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### NT 500 X Concise Greek

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## **Concise Greek -- NT500X Spring 2000**

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This syllabus may be amended prior to the beginning of class

### **Welcome to the World of Concise Greek**

Have you ever traveled abroad? In 1990, I had the opportunity to play baseball with Athletes in Action, the sports ministry of Campus Crusade for Christ, throughout Czechoslovakia, Russia, Holland and Spain. We played in tournaments throughout these eastern regions while utilizing this great game as a medium for sharing the gospel of Jesus Christ. Fortunately, some of the coaches, athletes and fans that we spoke to displayed a basic understanding of the English language. At the same time, there were many discussions that only were made possible through an interpreter. I learned a great deal during that summer tour, especially the complexity of cross cultural communication.

As I interacted with persons from different cultures through interpreters, I was astounded with those communication experiences. At times, the interpreter would render my sentences with fewer words than I used. Other times, the interpreter would seem to ramble on and on when rendering one of my seemingly concise sentences. The interpreter's gesturing also varied from culture to culture, with Spanish speakers clearly more excitable than the Czechs. Many times, the interpreter would inform me that he/she had changed the usage of one of my metaphors or an analogy in a particular discussion in order to specifically place my message within the experiential context of the hearers.

Although you may have never thought of it in this way, our reading of the New Testament is also a cross-cultural experience. You see, the New Testament was originally written in Greek. Even though we have access to good English translations of NT, there is no one-for-one equation when translating a Greek word into an English word, or a Greek concept into an English concept. Many insights that come from the NT are simply untranslatable insights that greatly inform our understanding of the text as well as our preaching and teaching. Furthermore, as twentieth century readers, we bring certain kinds of presuppositions to our reading of the text (corporately and individually), presuppositions that may or *may not* be friendly with the presuppositions of the first century world in which the New Testament was written. Thus, in order to fully understand the message of the New Testament, we must learn to engage it on its own terms, within its own world before we move on to its theological engagement with our present-day lives, the Church and the world.

If you are interested in engaging the text in this way, then you are in the right place at the right time. As a matter of fact, Concise Greek was designed with people like you in mind. This course is going to introduce you to exegetical Greek for ministry. You are not only going to be exposed to a multitude of resources that will enable you to savor the richness of the New Testament in its original tongue, but you will also learn to competently use the majority of these resources. In short, Concise Greek places particular emphasis upon inductive learning of exegetical Greek, the use of standard exegetical tools and of Bible study software, and linguistics. Our prayer, upon the successful completion of NT500X Concise Greek, is that your Bible study will never be the same having had this course!

## **Course Objectives**

Upon the successful completion of this course you will :

1. Master both the recognition and pronunciation of the alphabet and words in the Greek New Testament
2. Advance your familiarity with rudiments of Greek grammar and syntax
3. Increase your acquaintance with the Greek New Testament
4. Understand modern linguistics insofar as this impinges directly on your exegetical study for preaching and teaching
5. Develop an awareness of and hands-on practice with standard reference works for exegesis – both printed and electronic

## **Basic Orientation**

### *Beginnings ....*

Our course will begin (the flag will drop) on Monday, February 7 at 12 noon (ET). On that Monday the first module will be accessible within the Course Center.

### *Modules ....*

A new module will be accessible every Monday by 12 noon (ET). Upon opening each module, you will find detailed instructions pertaining to the particular focus of that week of study. As was stated previously, these modules will consistently be found within the Course Center. In addition to posting each module on Monday of each week, I will be on-line on both Tuesday and Thursday afternoons from 4 - 5pm (ET) to answer any of your questions and respond to your comments.

### *Windows and Icons ....*

While I am sure that each of you are aware of the intended use of each of the items which appear in the NT500X folder, let me summarize the manner in which I intend to use them this semester:

The Course Center will contain a copy of the syllabus as well as all class modules.

The Discussion Center will be used for all public communications. Anytime you have a question or comment about the course, the modules, the assignments, or anything else which would be of interest to your classmates and me you should post to the Discussion Center.

The NT500X Office is for *private* correspondence between you and me. This will contain items that you do not want to appear publicly before all of your classmates or items that you think may embarrass me if they were to appear publicly.

The Archives Center will be used for storing correspondence which has already been explored during the course of the semester. This keeps the *Discussion Center* from becoming too unmanageable.

