

Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-2004

NT 501 Comprehensive Greek I

Holly J. Carey

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Carey, Holly J., "NT 501 Comprehensive Greek I" (2004). *Syllabi*. Book 1759.
<http://place.asburyseminary.edu/syllabi/1759>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

NT501 – Comprehensive Greek 1 – (3 hours)

Fall 2004 – ExL

Instructor: Holly J. Carey

Enrollment Limit: 22

Please note that this syllabus is subject to revision by the instructor.

Greek requirement for the M.Div. program – complete either: 1) NT 500 or 2) NT501 & NT502. NT 501 by itself does not satisfy the requirement.

Disclaimer: This ExL syllabus and all of the materials for this course are intended for distribution to members of the course and others by my permission only. It is not intended for general distribution on the Internet. Permission to copy, in whole or in part, must be requested from the instructor (Holly Carey).

Thanks: Dr. Kevin Anderson was the creative genius behind much of the material for this NT501 ExL course. His labors in crafting this ExL class and his gracious spirit in sharing his work are greatly appreciated.

00 CONTACT INFORMATION

Holly J. Carey
ExL Adjunct Instructor
Asbury Theological Seminary

Home: (847)549-9930

ATS e-mail: holly_carey@asburyseminary.edu

You may contact me by phone at my home number for urgent matters. For other less pressing matters please contact me by e-mail.

Please note that once our course begins, however, you must address any e-mail correspondence to my virtual office (under **04 COURSE NAVIGATION** below, see **(3) to Office**). This way you can be assured that your e-mail will not get lost somewhere in my personal ATS mailbox!

I will make every effort to be working online in our classroom every day, or at the very least, every other day, because I know how important it is for the instructor to make herself available in a language course. You will be notified in advance if I must go offline for more than a full day. This is a commitment that I make to you.

01 WELCOME!

Greek is a beautiful language. It is the first language I learned in any real depth, and therefore it is my favorite language! I love Greek so much that I think it was a large factor in me choosing to pursue a life devoted to studying the New Testament. The study of the NT in its original language opens up the door to a world that is completely foreign to us, the world of the NT, the world of our Lord, Jesus Christ. It helps us to begin to understand a culture, a social context, a life-world (*Lebenswelt*) that is vital to our faith as Christians. For that reason, I wish it would be a requirement for all God's people to learn this fascinating language! Unfortunately, this is unrealistic. Thank God, however, that you have an opportunity to do what most Christians will not. Learning Greek is indeed a blessing, and it will do all of us good to remind ourselves of this, especially when the going gets rough!

Greek is not an easy language to learn. It will require diligence, patience, and a spirit of support from you, your classmates, and myself. Despite the difficulty of the topic of study, however, I am confident that we will all come away with a sense of fulfillment and accomplishment concerning the work we've done and the progress we've made.

A personal note: Sometimes we, as fallen human beings, think we know what is best for us and what will happen in a given situation. We all have these preconceived notions about certain things at one time or another. Then God gently (and maybe sometimes not so gently!) reminds us that we don't really know what the outcome will be in any given situation, and we end up surprised at the way things have turned out. This happened to me very recently, and I want to share it with you, because I think this story can be analagous to the way some of you might be feeling about Greek or about taking a language in an online format.

I have known since my sophomore year in college, that my calling is to be a NT professor. When my husband and I came to Asbury, we knew that I would have to obtain a PhD in order for this dream to become a reality. And, we thought we knew that there was no way we would seek to finish up my studies in a school outside of the United States! "Absolutely not," we said to ourselves (and anyone else who would listen to us), "that is not in God's plan for our lives!" Well, to make a long story short, Warren and I are now in Edinburgh, Scotland, where I am beginning a PhD program in NT within the next few days! Apparently, God had another idea in mind for our lives! :)

You may have a preconceived notion that learning languages is not your forte, or that you are "technologically challenged" and that this online thing will not be compatible to your preferred learning style, or that learning the original language of a crucial part of the Scriptures will do nothing to enhance your understanding and interpretation of God's Word, but I have a different perspective on the matter. I believe that God honors those who seek to honor him, and that he will bless the time and effort you put into seeking to know him better through his Word. I truly believe that what you do in this course will be a blessing to you for the rest of your life. God knows what he's doing, and you are here (taking this course) for a reason!

