



On-Campus Course Syllabus

GRK 306 L2

Greek I

Fall 2020

Class Information

Day and Time: Tuesday 4:45 – 7:15 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: COM 101)

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 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 subformalities 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 subformalities 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 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 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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

| | | | Grade Definitions (optional) |
|----|--------|------------------------------------|------------------------------|
| 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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

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 contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Class Topic/Content/Reading

***Week 1: August 18**

- 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

- The Language of the NT
- The Greek Alphabet
- Greek Phonology/Morphology
- The Greek Vowels
- The Greek Consonants
- Forming Greek Letters
- Breathing Marks/Punctuation
- Diacritical Marks/Accents

***Week 2: August 25**

Blk: 10-16: Chapter 2

- John 1:1-5
- Inflection
- Mood
- Voice
- Aspect

Blk: 17-25: Chapter 3

- Primary Active Suffixes
- Conjugations: Present Act. Ind
Future Act. Ind
- Negatives
- Parsing
- Vocabulary
- Translation

***Week 3: September 1**

Blk: 26-34: Chapter 4

- Nouns of the Second

Papers/Quizzes/Tests

**[Due for next week
Workbook pages 1-28]
Memorize Alphabet &
write it out.**

QUIZ # 1/2/3

Handout *1 (John 1:1-5)
Pres. Ind. of "to be"
Vocab., p. 23
Translate: p. 23-25

**[Due for next week
Workbook pages 29-50]**

QUIZ #4/5

Decline 2 dec./Nouns

- Declension
- Greek Cases
- Gender
- Case Uses
- The Definite Article
- Conjunctions
- Word Order
- 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 4: September 8**

Blk: 42-48: Chapter 6

- Inflection of Adjectives
- Uses of the Adjectives:
Attributive, Predicate, & Substantival
- Review Adjectives

***Week 5: September 15**

Blk: 49-57: Chapter 7

- Secondary Actives Suffixes
- Imperfect/Aorist Indicative
- First and Second Aorist
- Imperfect of "to be"
- Second Aorist Stems/Roots
- Uses of the Aorist/Imperfect
- Classifying Verbs according to formation of present tense: Regularizing the Irregularities

***Week 6: September 22**

- Review for Exam

Decline Nouns

Handouts *2

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

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

[Due for next week

Workbook pages 51-59]

QUIZ #6

Decline adjectives

Know Uses

Vocab. p. 46-47

Translate Sentences 1-19, p. 47-48

[Due for next week

Workbook pages 60-68]

QUIZ #7

Conjugate imperfect/Aor.

Conjugate Imperf. of "to be"

Handout *3: Verbs

Vocab. p. 55-56

Translate sentences 1-19, p. 57

***Week 7: September 29**

- Regularizing Verb Irregularities

1. Verbal Root = present tense stem
2. Verbal Root + consonantal iota = present tense stem
3. Verbal Root + □★ = present tense stem
4. Verbal Root + 𐤀𐤃★ = present tense stem
5. Verbal Root + isk = present tense stem
6. Mi verbs
7. Verbal Root undergoes ablaut

8. Multiple verbal roots

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

EXAM: Blk; Chapters 1-7, pp. 1-57

[Due for next week

Workbook pages 69-75]

***Week 8: October 6**

Blk: 58-64: Chapter 8

- Prepositions with Two or Three Cases
- Functions of Prepositions
- Elision
- Compound Verbs
- Translation
- Review
- Translation

QUIZ # 8

Vocab. p. 62-63

Translate 1-21, p. 63-64

[Due for next week

Workbook pages 76-84]

***Week 9: October 13**

Blk: 65-72: Chapter 9

- Personal Pronouns
 - First person
 - Second person
 - Third person
- Characteristics of P. pronouns
- Special Uses
- Examples
- Translation
- Review Pronouns
- Translation

QUIZ# 9

Decline 1,2,3

person pronouns

Translate 1-20: 71-72

Handout *4: Pronouns

[Due for next week

Workbook pages 85-94]

