Class Information

Day and Time: Monday 4:15 – 6:45 p.m.
Room Number: E207

Contact Information

Instructor Name: Dr. H. Leroy Metts
Instructor Email: rmetts@criswell.edu
Instructor Phone: 214-818-1335
Instructor Office Hours: Monday 9:00 – 10:30 a.m. & 1:30 – 4:00 p.m.

Course Description and Prerequisites

An introduction to the basic grammar of New Testament Greek. (Prerequisite: ENG 101, BIB 110)

Course Objectives

Upon completion of the course, the student will be able to:

GRAMMATICAL OBJECTIVES (Phonological, Morphological and Syntactical):

A.   Write and pronounce the Greek alphabet (Consonants, vowels, diphthongs)

B.   Identify the correspondences and differences between Greek, the target language, and over his or her own native tongue, English, and in some cases other languages as well. This is pedagogically vidal because of the shared semantic deep structure common to all languages as predicated by at least one linguistic theory of language structure.

C.   Recognize the finite sets of case-number subformalties for the nominal system and how to recognize these quickly and instructively on the various word bases where they appear. Further, the student knows the semantic relations signaled by these forms within stretches of text. This approach combines the best of deductive and inductive methodology.

D.   Recognize also the finite sets of person-number subformalties for the verbal system and how to recognize these quickly and instinctively on the various word bases where they appear in grammatically tense.

E.   Evaluate how to classify verbs according to how the present tense is formed in order to regularize the irregularities of the Greek verbal system as related in Section D.

F.   Progressively recognize that sentences translated in isolation help to internalize required vocabulary and recognition of nuclear structures, basic sentence patterns, shared by Greek and English. This procedure implements the best of the deductive method, which emphasizes structure and organization.

G.   Acquire through sight-reading the implementation of the inductive methodology to read Greek within the contextually sensitive parameters of large stretches of text. The Gospel of John will be used for this purpose in conjunction with the sentence specific context of the selected reading assignments in the grammar by W. H. Davis.

LEXICAL OBJECTIVES:

H.   Acquire a vocabulary of Greek that approaches 70-80% of the total word count of 138, 162 words in the New Testament. This objective is reading by the deductive method of rate memorization but is facilitated by recognizing word roots (bases) arrived at by a system of classifying verbs according to ten minimal sets based on how the present tense is formed (see Davis, pp.232-240)

EXEGETICAL OBJECTIVES:

I.   Analyze the Greek text using the shorthand parsing system of diagrammatic-syntactic analysis adapted from the Kellogg-Reed model.

J.   Develop procedures for constructing analytical outlines of the text based on the results of diagrammatic analysis.

K.   Practices introductory procedures for the use of lexicons, dictionaries, grammars, concordances, etc.

Required Textbooks

A.   Black, David Alan. **Learn to Read New Testament Greek**. New ed., Nashville: Broadman & Holman, 2009.

B.   Gutierrez, Ben, Cara L. Murphy, & David A. Croteau. **Learn to Read New Testament Greek: Workbook**, Broadman & Holman, 2009.

C.   Mounce, William D. & Robert A. Mounce. **The Zondervan Greek & English Interlinear New Testament**. Grand Rapids: Zondervan, 2011.

D.   Zondervan Pamphlet. **Biblical Greek Chart**. Zondervan, 2005.

Course Requirements and Assignments

A.   **Daily Assignments**: Students will be responsible for completing all daily assignments as listed in the course schedule. It is the student's responsibility to make up assignments which may be missed for ANY reason. All written daily assignments are to be turned in each day to be checked by the professor. No grade will be issued, but a complete record may influence the final grade.

B.   **Quizzes**: Daily quizzes will be given covering the material assigned for each day as outlined in the class calendar at the end of this syllabus. Hence, twenty to as many as thirty quizzes could be required during the semester. Depending upon the final count of daily quizzes, from three to five, or more of the lowest grades will be dropped. No make-up quizzes are allowed and each missing quiz will be recorded as zero and will be counted as one of the lower daily grades. The final quiz average shall be factored in as 25% of the final grade.

