented in the chapters will determine the format for each quiz. There will be 11 quizzes; the worst score will be dropped. Each quiz will be worth 10 points.
Cumulative Points 100.

Insights from Carson: Each student will read D.A. Carson's *Exegetical Fallacies*. The student will write a brief summary of 600-750 words, which will be due on Friday, March 2, 2012 by 11:55 PM CDT. This paper will put forward 10 insights (no more) that the student gained from the book. Note: I do not want a summary of the book as a whole. The summary should consist of 10 insights and a summary of why the student found these insights particularly helpful in approaching the Greek text for interpretation and application. This assignment will be worth 50 points, which are broken down as follows: Grammar and spelling – 10 points; number of insights – 15 points; coherent summary – 25 points. See the Insights Rubric below for more detailed information.
Cumulative Points 50.

Word Study: Each student will perform a word study on a word of particular significance from 1 John (see list on p. 14). It should be 1,000-1,250 words and will be due on Friday, April 27, 2012 at 11:55 PM CDT. 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. 14). 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. ***I do not want 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.
Cumulative Points 150.

Final Vocabulary Exam: The final vocabulary exam will occur on Monday, May 7th, and it will cover any vocabulary words from that occur 25 times or more based on Trenchard's *Vocabulary Guide to the Greek New Testament*. 150 words will be chosen at random. Each word is worth 1 point.
Cumulative Points 150.

Final Oral Translation Exam: The Final Oral Translation Exam will occur on Tuesday, May 8th, during the normal class hour. Each student will have a private allotment of time to read and translate orally two verses from a selection of 12 verses assigned beforehand. The student will be evaluated on the following criteria: 1) pronunciation – 20 points; 2) vocabulary – 20 points; 3) recognition of grammatical constructions in translation – 20 points; 4) a final translation of the phrase – 20 points; and 5) correct answers to 5 key questions on the passage – 20 points (4 points each). Please see the Final Oral Translation Rubric for details.

Cumulative Points 100.

Final Written Translation Exam: The Final Written Exam will occur on Thursday, May 10th. This exam will consist of a 6 verse translation chosen at random from the book of 1 John. The student will be evaluated on the following criteria: 1) coherence of translation – 20 points; 2) vocabulary – 20 points; recognition of grammatical constructions through diagramming – 20 points; 4) English grammar in translation – 20 points; and 5) answering critical questions – 20 points. Please see the Final Written Exam Rubric for details.

Cumulative Points 100.

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	Hours
Face-to-face Class Sessions	36	
Online Participation in forums, groups, etc.	0	
Reading	15	
Writing	25	

Other Assignments and Learning Activities	34	
Exams & Quizzes	26	
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.

The Insights paper for *Exegetical Fallacies* and the Word Study must be submitted by 11:55 PM CDT on the due date through Moodle.

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 & 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.

Additional Costs

There are no additional costs for this course.

Course Grading

Homework	150 Points	15%
Vocabulary Quizzes	100 Points	10%
Content Quizzes	100 Points	10%
Insights Paper	50 Points	5%
Word Study	150 Points	15%
Final Vocabulary Exam	150 Points	15%
Final Oral Exam	150 Points	15%
Final Written Exam	150 Points	15%
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	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.

Class Attendance

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.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

Course Calendar

Date	Class Meeting	Homework Due
Week 1		
6-Feb	Review Nouns, Prepositions, Adjectives, and Pronouns	None
7-Feb	Review Verbs and Participles	None
9-Feb	Adjectival Participles (Ch. 29)	Exercise 29: Parsing - All; Warm-up - All; 1 John 1:1-2
Week 2		
13-Feb	Content and Vocab Quiz: Ch. 29; Perfect Participles (Ch. 30)	None
14-Feb	Genitive Absolute (Ch. 30)	Exercise 30: Parsing - All; Warm-up - All; Translation: 1 John 1:3-4
16-Feb	Subjunctive (Ch. 31)	Exercise 31: Parsing - All; Warm-up - All; Translation: 1 John 1:5-7
Week 3		
20-Feb	Content and Vocab Quiz: Ch.30-31; Infinitives (Ch. 32)	None
21-Feb	Infinitives continued (Ch.32)	Exercise 32: Parsing - All; Warm-up - All; Translation: 1 John 1:8-10
23-Feb	Imperatives (Ch. 33)	Exercise 33: Parsing - All; Warm-up - All; Translation: 1 John 2:1-3
Week 4		
27-Feb	Content and Vocab Quiz: Ch. 32-33; $\epsilon\iota\sigma\alpha\iota$, $\epsilon\iota\sigma\alpha\iota$, $\delta\epsilon\iota\chi\eta\sigma\alpha\iota$ (Ch. 34 &36)	Exercise 34: Parsing - All
28-Feb	Non-indicative $\mu\omicron$ verbs (Ch. 35)	
1-Mar	Conditional Clauses (Ch. 35)	Exercise 35: Parsing - All; Warm-up - All; Translation: 1 John 2:4-6 Insights Paper due on March 2nd by 11:55 PM
Week 5		
5-Mar	Content and Vocab Quiz: Ch. 34-36	None
6-Mar	Nominatives, Vocatives, and Genitives (pp. 42-51)	Translation: 1 John 2:7-11
8-Mar	Datives, Accusative, and Adjectives (pp. 53-61)	Translation: 1 John 2:12-14