***Week 10: October 20**

Blk: 73-79: Chapter 10

- Perfect and Pluperfect Active Indicative
- Translation
- Significance of the Perfect Tense
- The Pluperfect
- The Verb "I know"
- Translation
- Verb classes once again: Regularizing Irregularities

QUIZ #10

Conjugate Perf. Act. Ind.
Vocab. p. 77-78
Translate 1-13: p.78-79

**[Due for next week
Workbook pages 95-104]**

***Week 11: October 27**

Blk: 80-85: Chapter 11

- Demonstrative Pronouns
- Paradigms
 - Near demonstratives
 - Remote demonstratives
- Translation
- Review
- Translation

QUIZ #11

Decline the demonstratives
Vocab. a-c: p. 76
Translate 1-5: p. 77

**[Due for next week
Workbook pages 105-114]**

***Week 12: November 3**

Blk: 86-91: Chapter 12

- Present, Middle & Passive Indicative
- Uses of the Middle
- Deponent Verbs
- Agency
- Present Middle/Passive
- Review
- Translation

QUIZ #12

Vocab. pp. 83-84
Translate 1-21 p: 84-85

**[Due for next week
Workbook pages 115-134]**

***Week 13: November 10**

Blk: 92-96: Chapter 13

- Perfect Middle/Passive; Future Middle Indicative
- Future Ind. of “to be”
- Adverbs
- Perfect/Future – Middle/Passive
- Translation

Blk: 97-101: Chapter 14

- Imperfect Middle/Passive
- Aorist Middle
- Pluperfect Middle/Passive Indicative
- Translation
- Review

***Week 14: November 17**

Blk: 103-106: Chapter 15

- First Aorist Passive Indicative
- Second Aorist Passive Indicative

Blk. 107-115: Chapter 16

- Review of the Indicative Mood

November 23-27

***Week 15: December 1**

- Review for Final

***Week 16: December 8**

QUIZ #13/14

Conjugate Perf/Fut.

Conjugate Fut. of “to be”

Conjugate Imperfect/First Aorist

Vocab. pp. 95; p. 100

Translate 1-11 p. 96; 1-12 pp. 100-101

**[Due for next week of class-
Workbook pages 135-144]**

QUIZ #15

Conjugate verb forms

Vocab. p. 105

Translate 1-15: p.106

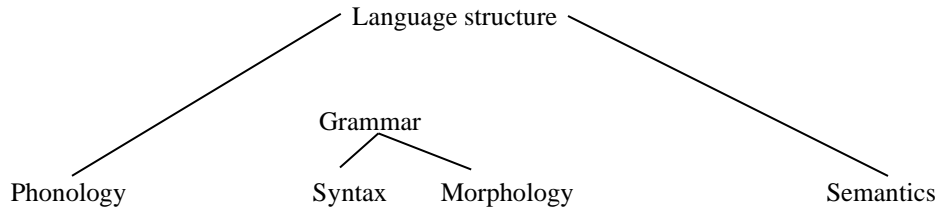
FALL BREAK & THANKSGIVING HOLIDAY

[get workbook up-to-date next this week]

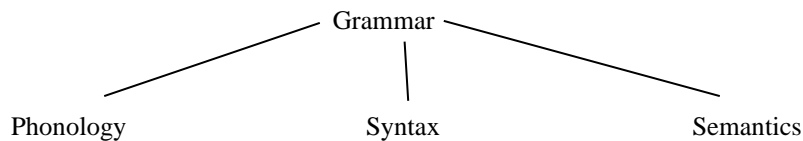
FINAL EXAM

Why Study Greek?

- I. GRAMMAR is the system of a language and USAGE 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.

II. GENERAL OBSERVATIONS:

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.]

Armstrong, D. "The Ancient Greek Aorist as the Aspect of Countable Action." *Syntax and Semantics* 14: *Tense and Aspect*. Edited by P. Tedeschi and A. Zaenen, 1–11. New York: Academic, 1981.