The Chat Center is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. None of the conversations carried on in this location is ever saved.

The Resource Center provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, the Services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer (which you can use to view my overheads) as well as a Real Audio player. I encourage you to take advantage of all these resources, and particularly to utilize the chapel access in order to connect with the seminary's on-campus opportunities for spiritual growth.

#### *Endings ....*

Our course will officially end (communication will come to a close) on May 22, 1999. You will receive an exit correspondence from me on that day. In terms of ExL jargon, **we are turning the lights out in our class on May 22, 2000 at 12 noon (ET)**, even though the class officially ends on May 18.

## **Course Requirements**

(1) *Class Preparation and Participation:* As with any language course, your regular preparation and full participation in this course is imperative. You will be responsible for required reading each week as indicated in the module format, as well as providing a final reading report **on the cover page** of your final assignment, the analysis of 1 John 5.1-5. In that final report, you will need to record the percentage of the required reading you have completed for the course. Reading must be completed during the week it is assigned in the syllabus. This includes both the reading from the "required reading assignments (book)" and the "posted reading assignments (lecture)." The completion of the combined required reading will be worth 5% of your final grade.

(2) *Examinations:* Over the course of the semester, you will have the opportunity to test your knowledge of Greek grammar and syntax by means of **two examinations**, each dealing with basic aspects of the Greek language. We will cover the material for these examinations in the first six modules **via video tape**. You are required to supplement and review this grammatical/syntactical material by reading the assigned portions of David A. Black's, *It's Still Greek to Me*. The **first exam** will cover introductory concerns relating to the Greek alphabet and will be viewed **via video tape**. This exam will be worth 5% of your final grade. It needs to be completed (handwritten) in **black ink** and **Faxed** to Chris Stratton at 606-858-2018 **by Monday, February 14 by 12 noon (ET)**. The **second exam** will cover material relating to the second through the sixth module and the information found in the Black's text (Greek cases and their uses / Greek verbs and aspect / Additional grammatical concerns). This exam will be worth 20% of your final grade. It needs to be completed in (handwritten) **black ink** and **Faxed** to Chris Stratton at 606-858-2018 on **March 24 by 12 noon (ET)**.

(3) *Worksheets:* Throughout the course, worksheets will be assigned, each requiring practice with the tools and language skills introduced in class sessions. **Any late worksheets cannot be accepted**. Worksheet explanation can be found in your NT500X course packet in section XII. You will have one full week to complete the worksheets for each particular week. Since each module will be placed the Course Center every Monday by 12 noon (ET), you will need to post your completed worksheets to the NT500 Office by 12 noon (ET) the following week.

You will want to be sure that you save a copy of your completed worksheets because I will be posting my findings and responses to each specific worksheet in the Discussion Center exactly one hour after they are due (Mondays at 12 noon, ET). Once you view my findings and responses, I will then welcome you to post your own questions and comments concerning each worksheet. Please feel free to ask any questions (no question is a dumb one in my course!) concerning these assignments. My only request is that you be both specific and concise with your questions and comments since everyone will be viewing your postings. In order to fully meet your needs, I plan on responding to your questions and **comments "on-line" on Tuesday and Thursday afternoons from 4 - 5PM (ET)**. In addition, it might be helpful for you to discuss your findings with others in the group (possible via the Chat Room). But remember, these worksheets are not assigned as group projects. It is extremely important that you develop your own individual exegetical skills. Therefore, discussion of a worksheet is only to take place

upon your completion of that worksheet. Most of these worksheets can be completed with the help of your required reading / software resources. Worksheets # 3 (portions of three critical commentaries) and # 11 (portions of four theological dictionaries and portions of three bible dictionaries) call for an engagement of additional resources that will be included in your NT500X Course Packet.

(4) *Analysis of 1 John 5:1-5*: The final assignment in Concise Greek is an analysis of 1 John 5:1-5, employing the tools and language skills introduced throughout this course. This assignment is broken into two parts.