C.   **Exams**: The student should expect at least three examinations, and each shall be factored in as 25% of the final grade.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

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Course Outline/Calendar

Class Topic/Content/Reading	Papers/Quizzes/Tests

***Week 1: August 19**
- Course Intro.
- Biog. Info., Daily Quizzes, Exams/Tests, Workbook
- Requirements
- Papers, Outlines, Attendance
- Intro. to Text (s)
- Introducing: The Letters and Sounds of
                 Greek/The Greek Alphabet

Blk (Black):1-9: Chapter 1   **[Due for next week**
- The Language of the NT   **Workbook pages 1-28]**
- The Greek Alphabet   **Memorize Alphabet &**
- Greek Phonology/Morphology   **write it out.**
- The Greek Vowels
- The Greek Consonants
- Forming Greek Letters
- Breathing Marks/Punctuation
- Diacritical Marks/Accents

***Week 2: August 26**
Blk: 10-16: Chapter 2   **QUIZ # 1/2/3**
- John 1:1-5   Handout *1 (John 1:1-5)
- Inflection   Pres. Ind. of "to be"
- Mood   Vocab., p. 23
- Voice   Translate: p. 23-25
- Aspect   **[Due for next week**
Blk: 17-25: Chapter 3   **Workbook pages 29-50]**
- Primary Active Suffixes
- Conjugations: Present Act. Ind
                 Future Act. Ind
- Negatives
- Parsing
- Vocabulary
- Translation

*Week 3: September 2   **LABOR DAY: No classes/Offices closed**
                                                            [get workbook up-to-date next this week]

*Week 4: September 9

Blk: 26-34: Chapter 4   **QUIZ #4/5**

- Nouns of the Second   Decline 2 dec./Nouns

- Declension   Decline Nouns

- Greek Cases   Handouts *2

- Gender   Vocab., pp. 31-32; 38-40

- Case Uses   Translate: 1-22, p. 33-34; 1-18, pp.40-41

- The Definite Article

- Conjunctions   **[Due for next week**

- Word Order   **Workbook pages 51-59]**

- Translate

- Review Second Declension

- Translate Exercises

Blk: 35-41: Chapter 5

- First Declension Nouns

- Paradigm of Definite Article

- Prepositions with One Case

- Review three declension patterns
  of first dec. nouns

- Translate Exercises

*Week 5: September 16

Blk: 42-48: Chapter 6   **QUIZ #6**

- Inflection of Adjectives   Decline adjectives

- Uses of the Adjectives: Know Uses

  Attributive, Predicate, & Substantival   Vocab. p. 46-47

- Review Adjectives   Translate Sentences 1-19, p. 47-48

                                                                  [Due for next week

                                                                  Workbook pages 60-68]

*Week 6: September 23

Blk: 49-57: Chapter 7   **QUIZ #7**

- Secondary Actives Suffixes   Conjugate imperfect/Aor.

- Imperfect/Aorist Indicative   Conjugate Imperf. of "to be"

- First and Second Aorist   Handout *3: Verbs

- Imperfect of "to be"   Vocab. p. 55-56

- Second Aorist Stems/Roots   Translate sentences 1-19, p. 57

- Uses of the Aorist/Imperfect

- Classifying Verbs according to formation
   of present tense: Regularizng the Irregularities

*Week 7: September 30

\- Regularizing Verb Irregularities   **EXAM: Blk; Chapters 1-7, pp. 1-57**

        1. Verbal Root = present tense stem

        2. Verbal Root + consonantal iota = present tense stem

        3. Verbal Root + ✷ = present tense stem

        4. Verbal Root + ✷ = present tense stem

        5. Verbal Root + **isk** = present tense stem

        6. Mi verbs

        7. Verbal Root undergoes ablaut   **[Due for next week**

8. Multiple verbal roots   **Workbook pages 69-75]**

\- Review Chapter 7, especially Second Aorist Stems, p. 53

*Week 8: October 7

Blk: 58-64: Chapter 8   **QUIZ # 8**

\- Prepositions with Two or Three Cases   Vocab. p. 62-63

\- Functions of Prepositions   Translate 1-21, p. 63-64

\- Ellision

\- Compound Verbs   **[Due for next week**

\- Translation   **Workbook pages 76-84]**

\- Review

\- Translation

*Week 9: October 14

Blk: 65-72: Chapter 9   **QUIZ# 9**

\- Personal Pronouns   Decline 1,2,3

 First person   person pronouns

 Second person   Translate 1-20: 71-72

 Third person   Handout *4: Pronouns

\- Characteristics of P. pronouns

\- Special Uses   **[Due for next week**

\- Examples   **Workbook pages 85-94]**

\- Translation

\- Review Pronouns

\- Translation

*Week 10: October 21

Blk: 73-79: Chapter 10	**QUIZ #10**
- Perfect and Pluperfect Active Indicative	Conjugate Perf. Act. Ind.
- Translation	Vocab. p. 77-78
- Significance of the Perfect Tense	Translate 1-13: p.78-79
- The Pluperfect	
- The Verb "I know"	**[Due for next week**
- Translation	**Workbook pages 95-104]**
- Verb classes once again: Regularizing Irregularities	