Bache, C. "Aspect and Aktionsart: Towards a Semantic Distinction." *Journal of Linguistics* 18 (1982): 57–72.

Black, David Alan. *Linguistics for Students of New Testament Greek: A Study of Basic Concepts and Applications*. Grand Rapids: Baker, 1988.

Boyer, James. "Adverbial Clauses: Statistical Studies." *Grace Theological Journal* 11 (1990): 71–96.

Boyer, James. "A Classification of Imperatives: A Statistical Study." *Grace Theological Journal* 8 (1987): 35–54.

Boyer, James. "A Classification of Infinitives: A Statistical Study." *Grace Theological Journal* 6 (1985): 3–27.

Boyer, James. "The Classification of Optatives: A Statistical Study." *Grace Theological Journal* 9 (1988): 129–40.

Boyer, James. "A Classification of Participles: A Statistical Study." *Grace Theological Journal* 5 (1984): 163–79.

Boyer, James. "The Classification of Subjunctives: A Statistical Study." *Grace Theological Journal* 7 (1986): 3–19.

Boyer, James. "First Class Conditions: What Do They Mean?" *Grace Theological Journal* 2 (1981): 75–114.

Boyer, James. "Other Conditional Elements in New Testament Greek." *Grace Theological Journal* 4 (1983): 173–88.

Boyer, James. "Second Class Conditions in New Testament Greek." *Grace Theological Journal* 3 (1982): 81–88.

Boyer, James. "Third (and Fourth) Class Conditions." *Grace Theological Journal* 3 (1982): 163–75.

Bubenik, Vit. "Dialect Contact and Koineization: The Case of Hellenistic Greek." *International Journal of the Sociology of Language* 99 (1993): 9–23.

Bull, W. E. *Time, Tense, and the Verb: A Study in Theoretical and Applied Linguistics, with Particular Attention to Spanish*. Berkeley: Univ. of California Press, 1971.

Buth, R. "Mark's Use of the Historical Present." *Notes on Translation* 65 (1977): 7–13.

Callow, J. "The Function of the Historic Present in Mark 1:16–3:6; 4:1–41; 7:1–23; 12:13–34." *START* (Dallas: SIL) 11 (1984): 9–17.

Carole Elisabeth Chaski. "Syntactic Theories and Models of Syntactic Change: A Study of Greek Infinitival Complementation." Ph.D. diss., Brown University, 1988.

Cervin, Richard S. "Word Order in Ancient Greek." Ph.D. diss., Univ. of Illinois, 1990.

Colwell, E. C. "Greek Language." *Interpreter's Dictionary of the Bible*. 2:479–87.

Comrie, B. *Aspect: An Introduction to the Study of Verbal Aspect and Related Problems*. Cambridge Textbooks in Linguistics. Cambridge: Cambridge Univ. Press, 1976.

Comrie, B. *Tense*. Cambridge Textbooks in Linguistics. Cambridge: Cambridge Univ. Press, 1985.

Conybeare, W. J. "The Use of the Aorist." *Journal of Philology* 1 (1868): 222–30. (Pagination includes unsigned editor's note by F. J. A. Hort at the end of the article.)

Coughanowr, E. N. "The Verbal Categories in the Greek of the Synoptic Gospels." Ph.D. diss., Univ. of Illinois, Urbana Champaign, 1955.

Cotterell, Peter and Max Turner. *Linguistics and Biblical Interpretation*. Downers Grove, IL: InterVarsity Press, 1989.

Davison, M. E. "New Testament Greek Word Order." *Literary and Linguistic Computing* 4.1 (1989): 19–28.

Deissmann, Adolf. "Hellenistic Greek with Special Consideration of the Greek Bible." In *The Language of the New Testament: Classic Essays*. JSNT supp. series # 60. Edited by Stanley E. Porter, 39–59. Sheffield: JSOT Press, 1991.

