



**Class Information**

**Day and Time:** Monday 4:15 p.m. – 6:45 p.m.

**Room Number:** E207

**Contact Information**

**Instructor Name:** Dr. Roy Metts

**Instructor Email:** rmetts@criswell.edu

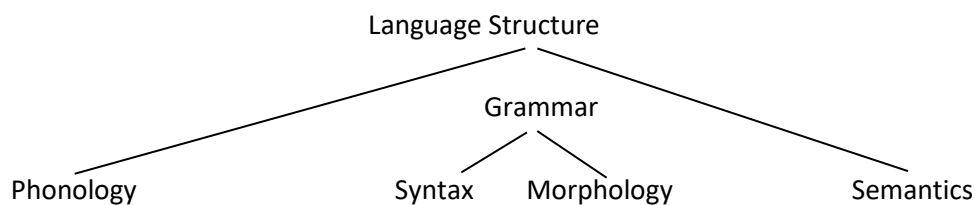
**Instructor Phone:** 214-818-1335

**Instructor Office Hours:** Monday 9:00 – 10:30 a.m. & 1:30 – 4:15 p.m.

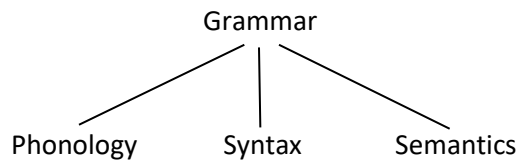
**Course Description and Prerequisites**

A continuation of basic grammatical studies in New Testament Greek. (Prerequisite: GRK 201)

GRAMMAR is the system of a language and usage is 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 SEMANTICS and PHONOLOGY. SYNTAX 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 MORPHOLOGY. 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:



Modern models (e.g. Chomsky) would analyze the components of grammar as follows:



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

## Course Objectives

Upon completion of the course the student shall:

**Grammatical Objectives:** Phonological, Morphological and Syntactical.

- A. Write and pronounce the Greek alphabet (Consonants, vowels, diphthongs)
- B. Identify correspondences and differences between Greek, the target language, and over own native tongue, English, and in some cases other languages as well. This is pedagogically vital 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.
- F. Progressively recognize that sentences translated in isolation helps 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 the implementation of 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 rote 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 short-hand 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. Practice introductory procedures for the use of lexicons, dictionaries, grammars, concordances, etc.

## Required Textbooks

- Black, David Alan. Learn to Read New Testament Greek. New ed. ISBN: 9780805444933.
- Gutierrez, Ben, Cara L. Murphy, and David A. Croteau. Learn to Read New Testament Greek, Workbook. ISBN: 9780805447927.
- Mounce, William D. and Robert A. Mounce. The Zondervan Greek & English Interlinear New Testament. ISBN: 9780310492962.
- Mounce, William D. Zondervan Get an A Study Guides: Biblical Greek. Laminated chart. ISBN: 9780310262947.
- Metzger, Bruce M. Lexical Aids for Students of New Testament Greek. ISBN: 9780801021800.

## 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.

GRK 202 is a continuation of GRK 201. The initial week of class will be devoted to review of Chapters 1-15 of Black's text. Week Two begins with Chapter 16 until completion of the text. Then John's Gospel and Epistles will be translated.

- B. **Daily 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 will be factored in as 25% of the final grade.
- C. **Course Exams:** The student may expect at least three examinations (including the final exam) each 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

WEEK ONE/Jan. 20 **MARTIN LUTHER KING DAY (NO CLASS)**

WEEK TWO/Jan. 27

### SESSIONS 1-3

1. Review: BLACK (BLK): Chaps. 3-7: pp. 16-53
2. Inductive Review: Gospel of John 1:1-6 (Handouts)  
(1) Cf./ Use Linguistic/Exegetical Key: Rogers & Rogers
3. Review: BLK: c. 8-12:54-83
4. Inductive Review: John 1:7-11(Handouts)

WEEK THREE/Feb. 3

### SESSIONS 4-6

1. Review Exam: pp. 16-83
2. BLK: c. 13: pp. 84-87: Perf. Mid/Pass; Fut. Mid. Ind
3. Translate John 1:12-15
  - a. Handouts
  - b. Use Linguistic and Exegetical Key: Rogers & Rogers
4. **Quiz #1**

WEEK FOUR/Feb. 10

### SESSIONS 7-9

1. BLK: c. 14: pp. 88-91: Imperfect Mid./Pass; Aorist Mid; Plu perfect Middle/Pass. Indicative
2. Translate John 1:15-19
3. BLK: c. 14: pp. 88-91: Impf./Aor./Pluperf.
4. John 1:20-25
5. **Quiz #2**