*Week 11: October 28

Blk: 80-85: Chapter 11	**QUIZ #11**
- Demonstrative Pronouns	Decline the demonstratives
- Paradigms	Vocab. a-c: p. 76
Near demonstratives	Translate 1-5: p. 77
Remote demonstratives	**[Due for next week**
- Translation	**Workbook pages 105-114]**
- Review	
- Translation	

*Week 12: November 4

Blk: 86-91: Chapter 12	**QUIZ #12**
- Present, Middle & Passive Indicative	Vocab. pp. 83-84
- Uses of the Middle	Translate 1-21 p: 84-85
- Deponent Verbs	
- Agency	**[Due for next week**
- Present Middle/Passive	**Workbook pages 115-134]**
- Review	
- Translation	

*Week 13: November 11

Blk: 92-96: Chapter 13	**QUIZ #13/14**
- Perfect Middle/Passive; Future Middle Indicative	Conjugate Perf/Fut.
- Future Ind. of "to be"	Conjugate Fut. of "to be"
- Adverbs	Conjugate Imperfect/First Aorist
- Perfect/Future – Middle/Passive	Vocab. pp. 95; p. 100
- Translation	Translate 1-11 p. 96; 1-12 pp. 100-101
Blk: 97-101: Chapter 14	
- Imperfect Middle/Passive	
- Aorist Middle	**[Due for next week of class-**
- Pluperfect Middle/Passive Indicative	**Workbook pages 135-144]**
- Translation	
- Review	

*Week 14:   November 18

Blk: 103-106: Chapter 15	**QUIZ #15**
- First Aorist Passive Indicative	Conjugate verb forms
- Second Aorist Passive Indicative	Vocab. p. 105
Blk. 107-115: Chapter 16	Translate 1-15: p.106
- Review of the Indicative Mood	

November 25-29	**FALL BREAK & THANKSGIVING HOLIDAY**
	[get workbook up-to-date next this week]

*Week 15:   December 2
- Review for Final

*Week 16: December 9	**FINAL EXAM**

Why Study Greek?

I.   <u>GRAMMAR</u> is the system of a language and <u>USAGE</u> the way people use that system. It is that part of the structure of a language which specifies the structure of words, phrases, clauses and sentences and is to be distinguished from <u>SEMANTICS</u> and <u>PHONOLOGY</u>. <u>SYNTAX</u> is that part of grammar which deals with the structure of phrases, clauses, and sentences. That part of grammar which addresses the structure of words is called <u>MORPHOLOGY</u>. Until recently grammar constituted just one branch of language structure. Many modern theories of linguistics treat phonology, syntax, and semantics as part of grammar. For example, the traditional model would look something like this:

```
                        Language structure

                             Grammar

    Phonology          Syntax    Morphology          Semantics
```
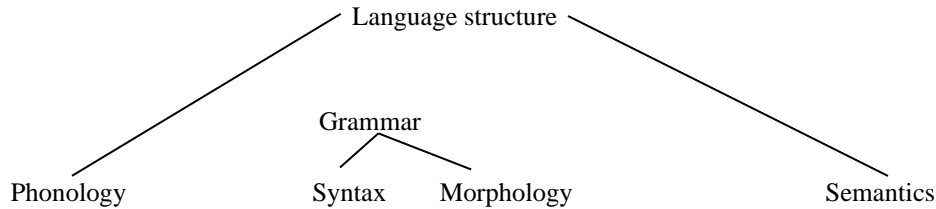
Modern models (e.g. Chomsky) would analyze the components of grammar as follows:

```
                           Grammar

    Phonology              Syntax              Semantics
```
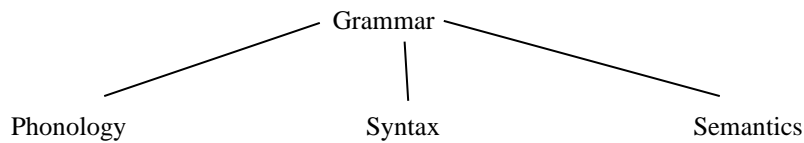
Hence, the course procedure must also include the pedagogy of phonology, morphology, syntax and semantics.