Delancey, S. "Aspect, Transitivity and Viewpoint." *Tense-Aspect: Between Semantics and Pragmatics*. Edited by P. J. Hopper, 167–83. Amsterdam: Benjamins, 1982.

Drewitt, J. A. J. "The Augment in Homer." *Classical Quarterly* 6 (1912): 44–59, 104–20.

Durie, D. *Greek Grammar: A Concise Grammar of NT Greek*. Canberra, Australia: privately printed, 1981.

- Elliott, Wm. E. "Conditional Sentences in the Greek New Testament." Th.D. diss., Grace Theological Seminary, 1981.
- Ellis, J. [O.] Review of Bull, *Time*. *Archivum Linguisticum* 13 (1961): 210–12.
- Erickson, R. J. "Biblical Semantics, Semantic Structure, and Biblical Lexicology: A Study of Methods, with Special Reference to the Pauline Lexical Field of 'Cognition.'" Ph.D. diss., Fuller Theological Seminary, 1980.
- Erickson, R. J. "OIDA and GINOSKO and Verbal Aspect in Pauline Usage." *Westminster Theological Journal* 44 (1982): 110–22.
- Fanning, Buist. *Verbal Aspect in New Testament Greek*. Oxford: Clarendon Press, 1990.
- France, R. T. "The Exegesis of Greek Tenses in the NT." *Notes on Translation* 46 (1972): 3–12.
- Franklin, Karl J. "Speech Act Verbs and the Words of Jesus." In *Language in Context: Essays for Robert E. Longacre*. Edited by Shin Ja J. Hwang and William R. Merrifield. Dallas: Summer Institute of Linguistics & University of Texas at Arlington, 1992.
- Friberg, Timothy. "New Testament Greek Word Order in Light of Discourse Considerations." Ph.D. diss., University of Minnesota, 1982. [University Microfilms order no. AAC 8213977]
- Funk, R. W. "The Syntax of the Greek Article." Ph.D. diss., Vanderbilt Univ., 1953.
- [Gildersleeve, B. L.] "Temporal Sentences of Limit in Greek." *American Journal of Philology* 24 (1903): 388–408.
- Goodspeed, E. J. "A New Glimpse of Greek Tense-Movements in NT Times." *American Journal of Theology* 10 (1906): 102–03.
- Guite, H. H. "Review of Porter's *Verbal Aspect*." *Expository Times* 101 (1989): 346–47.
- Haberland, H. "A Note on the 'Aorist.'" *Language and Discourse: Test and Protest*. Edited by J. L. Mey, 173–84. Linguistic and Literary Studies in Eastern Europe, 19. Amsterdam: Benjamins, 1986.
- Halliday, M. A. K. "Lexis as a Linguistic Level." In *In Memory of J. R. Firth*. Edited by C. E. Bazell et al., 148–62. London: Longman, 1966.
- Hartman, L. *Participial Constructions in the Synoptic Gospels*. Testimonium Linguae. Coniectanea Neotestamentica 19. Lund: Gleerup, 1963.
- Hintze, W. R. "The Significance of the Greek First Class Conditional Sentence in the Structure and Interpretation of the Gospels." Ph.D. diss., Southwestern Baptist Theological Seminary, 1969.
- Hirtle, W. H. *Time, Aspect and the Verb*. Cahiers de psychomécanique du langage. Québec: Les presses de l'Université de Montréal, 1975.
- Hopper, P. J. "Aspect and Foregrounding in Discourse." *Syntax and Semantics 12: Discourse and Syntax*. Edited by T. Givón, 213–41. New York: Academic, 1979.