WEEK FIVE/Feb. 17

### SESSIONS 10-12

1. BLK: c. 15: pp. 92-96: Aor/Fut.Pass.Ind.
2. BLK: c. 16: pp. 97-105:Review of Ind. Mood
3. BLK: c. 17: pp. 106-113: Introducing Nouns of the Third Declension
4. **Quiz # 3**: BLK: pp. 92-105

WEEK SIX/Feb. 24

### SESSIONS 13-15

1. BLK: c. 17: pp. 106-113: *Third Dec. Nouns*
2. *John 1:26-31*
3. BLK: c. 17: pp. 106-113: *Third Dec. (cont'd)*
4. *John 1:32-34*
5. **Quiz # 4**

WEEK SEVEN/Mar. 2

### SESSIONS 16-18

1. BLK: c. 18: pp. 114-121: Adj, Pro., Numerals of 1,3 Dec.
2. 1:35-41
3. BLK: pp. 114-121
4. John 1:42-45
5. **Quiz #5**

WEEK EIGHT/Mar. 9

### SESSIONS 19-21

1. BLK: c. 19: pp. 122-129: Contract and Liquid Verbs
2. John 1:46-51
3. BLK: 122-129
4. **Quiz #6**

**MARCH 16-20, 2019** **SPRING BREAK**

**WEEK NINE/Mar. 23**

**SESSIONS 22-24**

1. BLK: c. 20: pp. 130-145: Participles & Handouts
2. **Quiz #7**: BLK: p.p. 130-145: Formation of the Participle & Participles
3. John 2:1-11
4. **EXAM #1**

**WEEK TEN/Mar. 30**

**SESSIONS 25-27**

1. **Quiz#8 [Take-Home]**

**WEEK ELEVEN/Apr. 6**

**SESSIONS 28-30**

1. BLK: c. 21: pp. 146-153: Infinitives
2. John 2:12-25
3. BLK: 146-153
4. John 2:12-25
5. **Quiz #9**

**WEEK TWELVE/Apr. 13**

**SESSIONS 31-33**

1. BLK: c. 22:154-159 (Additional Pronouns)
2. John 3:1-21
3. BLK: c. 23: pp. 160-167 (The Subjunctive Mood)
4. John 3:22-36
5. **Quiz #10**

**WEEK THIRTEEN/Apr. 20**

**SESSIONS 34-36**

1. BLK: c. 23 (Review); c. 24:168-173: The Imperative/Optative Moods
2. John 4:1-14
3. BLK: 168-173
4. John 4:15-26
5. **Quiz # 11**

**WEEK FOURTEEN/Apr. 27**

**SESSIONS 37-39**

1. BLK: c.25: pp. 174-178 (Verbs)
2. John 4:27-42
3. BLK: 174-178 (Verbs)
4. John 4:43-54
5. **Quiz #12**

**WEEK FIFTEEN/May 4**

**SESSIONS 40-42**

1. BLK: c. 26; 179-191
2. I John 1:1-8
3. I John 2:1-14

**!!!FINALS WEEK/May 11!!!**

**FINAL EXAM**

**GRADUATION - MAY 16**

## Selected Bibliography

See this bibliography website at: [http://faculty.bbc.edu/rdecker/re\\_gkbib.htm](http://faculty.bbc.edu/rdecker/re_gkbib.htm)



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

P21 (Matthew 12.24-26) [More...](#)

### Basic Bibliography for Greek Students

"I have firmly decided to study Greek, nobody except God can prevent it. It is not a matter of personal ambition but one of understanding the most Sacred Writings." - Ulrich Zwingli

#### ***A Recommended Bibliography for Beginning Greek Students***

For links to the major booksellers online who handle biblical studies and theology, see my [Links](#) page. (I formerly had links to publishers pages on some of these titles, and to Amazon on others, but I dropped those links for two reasons: first, the publishers kept changing the URLs, and second, I don't want to give the impression that I am an Amazon portal/partner and get rebates from these listings (much as I might like to make some money from the time I put into this site!). I have left the links to a few of the Greek texts, but I no longer recommend that you buy them direct from ABS since they knuckled under to the wholesale distributors a few years ago and raised prices by about 40%...! You can find these titles easily enough by searching at the major sites linked just above. For used copies, I recommend [addAll](#).