(a) First of all, you are responsible for completing a take-home examination. This will require you, while *working in groups* (each of you will be assigned to a group mid-way through the semester), to prepare a detailed research agenda related to 1 John 5:1-5. I will teach you how to do this in Module Twelve and then you, along with your groups, will have two weeks to develop your research agenda for the final project. *One* research agenda should be submitted per group (to state differently, *each group* is responsible for turning in *one collaborative research agenda*). Thus, each group will need to appoint a secretary who will be responsible for recording the specific discussions in the group. Feel free to accomplish this task by any means (email, chat room, telephone conversation). Only be sure to post your detailed research agenda by 12 noon (ET) on Monday, May 8 to the Discussion Center. This will enable the entire class to view each of the research agendas. This viewing should stimulate further discussion and provide an environment for collegial feedback. I will also comment on each group's work and suggest directions for additional research. I will be on-line to interact with your work (as usual) on Tuesday and Thursday afternoons from 4 - 5PM (ET). With all of this feedback in hand, you will then have an opportunity to fine tune your research agendas in preparation for your final analysis of 1 John 5.1-5.

(b) Second, you, now working *individually*, are responsible to conduct research, using the research agendas you developed in your groups as a guide, in the preparation of a brief (**only 5** pages, typed, double-spaced) essay on 1 John 5:1-5. If you are already stressing about the procedure you should follow in completing this essay ... simply take a deep breath and relax! I will pass along an informative handout half way through the semester to help you along this journey. Your final analysis is ***due no later than Thursday, May 18 at 12 noon (ET).*** **Also, Please send me your final analysis by posting it in the NT500X Course Office.**

**Important Note :** Throughout the course, you have been able to utilize different Greek lexica, theological dictionaries, bible dictionaries, and additional materials by finding them in your course packet. Unfortunately, the final project calls for each student to develop his/her own exegetical skills (the personal gathering of research materials). Because of this, each student will need to begin preparation for the final assignment midway through the course. Each student will be responsible for contacting the ATS library in order to acquire any copied research materials. The course packet will contain copies of 3 critical commentaries on 1 John for your perusal, and each student can find the Liddell-Scott & Jones Greek lexicon on the web at :

<http://www.perseus.tufts.edu/cgi-bin/resolveform>

The main web site is :

<http://www.perseus.tufts.edu/>

If you need to brush up on your English grammar, the following web site is a good place to refresh your memory concerning basic grammar issues :

<http://www.ucl.ac.uk/internet-grammar>

## Required Texts

1. Black, David Alan. *It's Still Greek to Me: An Easy-to-Understand Guide to Intermediate Greek*. Grand Rapids: Baker, 1998.
2. Cotterell, Peter and Max Turner. *Linguistics and Biblical Interpretation*. London: S.P.C.K.; Downers Grove, Illinois: InterVarsity, 1989.
3. Douglas, J.D., ed. *The New Greek-English Interlinear New Testament*. Wheaton: Tyndale, 1990.
4. NT500X Course Packet

## Required Software

*[Note: Throughout the course, you will be required to complete assignments using BibleWorks, as well as with printed reference materials. Bible Works is not only essential to your completion of this course, but even more importantly for use in future pastoral ministry. Therefore, you will need to purchase a copy of BibleWorks for personal use; if purchased in the context of this course, BibleWorks is available through the ATS Bookstore for \$299. **Rejoice Christian Software** also sells this program for \$299 with a bonus of the Greek Tutor program, a program that provides grammatical and syntactical drilling (this program is especially helpful if you plan on learning to pronounce, and to some extent, read New Testament Greek). RCS can be reached at 800-807-4803.]*

## Recommended Texts

Caird, G.B. *The Language and Imagery of the Bible*. London: Gerald Duckworth, 1980; reprinted., Grand Rapids, Michigan: Wm.B. Eerdmans, 1997.

The above text is considered a classic in terms of an introductory discussion of linguistics. If you choose to read this text, it will greatly supplement your understanding of Modules Eight and Nine as well as the exegetical task itself. Additional reference works will be discussed during the course (see Module Four).