- Hopper, P. J., ed. *Tense-Aspect: Between Semantics and Pragmatics*. Amsterdam: Benjamins, 1982.
- Horsley, G. H. R. "The Linguistic and Historical Context of the Greek of the NT: The Evidence of Contemporary Documents." Ph.D. diss., Macquarrie Univ., Australia, 1985.
- Houben, J. L. "The Conditional Sentence in Ancient Greek." Ph.D. diss., Princeton Univ., 1976.
- Johnson, M. R. "A Unified Temporal Theory of Tense and Aspect." *Syntax and Semantics*, 14: *Tense and Aspect*. Edited by P. J. Tedeschi and A. Zaenen, 145–75. New York: Academic, 1981.
- Johnson, O. E. *Tense Significance as the Time of the Action*. Language Dissertations 21. Philadelphia: Linguistic Society of America, 1936.
- Joseph, Brian D. *Morphology and Universals in Syntactic Change: Evidence from Medieval and Modern Greek*. Bloomington: Indiana Univ. Linguistics Club, 1978. [Covers classical to modern Greek, despite the title.]
- Karleen, Paul S. "The Syntax of the Participle in the Greek New Testament." Ph.D. diss., Univ. of Pennsylvania, 1980.
- Kilpatrick, G. D. "The Historic Present in the Gospels and Acts." *Zeitschrift für die neutestamentliche Wissenschaft* 68 (1977): 258–62.
- Larson, Iver. "Notes on the Function of γάρ, μέν, δε, και and τε in the Greek New Testament." *Notes on Translation* 5.1 (1991): 35–47.
- Larson, Iver. "Word Order and Relative Prominence in New Testament Greek." *Notes on Translation* 5.1 (1991): 29–34.
- Louw, J. P. "Discourse Analysis and the Greek NT." *Bible Translator* 30 (1979): 108–17.
- Louw, J. P. "New Testament Greek: The Present State of the Art." *Neotestamentica* 29 (1990): 159–72.
- Louw, J. P. "On Greek Prohibitions." *Acts Classica* 2 (1959): 43–57.
- Louw, J. P. "Verbal Aspect in the First Letter of John." *Neotestamentica* 9 (1975): 98–104.
- Lyons, J. "Deixis and Subjectivity: *Loquor, ergo sum?*" *Speech, Place and Action*. Edited by R. J. Jarvella and W. Klein, 201–24. New York: Wiley, 1982.
- Maloney, Elliot C. "The Historical Present in the Gospel of Mark." In *To Touch the Text: Biblical and Related Studies in Honor of Joseph A. Fitzmyer, S.J.* Edited by M. P. Horgen and P. J. Kobelski, 67–78. New York: Crossroad, 1989.
- Markey, T. L. "Deixis and Diathesis: The Case of the Greek κ-perfect." *Indogermanische Forschungen* 85 (1980): 279–97.
- Marlett, Stephen A. "Extraction from Complement Clauses in Koine Greek." Working Papers of the Summer Institute of Linguistics, University of North Dakota Session. 31 (1987): 65–72.

McGaughy, Lane C. "Toward a Descriptive Analysis of EINAI As a Linking Verb in New Testament Greek." Ph.D. diss., Vanderbilt Univ., 1970. Reprinted in SBL Dissertation series, 6. n.p.: Society of Biblical Literature, 1972.

McKay, K. L. "Aspect in Imperative Constructions in New Testament Greek." *Novum Testamentum* 27 (1985): 201–26.

McKay, K. L. "Aspects of the Imperative in Ancient Greek." *Antichthon* 20 (1986): 41–58.

McKay, K. L. "Aspectual Usage in Timeless Contexts in Ancient Greek." In *In the Footsteps of Raphael K?ner*. Edited by A. Rijksbaron et al., 193–208. 1988.

McKay, K. L. "Further Remarks on the 'Historical' Present and Other Phenomena." *Foundations of Language* 11 (1974): 247–51.

McKay, K. L. *Greek Grammar for Students: A Concise Grammar of Classical Attic with Special Reference to Aspect in the Verb*. Canberra: Australian National Univ., 1974.

McKay, K. L. *A New Syntax of the Verb in NT Greek: An Aspectual Approach*. Studies in Biblical Greek, 5. New York: Peter Lang, 1994.