Week 6		
12-Mar	Content Quiz: pp. 42-61; Vocab Quiz: ἀ[ρα - εἰσιγινώσκω (pp. 134-135); Adjectives of Comparison (pp. 61-64)	Translation: 1 John 2:15-17
13-Mar	The Pronoun (pp. 75-80)	Translation: 1 John 2:4-6
15-Mar	Improper Prepositions/Adverbs (pp. 82-87)	Translation: 1 John 2:18-21
Week 7	Reading and Research Week	
Week 8		
26-Mar	Content Quiz: pp. 62-64, 75-80, and 82-87; Vocab Quiz: λούω αἶμα, οἶ - σπύγγος (p. 135)	Translation: 1 John 2:22-27
27-Mar	Verbs Part 1 (pp. 91-102)	Translation: 1 John 2:28-3:3
29-Mar	Verbs Part 2 (pp. 104-110)	Translation: 1 John 3:4-6
Week 9		
2-Apr	Content Quiz: pp. 91-110; Vocab Quiz: εἰσοιμαίνομαι - καυσαίνομαι (pp. 135-136); Infinitives (pp. 113-120)	Translation: 1 John 3:7-10
3-Apr	Infinitives continued (pp. 113-120)	Translation: 1 John 3:11-14
5-Apr	Pesach/Resurrection Investigation	Translation: 1 John 3:15-18
Week 10		
9-Apr	Content Quiz: pp.113-120; Vocab Quiz: μαρτυρία, αἶμα, κῆ - δεικνύμι (p. 136); Participles (pp.121-126)	Translation: 1 John 3:19-24
10-Apr	Participles continued (pp. 121-126)	Translation: 1 John 4:1-3
12-Apr	Participles continued (pp. 121-126)	Translation: 1 John 4:4-6
Week 11		
16-Apr	Content Quiz: pp. 121-126; Vocab Quiz: διαλογίζομαι, κῆ - οἰμοσύνη (p. 137)	Translation: 1 John 4:7-9
17-Apr	Adverbs, Conjunctions, and Particles (pp. 127-135)	Translation: 1 John 4:10-12
19-Apr	Adverbs, Conjunctions, and Particles (pp. 127-135)	Translation: 1 John 4:13-16a
Week 12		
23-Apr	Content Quiz: pp. 127-135; Vocab Quiz: συμειψισίαι, εἶμα, κῆ - ἰσχυρῶς (pp. 137-138)	Translation: 1 John 4:16b-21
24-Apr	Clauses (pp. 141-146)	Translation: 1 John 5:1-4
26-Apr	Greek Idioms and Semitisms (pp. 147-153)	Translation: 1 John 5:5-8 Word Study due on April 27th by 11:55 PM CDT
Week 13		
30-Apr	Content Quiz: pp. 141-153; Vocab Quiz: πιστεύω, οὐ, ἴσως - ὁμολογῶ (p. 138)	Translation: 1 John 5:9-15
1-May	Review: Significant Passages in 1 John	Translation: 1 John 5:16-17
3-May	Review: Significant Passages in 1 John	Translation: 1 John 5:18-21
Week 14		
7-May	Final Vocabulary Exam!	None
8-May	Final Oral Translation Exam!	None
10-May	Final Written Translation Exam!	None

Vocabulary Schedule

Date	Vocabulary
Week 1	Mounce Ch. 29
Week 2	Mounce Ch. 30-31
Week 3	Mounce Ch. 32-33
Week 4	Mounce 34-36
Week 5	α[ρα - ε[ρι[ει[μ[ν[υ[σ[κ[ω (pp. 134-135)
Week 6	Ιου[υ[δ[α[Υ, α, ο[- σ[μ[ρ[ι[Υ (p. 135)
Week 7	R & R Week
Week 8	ε[λ[το[μα[ν[ν[- κα[υ[α[νο[μαι (pp. 135-136)
Week 9	μα[ρ[τυ[ρι[α, α[Υ, κ[- δε[η[κ[η[σι[μ[(p. 136)
Week 10	δι[α[ρ[η[κ[η, κ[Υ, κ[- ο[μ[ο[ι[ο[γ[(p. 137)
Week 11	συ[μ[πε[ρ[ι[κ[η[σ[ι[Υ, ε[κ[Υ, κ[- η[σ[κ[η[ν[(pp. 137-138)
Week 12	μ[υ[σ[τ[η[ρ[ι[ο[ν, ο[μ, το[Υ - ο[μ[η[μ[η[ν[(p. 138)
Week 13	ο[μ[ο[λο[γ[ε[ν[ν[- φ[ι[λε[ν[ν[(pp.138-139)
Week 14	Finals Week