## Course Outline

- Module One 1. Introduction (Video Streaming)  
(Feb. 7-13) Alphabet and Pronunciation (via Video Cassette)  
Viewing the BibleWorks Video (via Video Cassette)  
Assignment : Memorize & Master the Greek alphabet and additional lecture material found on video cassette. Also, practice recognizing and writing the alphabet by copying the Greek text of John 1.1-5.  
Read Black, ch. 14  
**Exam :Alphabet[Due Monday, Feb 14 by 12 noon (ET) via Fax]**
- Module Two 2. Analysis of Mark 1:1-15  
(Feb. 14-20) *Hermeneutics of Consent* (via Posted Lecture Reading)  
The Greek Verb and Verbal Aspect (via Video Cassette)  
Practice Sheet A : Verb Parsing (via Video Cassette)  
Read: Black, chs 1 & 2; Syllabify & Pronounce Mark 1.1-5.
- Module Three 3. Analysis of Mark 1.1-15  
(Feb. 21-27) *The Art of Boundary Making* (via Posted Lecture Reading)  
Review: The Greek Verb and Verbal Aspect (via Video Cassette)  
The Greek Verb :  
The Role/Importance of Cotext (via Video Cassette)  
Read: Black, chs. 8 & 9; Syllabify & Pronounce Mark 1.6-10.  
Worksheet #1 Analytical Lexicon [**Due 2/28 by 12 noon (ET) in NT500X Office**]
- Module Four 4. Analysis of Mark 1:1-15  
(Feb. 28-Mar. 5) *A Look at Commentaries, Reference Books, and Their Use* (via Posted LectureReadings)  
Greek Cases and Their Uses (via Video Cassette)  
Practice Sheet B : Noun Declining (via Video Cassette)  
Read: Black, chs. 3 & 4. Syllabify & Pronounce Mark 1.11-15.  
Worksheet #2: The Lexicon: euvagge, lion khru, ssw  
Worksheet #3: Critical Commentaries [**Both due 3/6 by 12 noon (ET) in NT500X Office**]
- Module Five 5. Analysis of Mark 1:1-15  
(Mar. 6-12) *Setting A Research Agenda* (Posted Reading)  
Review : Greek Cases and Their Uses  
Additional Uses of Cases & the Definite Article (Video Cassette)



Practice Sheet C : Greek Tense / Case Recognition (via Video Cassette)

Reading Review : Black, chs. 3 & 4

Read: Black, ch. 6 Practice Reading Mark 1.1-15.

Worksheet #4 καqw . . . j ge, graptai in the New Testament

Worksheet #5: Intertextuality [**Both due 3/13 by 12 noon NT500X Office**]

(ET) in

Module Six  
(Mar. 13-19)

6. Analysis of Mark 1:1-15

Review : Greek Tenses, Cases, & Their Uses

The Greek Verb and Verbal Aspect : A Look at Greek Participles & Infinitives & Moods (via Video Cassette)

Practice Sheet D (via Video Cassette)

Greek Prepositions (via Video Cassette)

Read: Black, ch. 7; review previous chapters in Black

Practice Pronouncing Mark 1.1-15.

Worksheet #6: The Concordance

Worksheet #7: Intertextuality [**Both due 3/20 by 12 noon (ET) in NT500X Office**]

Module Seven  
(Mar. 20-26)

7. Analysis of Mark 1:1-15

*Text, Theology, and Sermon* (Posted Reading)

**Exam** : The Greek Verb, Cases & Prepositions

[**Due Friday , March 24 by 12 noon (ET) via Fax**]

Syllabify & Pronounce 1John 3.1-3.

Module Eight  
(Mar. 27-Apr. 2)

8. **Time for a "Word" Excursion** (Posted Reading)

Doing Things with Words: Common Semantic Fallacies

Introduction to "Modern Linguistics" (sarx)

Lexical Resources and the Importance of Semantic Domains

[[The above entries are via Posted Lecture Reading]]

"Prayer" in Luke-Acts (Video Streaming)

Worksheet # 8: Semantic Domains [**Due 4/3 by 12 noon (ET) in NT500X Office**]

Review : Cotterell and Turner, ch. 1-4. Syllabify & Pronounce 1John 5.1-3.

Module Nine  
(Apr. 3-9)

9. Doing Things with Words (Posted Reading)

Lexical Resources and the Contribution of Diachronic Study

(ptwco, j)

Concordances and the Importance of Synchronic Study

(sun in Philippians)

Introduction to Sociolinguistics (Phil 1:1)  
The Special Problem of Metaphor (λυ, , τρον in Mark 10:45)  
Read: Cotterell and Turner, chs. 5, 7, 9. Syllabify & Pronounce

1John 5.4-6.