Category	First Year	Second Year	Third Year
Gk. txts	<a href="#">UBS 4th ed.</a>	<a href="#">NA 27th ed.</a>	<a href="#">Synopsis of the Four Gospels Greek/English</a> 9th edition, 1989
Lexicons	Gingrich, abridged ( <i>Shorter Lexicon of the Greek NT</i> )* or: Abbott-Smith, <i>Manual Greek Lexicon of the NT</i>	BDAG* (= <i>A Greek-English Lexicon of the NT &amp; Other Early Christian Literature</i> , Bauer; ed. Arndt, Gingrich, Danker) --the standard reference tool for NT studies; 3d edition was published late fall 2000. See my <a href="#">review</a> . Louw & Nida, <i>Greek-English Lexicon of the NT Based on Semantic Domains</i> (United Bible Societies; a good complement to BAGD) Mounce, <i>Analytical Lexicon</i> ***	Moulton & Milligan, <i>The Vocabulary of the Greek Testament</i> (new Hendrickson reprint) Liddell & Scott (the standard lexicon for classical Greek; it does include NT material). "Liddell," BTW, is pronounced "little" (not "li-dell").



<b>Concord.</b>	<i>Greek-English Concordance</i> , ed. Kohlenberger (Zond)	<i>Exhaustive Concordance to the Greek NT</i> , ed. Kohlenberger (Zond) (unless you have a computerized tool that makes it unnecessary)	.
<b>Grammar</b>	a first-year text (I recommend <a href="#">Mounce's Basics of Biblical Greek</a> ) This vol. now comes with a CD-ROM of helpful software, esp. for learning vocabulary.	Bowne, <i>Paradigms &amp; Principal Parts for the Greek NT</i> (Univ. Press of Am.) Porter, <i>Idioms of the Greek NT</i> (Sheffield) Young, <i>Intermediate NT Greek</i> (Broadman-Holman) Black, <i>It's Still Greek to Me</i> (Baker)	Wallace, <i>Greek Grammar Beyond the Basics: An Exegetical Syntax of the NT</i> (Zondervan) - This one is accessible at the 2d year level, but it's too large for a textbook. For those who want to get into the technical grammars (not for the faint of heart!) consider A. T. Robertson and Smyth (BDF and MHT are even more technical)
<b>Word Std.</b>	Robertson, <i>Word Pictures in the NT</i> (I do not recom. Vincent [primarily due to age], and I recom. that you <i>do not use</i> Wuest! [due to methodological issues].)	<i>New International Dictionary of NT Theology</i> , ed. Colin Brown (DNTT; Zondervan)	<i>Theological Dictionary of the NT</i> , ed. Kittel (TDNT, 10 vol; 1-vol. abridgement avail.; Eerdmans). I'm not convinced that the 10-vol. set is worth the money for purposes of pastoral ministry.
<b>Comms.**</b>	New International Commentary on the NT (NICNT) vols.; Pillar NT Comm. (both of these series from Eerdmans)	Baker Exegetical Commentary series (originally Wycliffe Exeg. Comm. from Moody Press, later sold to Baker)	New International Greek Testament Commentary (NIGTC); Word Biblical Commentaries (WBC); Int'l. Critical Comm. (ICC)
<b>Textual Crit.</b>	Carson, <i>KJV Debate</i> (Baker)	Aland, <i>Text of the NT</i> (2d ed., Eerdmans) Metzger, <i>Text of the NT</i> (3d ed., Oxford) Finegan, <i>Encountering NT Manuscripts</i> (Eerdmans; once again available, though only through "Print on Demand" from the publisher. The major book	Epp & Fee, <i>Studies in the Theory and Method of NT Textual Criticism</i> (Eerdmans) White, <i>The King James Only Controversy</i> (Bethany)--if you encounter some of the rabid, KJV-only crowd.

		sellers on the web do list it.) UBS <i>Textual Commentary</i> (ed. Metzger)	
<b>Computer Software</b>		<i>Accordance</i> (Mac)--version 5.x is an incredible tool! <i>BibleWorks</i> (v. 5 is perhaps the first Windows-based program that begins to approach the language tools of <i>Accordance</i> ) <i>Logos</i> , level 3 (Windows--not nearly as capable for grammatical study as <i>BibleWorks</i> or <i>Accordance</i> , but it has its place--mostly as an electronic library [for those who are willing to endure reading books on screen!]; if it weren't for having BAGD online, I wouldn't even list it as a recommended Greek tool.)	
<b>Misc.</b>	Silva, <i>God, Language &amp; Scripture: Reading the Bible in Light of General Linguistics</i> (Zondervan; now part of the combined volume: <i>Foundations of Contemporary Interpretation</i> )	Carson, <i>Exegetical Fallacies</i> (2d ed.; Baker) Fee, <i>NT Exegesis</i> (Westminster) Silva, <i>Explorations in Exegetical Method</i> (Baker); 2d ed.: <i>Interpreting Galatians: Explorations in Exegetical Method</i> (2001). Rogers, <i>New Linguistic &amp; Exegetical Key to the Greek NT</i>	Black & Dockery, <i>NT Criticism &amp; Interpretation</i> (Zondervan); 2d ed. now from Broadman/Holman: <i>Interpreting the NT: Essays on Methods and Issues</i> (advertised as a "sequel," but it's just a 2d ed. with a diff. publisher; many of the same essays)

\*If you can afford it, get BDAG sooner. You will need it sooner or later anyway. You cannot do serious exegesis without it.