McKay, K. L. "On the Perfect and Other Aspects in New Testament Greek." *Novum Testamentum* 23 (1981): 289–329.

McKay, K. L. "On the Perfect and Other Aspects in Non-Literary Papyri." *Bulletin of the Institute of Classical Studies* 27 (1980): 23–49.

McKay, K. L. "Repeated Action, the Potential and Reality in Ancient Greek." *Antichthon* 15 (1981): 36–46.

McKay, K. L. "Style and Significance in the Language of John 21:15–17." *Novum Testamentum* 27 (1985): 319–33.

McKay, K. L. "Syntax in Exegesis." *Tyndale Bulletin* 23 (1972): 39–57.

McKay, K. L. "Time and Aspect in New Testament Greek." *Novum Testamentum* 34 (1992): 209–28.

McKay, K. L. "The Use of the Ancient Greek Perfect down to the End of the Second Century." *Bulletin of the Institute of Classical Studies* 12 (1965): 1–21.

Metts, Ray. "Greek Sentence Structure: A Traditional, Descriptive Generative Study." Th.D. diss., Southwestern Baptist Theological Seminary, 1977.

Metzger, Bruce M. "The Language of the New Testament." In *The Interpreter's Bible*. Edited by George A. Buttrick, 7:43–59. New York: Abingdon, Cokesbury, 1951.

Mussies, Gerald. "Greek as the Vehicle of Early Christianity." *New Testament Studies* 29 (1983): 356–69.

Olsen, Mari Jean Broman. "A Semantic and Pragmatic Model of Lexical and Grammatical Aspect." Ph.D. diss., Northwestern Univ., 1994.

Palmer, Micheal. "How Do We Know a Phrase is a Phrase: A Plea for Procedural Clarity in the Application of Linguistics to Biblical Greek." In *Biblical Greek Language and Linguistics: Open Questions in Current Research*. Edited by Stanley Porter and D. A. Carson, 152-86. Sheffield: JSOT Press, 1993.

Palmer, Micheal. *Levels of Constituent Structure in New Testament Greek*. New York: Peter Lang, 1995.

Platt, A. ΜΕΛΛΩ. *Journal of Philology* 21 (1893): 39–45.

Platt, A. "The Augment in Homer." *Journal of Philology* 19 (1891): 211–37.

Porter, Stanley E. "The Adjectival Attributive Genitive in the New Testament: A Grammatical Study." *Trinity Journal* 4.1 (1983): 3–17.

Porter, Stanley E. "Did Jesus Ever Teach in Greek?" *Tyndale Bulletin* 44 (1993): 199–235.

Porter, Stanley E. "The Greek of the New Testament as a Disputed Area of Research." In *The Language of the New Testament: Classic Essays*. JSNT supp. series # 60. Edited by Stanley E. Porter, 11–38. Sheffield: JSOT Press, 1991.

Porter, Stanley E. "Keeping up with Recent Studies: 17. Greek Language and Linguistics." *Expository Times* 103 (1991–92): 202–07.

Porter, Stanley E. "Studying Ancient Languages from a Modern Linguistic Perspective: Essential Terms and Terminology." *Filolog? Neotestamentaria* 2 (1989): 147–72.

Porter, Stanley E. *The Language of the New Testament: Classic Essays*. JSNT supp. series # 60. Sheffield: JSOT Press, 1991.

Porter, Stanley E. "Tense Terminology and Greek Language Study: A Linguistic Re-Evaluation." *Sheffield Working Papers in Language and Linguistics* 2 (1986): 77–86.

Porter, Stanley E. "Vague Verbs, Periphrastics, and Matt 16:19." *Filologia Neotestamentaria* 1 (1988): 155–73.

Porter, Stanley E. *Verbal Aspect in the Greek of the New Testament with Reference to Tense and Mood*. New York: Peter Lang, 1989.