Let us pray:

Heavenly Father, we know that you love us with that all you have and all that you are, and we want desperately to love you in the same way. Taking this class, learning Greek, studying your Word, are just some of the many ways that we can show that our love for you is alive and true and honest and strong. Please grant us patience, wisdom, a loving disposition toward each other, and a diligence that only comes by your blessing and guidance. We offer all that we do and say and think and feel to you. Take it, bless it, multiply it, and use it for your Kingdom. We love you. Amen

02 COURSE DESCRIPTION

The first of a two-course sequence designed to introduce all aspects of New Testament Greek – e.g., noun declension, the verb system, grammar, syntax, and structure. Persons successfully completing NT501 and NT502 should be able to work comfortably with the *basic* Greek of the New Testament.

03 COURSE OBJECTIVES

After the successful completion of this course the student will:

- (1) Possess a working vocabulary of words that occur 50 times or more in the GNT,
- (2) Be able to parse nouns and verbs used 50 times or more in the GNT,
- (3) Be able to understand Greek *phonology*, *morphology* (which is the study and description of word formation including inflection, derivation, and compounding), and *syntax* (word order, thought flow, and sentence structure),
- (4) Be equipped to translate passages from the GNT,
- (5) Be able to identify and label selected syntactical relationships between words,
- (6) Possess a rudimentary knowledge of Greek tools, resources and linguistics in so far as these impinge upon the study of the New Testament,

04 COURSE NAVIGATION

Although you may already be familiar with the FirstClass® user interface, I would urge you to read the following overview, because it is tailored to the specific features of our **NT501X-HC** virtual classroom (also called the Collaborative Classroom). Below is a sample window.

[Image:6132004_60829_0.bmp]

(1) **Course Center.** This is the "nerve center" of our classroom, because it is from here that the instruction and direction for our course of study flow. Here you will find the course syllabus, learning modules, and other materials that will set the pace for our study. I will have more to say about modules below under **05 LEARNING MODULES.**

(2) **Discussion Center.** This is the unlabeled bottom pane of the NT501X-HC window. It is our conference room where anyone in the class may communicate questions or comments about the current learning module, assignments we are working on, or any matter of interest to others in the class.

If participating in an online community is new to you, or if you are not sure about some of the ground rules for engaging in cyber-discussion, you may want to visit a website that will give you guidance concerning "netiquette," such as:

<http://www.albion.com/netiquette/corerules.html>

<http://www.albion.com/netiquette/netiquiz.html>

<http://gemstate.net/gemstate/netiquette.htm>

(3) **to Office.** This links you to the NT501X-HC Office (that's my private virtual office). This is the icon you will click on to hand in assignments and send personal correspondence directly to me. Once the semester begins, **please discontinue addressing messages to my ATS e-mail addresses** (listed in **00 CONTACT INFORMATION** above), unless you urgently need to reach me. Clicking on the **to Office** icon will be the quickest, surest, and exclusive doorway to my office, and whatever you send there cannot be viewed by anyone else but me.

Important: If you need to reach me in the case of an emergency, please do not hesitate to call me, or send an e-mail **to Office** with the exclamation "URGENT!" in the Subject line.

(4) **Archive Center.** As the semester progresses, our Discussion Center will begin to fill up with the threaded discussions that will form our conversations about Greek. (A "thread" is simply a string of messages that are all related to the same subject.) Older discussions will be archived in the Archive Center in order to avoid clutter and to free up space in the Discussion Center for dialogue about our most recent learning module. Message threads may not be continued from

within the Archive Center. However, this does not mean that you should be embarrassed if you need to raise a question that has already been dealt with in an archived discussion. Reinforcement of previous knowledge and skills is a good thing for all of us.

(5) **Resource Center.** Here is where you will find an array of documents and links to information and services that will assist in the learning process. For example, for our purposes, you will be able to download a copy of RealPlayer so that you can listen to RealAudio files designed to help you learn the sounds of Greek, or download a Greek font that will allow you to type Greek in your assignments and messages. You are encouraged to explore all that the Resource Center has to offer you.

(6) **Teams.** Each member of the class will be given the opportunity to work collaboratively on projects within a smaller group. The Teams folder will also be the appropriate place for students to carry on Greek-related discussion or collaboration beyond the bounds of the module(s) we are focusing on in the Discussion Center.