Worksheet # 9: The Lexicon & the Concordance avgapaw & filew  
**[Due 4/10 by 12 noon (ET) in NT500X Office]**

Module Ten  
(Apr. 10-16)

10. Analysis of 1 John 3:4-17  
*First Things First* (Posted Reading)  
Review : Greek Participles and Infinitives  
Critical Inquiry (Posted Reading)  
Read: Black, chs. 10 & 11. Syllabify & Pronounce 1 John 3.4-6.  
Worksheet # 10: Greek Verbal Aspect [Parsing]  
Worksheet # 11: Concordance [**Both due 4/17 by 12 noon (ET) in NT500X Office**]

Module Eleven  
(Apr. 17-23)

11. Analysis of 1 John 3:4-17  
*Textual Criticism* (Posted Reading)  
Review: Cases and Their Uses  
Review: Black, chs. 3 & 4.  
Read : Black, chs. 12 & 13 ; Pronounce 1 John 3.7-10.  
Worksheet # 12: The Lexicon and Theological Dictionary  
Worksheet # 13: Intertextuality [**Both Due 4/24 by 12 noon (ET) in NT500X Office**]

Module Twelve  
(Apr. 24-30)

12. *Critical Inquiry* and 1 John 3.4-17 (Posted Reading)  
**Team Project** : Exegetical Worksheet on 1 John 5:1-5 [**Due Monday, May 8 at 12 noon (ET)**]  
Review: Black's text ; Syllabify & Pronounce 1John 3.11-13.

Module Thirteen  
(May 1-7)

13. Analysis of 1 John 3:4-17  
*Text, Theology, and Sermon* (Posted Reading)  
Worksheet # 14: Grammatical Analysis  
**[Due 5/8 by 12 noon (ET) in NT500X Office]**

Module Fourteen  
(May 8-14)

14. Discussion of Exegetical Worksheet on 1 John 5:1-5 via the  
Discussion Center

**Final Analysis of 1 John 5.1-5 -- Due Thursday, May 18, 2000 by 12 noon (ET)**

[ Please send me your final analysis by posting it in the NT500X Course Office]

**Note :** If the Greek font did not register above in regards to the worksheet titles, then use the "bwgrkl" font from your BibleWorks program to restore it.

## Course Evaluation

Your final grade will be calculated on the basis of the following components:

|    |   |    |     |
|----|---|----|-----|
|    | Required Reading Report                       | -- | 5%  |
| 5% | Exam # 1 : Alphabet                           | -- |     |
|    | Exam # 2 : Cases and Their Uses/Verbal Aspect | -- | 20% |
|    | Critical Inquiry – Group Project              | -- | 5%  |
|    | Worksheets                                    | -- | 30% |
|    | Final Analysis of 1John 5.1-5                 | -- | 35% |

## Who Am I & Who are You ????

I want to invite you to check out my profile in the Course Center, accessible from the following link.

<http://www.asburyseminary.edu/exl/people/ppllinks.htm>

Most importantly, I want to encourage you to complete your personal resume (or personal profile) in First Class Client so that all of us in the course might get to know you better. If you have not yet completed your "resume," then (1) open First Class, (2) Click on to File in the menu bar, (3) Click on "resume." When your resume is open, take some time to help the rest of your colleagues get to know you. You may also post your picture in the box on the left hand side of the "resume" window so that we can get a look at each other.

## Technical and Library Support

Fortunately, you are not solely dependent upon my knowledge of the ExL program throughout this course. Your learning is so important to me that I hired some extra helpers to assist you in this learning process (Well, I did not actually hire them myself. Nevertheless, You are important!). So, if you have comments, questions about technical issues concerning the ExL program or a need for library assistance, please don't hesitate to contact the following persons:

For General Information about ExL : *contact* Kevin Osborn or Zoe Payne at  
exlcoord@asburyseminary.edu

For Technical Support with ExL : *contact* Jeremy Lucas at  
exl\_support@asburyseminary.edu

For Library Assistance regarding Book and/or Article Requests : *contact*  
hannah\_kirsch@asburyseminary.edu

For Interlibrary Loan Information : *contact* Dot James at  
dorothy\_james@asburyseminary.edu

I am truly looking forward to walk together with you during this exciting journey. I pray that in June, we will be able to reflect back upon this experience and affirm with confidence (as the old biblical scholar, J. A. Bengel, stated long ago) that we cooperated with the Holy Spirit to

*"Apply the whole of ourselves to the text;  
apply the whole of the text to ourselves!"*

*J.A. Bengel (1687-1752)*