II.   **<u>GENERAL OBSERVATIONS:</u>**
The following observations by David Black, Professor of Greek and New Testament at Southeastern Seminary are humorously and provocatively well-taken. "Whew," you may be saying "After the previous discussion, I need something already to ease the stress of learning this language, and a little humor blended with some serious thought-provoking reason for taking greek would be mighty helpful."

> "A great preacher is like an iceberg. You see only 10%, but
> underneath you sense the other 90%."
> R. C. Sproul

    A.   **Why Study Greek?**
    There are at least three very important reasons why you should study Greek.
        1.   First, of course, is to be able to intimidate your pastor. The trick is to sit in the front pew with your Greek New Testament wide open and watch the poor soul seat to death. (Note: This procedure is considerably less effective if your pastor is preaching from the Old Testament.)

        2.   Second, you also need to take Greek to be able to impress others with your considerable learning. You see, anyone can say what the Bible means, but only Greek students can say what the Bible *really* means. The key is to use all kinds of impressive jargon---aorist passive imperative, for example---that nobody understands but all can be impressed with. Take a lesson from your medical doctor: Why say a child is turning blue when you can say he's cyanotic?

        1.   The final reason to take Greek---*and by far the most important one*---is because some day, if you're really lucky, you too can become a Greek professor!

B.   **Better Reason for Taking Greek**

    1.   There are, I think, better reasons for investing your time and effort in taking this course. The first is that---as R. C. Sproul put it above---you need *depth* in your teaching and preaching. Only a knowledge of Greek can give you this depth and can make you as solid as an iceberg. I am teaching this course with one goal in mind: to enable you to teach and preach the Word of God with integrity, credibility, and authority. This course, then, has an enabling purpose---it *equips* and *empowers* you to have a personal encounter with the sacred text itself.

    2.   Second, I have discovered that knowing Greek is a source of personal renewal and revival. The Greek New Testament has always produced a spiritual earthquake when allowed to shed its light. Through Greek, God can bring you in touch with the power of the original text and apply its truths in your life in ways never before thought possible. My hope is that your Greek New Testament will not be just another study tool, but a book you will read and savor for the rest of your life.

    3.   Finally, as preachers and teachers of God's sacred Word, we have a moral obligation to understand the original languages. If our purpose as ministers of the Word is to understand and proclaim what God has said to his people for their spiritual growth, and if it pleased God to reveal himself in the Greek language, then a knowledge of New Testament Greek should not be considered a luxury but an imperative.''

    Let me repeat: I am not arguing for a knowledge of Greek per se. Greek must not be taught like Edmund Hilary's Mount Everest---"because it's there." But for that reason it cannot be ignored. Greek is most certainly "there," and no preacher can be called an informed professional without a knowledge of it.

Basic Bibliography for Greek Students

P21 (Matthew 12.24-26) More…

Rodney J. Decker
M.Div., Th.M., Th.D., Assoc. Professor of New Testament
Baptist Bible Seminary, 538 Venard Rd.
Clarks Summit, PA 18411 USA

NOTE: This site has moved to <www.NTResources.com>; the pages here are no longer maintained. Please visit the new site and change your bookmarks and links accordingly.

Bibliography: Greek Grammar and Linguistics
Compiled by Rodney J. Decker
1994

[This bibliography does not contain the standard New Testament grammars and lexicons. It focuses rather on journal articles and lesser known books. The verb receives the largest share of attention here. Material on verbal aspect is included, some of which deals primarily with languages other than Greek.]

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BIBLIOGRAPHY: Tense and Discourse
The following section is from the net as explained in the explanatory paragraphs that immediately follow. I have revised the formatting and provided missing information where possible. Much of it relates to verbal aspect and discourse analysis in English, but much of the theoretical discussion should also prove to be of interest for Greek.

Subject: References on Tense and Discourse
From: ingria@bbn.com
Date: 14 Nov 94 15:21:36 CST.
I recently saw this on the Linguist List and, given the recent discussion of aspect and discourse here, I thought it might be of interest. (I know that tense and aspect are at least analytically distinct, but I suspect that at least some of these references deal with the interaction of the two in creating textual and dialogue "cohesion," to use Hasan's phrase.) I hope that this is of use. Bob

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