Rubrics

Insights Rubric:

Grammar and Spelling (10 points)	Number of Insights (15 Points)	Coherence of Summary (25 Points)
9-10 points: Few to no spelling errors with coherent grammatical constructions.	14-15 Points: 10 clear insights are presented in the paper.	23-25 Points: A summary is present for each insight that offers a practical application of that insight. Each of these summaries also demonstrates a clear grasp of the implications of the insight
8 points: A small number of spelling and grammatical errors.	12-13 Points: 8-9 or over 10 clear insights are presented in the paper.	20-22 Points: A summary is present for each insight that offers a practical application of that insight. Each of these summaries demonstrates a good understanding of the material, though missing a few nuances.
7 Points: A noticeable number of errors that detract from the quality of the argument.	11 Points: 6-7 clear insights are presented in the paper.	18-19 Points: A summary is present for each insight that offers a practical application of that insight. Each summary may not be entirely accurate with average demonstration of the concept.
6 Points: Several spelling errors or grammatical errors on each page, which disrupt a reading of the paper.	9-10 Points: 5 clear insights are presented in the paper.	15-17 Points: Some insights have no clearly identifiable application and the concept behind the insight is poorly explained
0-5 Points: Fraught with errors and poor grammar making the paper somewhat incoherent.	0-8 Points: 0-4 clear insights are presented in the paper.	0-14 Points: Most insights have no discernible application or description.

Word Study Rubric:

Thesis (30 Points)	Grammar/Spelling (15 points)	Resources (25 Points)	Argument (50 Points)	Conclusion (30 Points)
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.	14-15 points: Few to no spelling errors with coherent grammatical constructions.	23-25 Points: The correct number of resources from each category is utilized in a significant way to argue the thesis of the paper.	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.	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.
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.	12-13 points: A small number of spelling and grammatical errors.	20-22 Points: The correct number of resources from each category is cited but not always used to progress the argument.	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.	20-22 Points: The points made through 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.
21-23 Points: A thesis is presented, though it is rather vague. The introduction does little to shed light on the argument to come.	11 Points: A noticeable number of errors that detract from the quality of the argument.	18-19 Points: One or two resources are missing from the recommended selection and those cited are used in a peripheral way.	35-39 Points: Argument is somewhat difficult to follow because of a lack of clear progression. Some tangential points may be present.	18-19 Points: Conclusion summarizes the argument vaguely, not drawing out the particular points that provide evidence for the thesis.
18-20 Points: It is difficult to discern a thesis or even a prelude to the argument.	9-10 Points: Several spelling errors or grammatical errors on each page, which disrupt a reading of the paper.	15-17 Points: Recommendations for resources are ignored and are rarely cited in the body of the paper.	30-34 Points: Argument shows clear signs of incoherence. There is little logical flow or clarity of how the argument supports the thesis.	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.
0-17 Points: No thesis present and no argumentation described. Basically, the lack of an introduction altogether.	0-8 Points: Fraught with errors and poor grammar making the paper somewhat incoherent.	0-14 Points: Very few resources are used, giving the impression that the argument is entirely the author's opinion with no support.	0-29 Points: The argument is entirely incoherent, resembling several independent, tangential ideas with little to no attempts at connection.	0-14 Points: A summary statement that does nothing to demonstrate the argument of the paper.

Final Oral Translation Rubric:

Pronunciation (20 Points)	Vocab. Recognition (20 points)	Construction Recognition in Pronunciation (20 Points)	Translation (20 Points)	Answering Questions (20 Points)
18-20 Points: Few to no noticeable errors.	18-20 Points: Student recognizes every word that occurs 25 or more times in the NT and renders it correctly in translation.	18-20 Points: Phrases that belong together are pronounced as a unit regularly and with continuity employing good inflection.	18-20 Points: Coherent translation demonstrating appropriate understanding of grammatical	18-20 Points: Each of the five questions was critical addressed and answered.