(7) **Chat Center.** As opposed to the asynchronous environment of our Discussion Center, the Chat Center affords students the opportunity to meet with one another in real-time to study, quiz one another, ask questions, or simply get to know one another better. Remember that unless someone saves the text of a chat session before everyone exits the Chat Center (either by cutting and pasting the running text into a new FirstClass® document, or by clicking on File > Save As) the record of the session will be lost.

05 LEARNING MODULES

The driving engine of any ExL course is the learning module.

(1) **Definition.** A module consists of a set of instructions and information for learning to take place within a specific time frame.

(2) **Anatomy of an NT501X-HC Module**

The notes and assignments for each module may be found on a website that you will be able to access on the worldwide web, without having to log into FirstClass. Other resource materials or special instructions may also be found in the various module folders in the Course Center.

New modules will be posted in accordance with the course plan (see **09 Course Plan** below).

06 COURSE REQUIREMENTS

(1) **Module Assignments.** Each learning module will contain detailed assignments for required reading, the mastery of certain material (e.g., vocabulary or verb endings), the completion of translation exercises, and other assignments designed to accomplish the stated goals for the course. The assignments will be structured in such a way as to encourage participants to take time each day (or every other day) to cumulatively develop their knowledge and skills. It is easier to study a language by using many small chunks of time than to "cram" during one or two large blocks of time.

Typically a given module will be **issued** by **Tuesday, 12:00 Noon (Eastern)**. Module assignments will be **due the following week on Tuesday, 12:00 Midnight (Eastern)**. The professor will alert you of any deviations from this pattern.

(2) **Module Quizzes.** There will be a vocabulary quiz for nearly every module in order to encourage you to progressively develop your mental database of Greek words. Module quizzes will be **issued** on **Friday, between 6:00 and 9:00 pm (Eastern)** and will be **due the following week on Wednesday, 12:00 Midnight (Eastern)**. Again, the professor will alert you of any deviations from this pattern. Quizzes will also include questions about morphology or grammar learned in the previous module.

(3) **Collaboration.** This is the most powerful learning resource available to us in our virtual classroom. Whether in the Discussion Center or in more focused Team settings, the exchange of information, techniques for more productive study (e.g., wacky mnemonics some people like to come up with for remembering vocabulary, grammatical constructions, or whatever), and everyone's shared trials, errors, and triumphs will be invaluable for becoming accurate and artful in our dealings with Greek texts. Let's take advantage of the strengths of this online format!

(4) **Evaluation.** There will be **two examinations**, one mid-term and one final. Both exams will be cumulative in nature, i.e., each will cover material presented and practiced in every (or nearly every) module that precedes the exam.

07 COURSE PROCEDURES

(1) **Assignments for Submission to the Instructor.** There will be assignments for which you are individually responsible, many of which must be handed in to the professor before the module due date. So that there is no confusion about the identification or nature of any assignments that you submit, you will need to use a consistent method for labeling the documents or messages you will create.

(a) **Documents** (whether these be FirstClass® documents, or Word documents sent as e-mail attachments) should bear the following information in the filename: the module number (in two digit format, e.g., 04), assignment abbreviation (e.g., “Q” for quiz), and your name (last name, first name). Observe the following examples:

| | |
|-------------------------|--------------------|
| 01Q-NT501CareyHolly.doc | Module 1 Quiz |
| 01E-NT501CareyHolly | Module 1 Exercises |
| Mid-NT501CareyHolly.doc | Mid-Term Exam |

This will make it easier to sort and keep track of your assignments (both for you and for me). Specific labeling instructions will always be an important part of any assignment that needs to be turned in to my office.

(b) **Messages** sent to me should always have an accurately filled Subject line.

(2) **Team Assignments** will form an integral part of our collaborative learning experience. While each person will be individually responsible for his or her work, obtaining helpful critiques, suggestions, and kudos will naturally assist you in improving the quality of your work.

You will be assigned to a team at the beginning of the semester.

(3) **Message Threads.** ExL participants should attempt as much as possible to use the Subject line of messages to clearly label discussion topics.

(4) **English Usage.** The ability to communicate with due attention to correct spelling, grammar, and style is not only necessary for careful translation of Greek texts, but ought to be the mark of graduate level work. All assignments will be held to the highest standards of English usage.

That being said, I understand that our communication in the Discussion Center or in the Teams folder will be conversational and spontaneous, and therefore cannot possibly read like a doctoral thesis. Nevertheless, we must strive for accuracy and clarity in our messages to one another.