\*\*\*I hesitate to recommend an analytical lexicon, but eventually you will need one for those odd forms that you just can't remember or figure out (unless you have a computer-based program that will do the same thing for you). Just don't allow it to become a crutch--and **never** buy one before you have mastered a first year grammar.

\*\*Commentaries listed above are general recommendations for *sets* that are generally helpful. Individual comms. *of special note* on specific books are as follows:

**Matt.:** Carson (EBC, part of v. 8); **Mark:** Gundry, Lane; **Luke:** [Bock](#) (BEC); **John:** Carson; **Acts:** Bruce on the Gk text, & NICNT vol.

**Rom.:** Cranfield (ICC), Moo (NICNT), Schreiner (ECNT)--an abundance of riches on Romans!; **1 Cor.:** Fee (NICNT); **2 Cor.:** Barnett (NICNT); **Eph.:** Lincoln (WBC), O'Brien (Pillar), Best (ICC); **Phil.:** Silva (WEC), O'Brien (NIGTC); **Col.:** O'Brien, Harris, Arnold (*The Colossian Syncretism*); **Pastorals:** Fee, W. Mounce in WBC (There is also a new ICC vol. by Marshall that I haven't used yet that's prob. worth checking.)

**Heb.:** Lane (WBC); **James:** Moo (Pillar series, not Tyndale); **Eps./John:** Kruse; watch for D. A. Carson's forthcoming vol. (I think in the NIGTC series?); **Rev.:** R. Mounce (NICNT), Thomas (WEC).

Not all NT books are listed--which implies that some do not have "outstanding" commentaries available, esp. those that deal with the Greek text; "good" ones, yes, but these are a cut above good--at least in my opinion! This list also reflects my own reading, so it will probably appear to some that I have some very obvious oversights. That is undoubtedly true. (It certainly is of the other bibliographies listed below.) Also note that I've only listed contemporary volumes that are (for the most part) still in print. (Silva's on Philippians is presently out of print; a second edition will be published in Baker's ECNT series when it has been revised; no word on date.) I have not included classic commentaries here.

I recommend that before you invest money in commentaries that you also read carefully **D. A. Carson, *New Testament Commentary Survey***, 5th ed. (Grand Rapids: Baker, 2001). For perceptive reviews of NT commentaries, there's no better place to find an assessment than this book. It is not a "candy-coated," sales brochure (far from it!), but a sagacious, "tell it as you see it" survey--one of the few such bibliographies that will make you laugh as you read (or cry if you happen to be one of those authors who receives Carson's chastening stick!). Highly recommended.

**You may also want to browse other similar pages that I've run across recently**

[Commentary and Reference Survey](#): A Periodical Buyer's Study Guide (Vol. 4, No. 1) Compiled by John Glynn (The advice is better than the spelling/proofreading!)

[The 750 Books for Biblical Expositors](#), by James F. Stitzinger, librarian at The Master's Seminary. He has some good advice on building a library for an exegetical, expository ministry.

[NT COMMENTARIES FOR BIBLE EXPOSITORS 1987-92](#) (James Rosscup) annotated bibliography.

[EXEGESIS BIBLIOGRAPHY](#) (C. L. Blomberg, K. A. Eckleberger, and W. W. Klein of The New Testament Department, Denver Seminary) Items are listed without comment (other than an asterisk that identifies what the author's consider to be the best in each category) by NT book order.

[Commentary Recommendations for the New Testament](#) (Edgar Krentz, Lutheran School of Theology at Chicago)

These pages use CSS and Unicode UTF-8 encoding; most Greek text is now in [Unicode](#) format, though some remnants of the older, non-standard Galilee encoding remain. You should not have difficulties viewing this material if you have a relatively current web browser and a [font](#) that contains polytonic Greek. (Even the archaic IE will work, but you ought to be using [Firefox](#)! :)

The pages on this web site are [copyright](#) © 1998-2005 by Rodney J. Decker. All rights reserved. Certain [disclaimers](#) apply. Please note that I am unable to serve as a Q & A resource. As my schedule permits, I will attempt to answer questions related specifically to my own writings posted on this site, but I cannot answer general Bible or Greek questions from anyone who is curious. Sorry! [See the note re. the [hit counters](#) on this site.]