			constructions and options.	
16-17 Points: A few common errors, but nothing detrimental to understanding what is being read.	16-17 Points: Student recognizes all but a few of the words that occur 25 or more times in the NT.	16-17 Points: Phrases are occasionally disrupted, but mainly inflected properly.	16-17 Points: Coherent translation with few errors and difficulty with some constructions. Though overall a good understanding of the options.	16-17 Points: Each of the five questions was critical addressed though with some minor inconsistencies.
14-15 Points: Some noticeable errors and stumbling over χ and ϕ , ψ and θ , mispronounced diphthongs, or incorrect syllabification.	14-15 Points: Student has trouble with a number of words that occur 25 times or more and requires assistance.	14-15 Points: Most phrases are not connected, though the words are pronounced coherently.	14-15 Points: Translation shows difficulty with certain constructions and unfamiliarity with appropriate options.	14-15 Points: A few of the questions were not addressed well offering incorrect or inconsistent answers.
12-13 Points: Numerous errors in reference to χ and ϕ , ψ and θ , mispronounced diphthongs, or poor syllabification.	12-13 Points: Student recognizes relatively few of the words that occur 25 times or more and requires significant help to render an intelligible translation.	12-13 Points: Each word is pronounced slowly and in a disconnected fashion creating no obvious signs of linking together key phrases.	12-13 Points: Translation is wooden showing little comprehension of appropriate options.	12-13 Points: A majority of the questions were incorrectly answered.
0-11 Points: All previous mistakes present with very few words pronounced correctly, rendering the passage unintelligible.	0-11 Points: Student shows little to no recognition of vocabulary leaving translation nearly impossible.	0-11 Points: See "Pronunciation – 0-11 Points."	0-11 Points: Translation offered is fairly to utterly unintelligible showing no familiarity with appropriate options.	0-11 Points: Each of the questions was answered either mostly or entirely incorrectly.

Final Written Translation Rubric:

Translation (20 Points)	Vocab. Recognition (20 points)	Diagramming (20 Points)	English Grammar (20 Points)	Answering Questions (20 Points)
18-20 Points: Coherent translation demonstrating appropriate understanding of grammatical constructions and options.	18-20 Points: Student recognizes every word that occurs 25 or more times in the NT and renders it correctly in translation.	18-20 Points: Verbs, prepositional phrases, nominatives/vocative, participles and conditional phrases are correctly distinguished and divided.	18-20 Points: Greek grammatical constructions are consistently converted into readable English grammar will preserving the nuances of the Greek.	18-20 Points: Each of the five questions was critical addressed and answered.
16-17 Points: Coherent translation with few errors and difficulty with some constructions. Though overall a good understanding of the options.	16-17 Points: Student recognizes all but a few of the words that occur 25 or more times in the NT.	16-17 Points: Verbs, prepositional phrases, nominatives/vocative, participles and conditional phrases are generally divided well with few inconsistencies.	16-17 Points: Greek grammatical constructions are converted well with few confused English phrases.	16-17 Points: Each of the five questions was critical addressed though with some minor inconsistencies.
14-15 Points: Translation shows difficulty with certain constructions and unfamiliarity with appropriate options.	14-15 Points: Student leaves a number of words that occur 25 times or more blank in translation.	14-15 Points: Verbs, prepositional phrases, nominatives/vocative, participles and conditional phrases are not clearly and consistently delineated.	14-15 Points: Some phrases in translation show difficulty with the English grammar and the Greek grammar.	14-15 Points: A few of the questions were not addressed well offering incorrect or inconsistent answers.
12-13 Points: Translation is wooden showing little comprehension of appropriate options.	12-13 Points: Student recognizes relatively few of the words that occur 25 times or more leaving many blank spaces in the translation.	12-13 Points: Verbs, prepositional phrases, nominatives/vocative, participles and conditional phrases are rarely delineated	12-13 Points: Translation is either wooden or shows clear signs of influences from a dynamic equivalence translation, which either obscures the English	12-13 Points: A majority of the questions were incorrectly answered.

			grammar or the Greek grammar respectively.	
0-11 Points: Translation offered is fairly to utterly unintelligible showing no familiarity with appropriate options.	0-11 Points: Student shows little to no recognition of vocabulary leaving translation nearly impossible.	0-11 Points: Verbs, prepositional phrases, nominatives/vocative, participles and conditional phrases are often confused and categorized incorrectly.	0-11 Points: Phrases/constructions are jumbled, leaving the meaning of the Greek grammar nearly unintelligible.	0-11 Points: Each of the questions was answered either mostly or entirely incorrectly.

Word Study Choices

1. **αἰσῶν**
2. **αἰμαρῆνα**
3. **μῦση**
4. **αἰληρενα**
5. **δικαιοῦ**
6. **περιπατεῦ**
7. **κοσμοῦ**

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
 - d. Greek-English Lexicon, 9th Edition, Liddell and Scott