08 ASSESSMENT

(1) **Letter Grade/Percentage Standard:** (See *ATS Catalog 2003-2004* [www.asburyseminary.edu <"ATS Catalog" <"Academic Information," p.11], for descriptions of letter grades [i.e., what is a “B”])

| | | | |
|----|------------|----|-----------|
| A | 95 – 100% | C | 73 –76.9% |
| A- | 90 – 94.9% | C- | 70 –72.9% |

| | | | |
|----|------------|----|-----------|
| B+ | 87 – 89.9% | D+ | 67 –69.9% |
| B | 83 – 86.9% | D | 63 –66.9% |
| B- | 80 – 82.9% | D- | 60 –62.9% |
| C+ | 77 –79.9% | F | Below 60 |

(2) **Grade Weighting:**

| | <u>Work</u> | <u>Percentage</u> |
|-----|-----------------------|-------------------|
| (a) | Assignment Completion | 30% |
| (b) | Quizzes | 20% |
| (c) | Mid-Term Examination | 20% |
| (d) | Final Examination | 30% |
| | TOTAL | 100% |

(3) **Late Work.** Assignments, quizzes, and exams may not be submitted late, except under extenuating circumstances and when prior arrangements have been made with the instructor. Otherwise late work will receive a grade 0.00.

(4) **Incompletes.** Keep in mind that according to the policy outlined in the *ATS Catalog 2003-2004* [www.asburyseminary.edu<"ATS Catalog">"Academic Information," p.11], an "Incomplete" for a course may only be granted in the event of an "unavoidable emergency, which does not include delinquency or attending to church work or other employment." Incompletes must be approved by the course instructor and the student's academic advisor.

(5) **Feedback:** The faculty of Asbury Theological Seminary is committed to providing "timely and substantive feedback." The expectation of "timely feedback" is met when students have their work marked, graded, and returned within one week of its submission. When assignment "B" builds on assignment "A," assignment "A" will be returned before assignment "B" falls due. The expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

09 COURSE PLAN

The following table details our course plan.

| Module | Topic | Dates |
|-------------|---|---|
| 00 Start Up | Getting Oriented | Sept 7 th – Sept 8 th |
| 01 Alpha | Letters & Sounds | Sept 9 th – Sept 14 th |
| 02 Beta | Greek Verb System, Present & Future Active Indicative | Sept 14 th – Sept 21 st |
| 03 Gamma | 2 nd Declension Nouns | Sept 21 st – Sept 28 th |
| 04 Delta | 1 st Declension Nouns | Sept 28 th – Oct 5 th |

| | | |
|--|---|---|
| | | |
| 05 Epsilon | 1 st & 2 nd Declension Adjectives | Oct 5 th – Oct 12 th |
| 06 Zeta | Imperfect & Aorist Active Indicative | Oct 12 th – Oct 19 th |
| 07 Eta | Additional Prepositions; Personal Pronouns | Oct 19 th – Oct 26 th |
| Mid-Term Exam (Due: Midnight (EST) – Tuesday Oct 26th) | | Oct 22 nd – Oct 26 th |
| 08 Theta | Perfect & Pluperfect Active Indicative | Oct 26 th – Nov 2 nd |
| 09 Iota | Demonstrative Pronouns | Nov 2 nd – Nov 9 th |
| 10 Kappa | Present Middle & Passive Indicative | Nov 9 th – Nov 16 th |
| 11 Lambda | Perfect Middle & Passive, Future Middle Indicative | Nov 16 th – Nov 23 rd |
| Reading Week (No Classes) | | Nov 23 rd - Nov 30 th |
| 12 Mu | Imperfect Middle & Passive, Aorist Middle | Nov 30 th – Dec 7 th |
| 13 Nu | Aorist & Future Passive Mood | Dec 7 th – Dec 14 th |
| Final Exam | | Due: Dec, 17th |
| | | |

10 REQUIRED RESOURCES

(1) David Alan Black, *Learn to Read New Testament Greek* (expanded edition; Nashville: Broadman & Holman, 1994). **Learn.**

This is our primary text and must be studied with great care.

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

This is a supplemental text.

(3) Barbara Aland, et al., eds. *Novum Testamentum Graece* (27th ed.); Stuttgart: Deutsche Bibelgesellschaft, 1993). **NA27**.

This is your Greek New Testament.

(4) W. Bauer, F. W. Danker, W. F. Arndt, and F. W. Gingrich, eds. *A Greek-English Lexicon of New Testament and Other Early Christian Literature* (3d ed.; Chicago and London: University of Chicago Press, 2000). **BDAG**.

If you already own the second edition (BAGD), this is acceptable; but you are strongly encouraged to buy BDAG as soon as you can, since it is the state of the art in Greek lexicography.

(5) *GreekFlash Pro 2* (Portland, Ore.: Paradigm Software Development, 1996-98). **GFP**.

A flexible and powerful Greek flash card vocabulary program. The strength of this program is its audio option that will help distance learners drill cards orally.

11 GREEK RESOURCE LIST

(1) Beginning Grammars

Machen, J. Gresham. *New Testament Greek for Beginners*. Toronto: Macmillan, 1923.

Mounce, William D., *Basics of Biblical Greek*. Grand Rapids: Zondervan, 1999.

(2) Intermediate Grammars

Dana, H. E. and Julius R. Mantey. *A Manual Grammar of the Greek New Testament*. New York: Macmillan, 1927.

Moule, C. F. D. *An Idiom-Book of New Testament Greek*. 2nd ed. Cambridge: Cambridge University Press, 1959.

Porter, Stanley E., *Idioms of the Greek New Testament*. Sheffield: Sheffield, 1995.

Wallace, Daniel B., *The Basics of Greek Syntax: An Intermediate Greek Grammar*. Grand Rapids: Zondervan, 2000.

(3) Advanced/Reference Grammars

Blass, F., and Debrunner, A. *A Greek Grammar of the New Testament and other Early Christian Literature*. Chicago: University of Chicago Press, 1961.

Moulton, James Hope, Wilbert Francis Howard, and Nigel Turner. *A Grammar of New Testament Greek*. 4 vols. Edinburgh: T & T Clark, 1976.

Robertson, Archibald T. *A Grammar of the Greek New Testament in the Light of Historical Research*. Nashville: Broadman, 1934.

Wallace, Daniel B., *Greek Grammar Beyond the Basics*. Grand Rapids: Zondervan, 1997.

(4) Morphological Aids

Mounce, William D., *The Morphology of Biblical Greek*. Grand Rapids: Zondervan, 1994.

(5) Vocabulary & Principal Parts

Trenchard, Warren C., *The Student's Complete Vocabulary Guide to the Greek New Testament*. rev. ed. Grand Rapids: Zondervan, 1998.

(6) Reader's Lexicon

Kubo, Sakae, *A Reader's Greek-English Lexicon of the New Testament*. Grand Rapids: Zondervan, 1975.

(7) Lexica

Bauer, W., F. W. Danker, W. F. Arndt, and F. W. Gingrich, eds. *A Greek-English Lexicon of New Testament and Other Early Christian Literature* (3d ed.; Chicago and London: University of Chicago Press, 2000 (**BDAG**)).

Louw, Johannes P. and Eugene A. Nida, *Greek-English Lexicon of the New Testament Based on Semantic Domains* (2 vols.; 2d ed; Minneapolis: Fortress, 1994).

(8) **Word Study Resources**

Balz, Horst and Gerhard Schneider, eds., *Exegetical Dictionary of the New Testament* 3 vols.; Grand Rapids: Eerdmans, 1990-93.

Brown, Colin ed., *New International Dictionary of New Testament Theology*. 4 vols.; Grand Rapids: Zondervan, 1986.

Kittel, Gerhard, ed., *Theological Dictionary of the New Testament*. 10 vols. Grand Rapids: Eerdmans, 1976.

Spicq, Ceslas, *Theological Lexicon of the New Testament*. 3 vols.; Peabody, Mass: Hedrickson, 1994.

12 HELP!

Asbury Theological Seminary offers you a full complement of resource people to help you with every aspect of your ExL learning experience.

(1) **ExL Contact Information:**

For **general questions regarding the ExL program**, email
ExL_Office@asburyseminary.edu

For **technical support**, email ExL_Office@asburyseminary.edu

For **library research support**, contact Information Commons at
Information_Commons@asburyseminary.edu

For **library loans**, contact Dot James at
Dot_James@asburyseminary.edu

(2) **Obtaining Library Materials and Research Assistance**