Porter, Stanley E. "Word Order and Clause Structure in New Testament Greek: An Unexplored Area of Greek Linguistics Using Philippians as a Test Case." *Filologia Neotestamentaria* 6 (1993): 177–206.

Porter, Stanley E. and D. A. Carson. *Biblical Greek Language and Linguistics: Open Questions in Current Research*. Sheffield: JSOT Press, 1993.

Porter, Stanley E. and N. J. C. Gotteri. "Ambiguity, Vagueness and the Working Systemic Linguist." *Sheffield Working Papers in Language and Linguistics* 2 (1985): 105–18.

Reynolds, S. M. "The Zero Tense in Greek: A Critical Note." *WTJ* 32 (1965): 68–72.

Rife, J. M. "Greek Language of the NT." In *The International Standard Bible Encyclopedia*. Edited by G. Bromiley, 2:568–73. Revised edition. Grand Rapids: Eerdmans, 1982.

Roberts, J. W. "Some Aspects of Conditional Sentences in the Greek New Testament." *Restoration Quarterly* 4 (1960). Reprinted in *Bible Translator* 15 (1964): 70–76.

Rydbeck, Lars. "On the Question of Linguistic Levels and the Place of the New Testament in the Contemporary Language Milieu," in *The Language of the New Testament: Classic Essays*. JSNT supp. series # 60. Edited by Stanley E. Porter, 191–204. Sheffield: JSOT Press, 1991.

Rydbeck, Lars. "What Happened to New Testament Greek Grammar After Albert Debrunner?" *New Testament Studies* 21 (1975): 424–27.

Sampson, Geoffrey. *Schools of Linguistics*. Stanford, CA: Stanford Univ. Press, 1980.

Schmidt, Daryl. "The Study of Hellenistic Greek in the Light of Contemporary Linguistics." In *Perspectives on the New Testament: Essays in Honor of Frank Stagg*. Edited by Charles H. Talbert. Macon: Mercer Univ. Press, 1985.

Schmidt, Daryl. *Hellenistic Greek Grammar and Noam Chomsky: Nominalizing Transformations*. Chico, California: Scholars Press, 1981.

Silva, Mois?. "Bilingualism and the Character of Palestinian Greek." *Biblica* 61 (1980): 198–219. Reprinted in *The Language of the New Testament: Classic Essays*. JSNT supp. series # 60. Edited by Stanley E. Porter, 205–26. Sheffield: JSOT Press, 1991.

Silva, Mois?. *God, Language and Scripture: Reading the Bible in the Light of General Linguistics*. Grand Rapids: Zondervan, 1990.

Silva, Mois?. "Review of *Verbal Aspect in New Testament Greek* by Buist Fanning and *Verbal Aspect in the Greek New Testament: With Reference to Tense and Mood* by Stanley E. Porter." *Westminster Theological Journal* 54 (1992): 179–83.

Smith, Charles R. "Errant Aorist Interpreters." *Grace Theological Journal* 2.2 (1981): 205–26.

Stagg, Frank. "The Abused Aorist." *JBL* 91 (1972): 222–31.

Szemerényi, O. "Greek μέλλω: A Historical and Comparative Study." *American Journal of Philology* 72 (1951): 346–68.

Szemerényi, O. "The Origin of Aspect in the Indo-European Languages." *Glotta* 65 (1987): 1–18.

Szemerényi, O. "Unorthodox Views of Tense and Aspect." *Archivum Linguisticum* 17 (1969): 161–71.

Taylor, Ann. "A Prosodic Account of Clitic Position in Ancient Greek." In *Second Position Clitics and Related Phenomena*. Edited by Aaron Halpern and Arnold Zwicky. Stanford: Center for Study of Language and Information, forthcoming.

Taylor, Ann. "Clitics and Configurationality in Ancient Greek." Univ. of Penn. diss., 1991. [University Microfilms order no. AAC 9112632]

Taylor, Ann. "The Distribution of Object Clitics in Koine Greek." Paper presented at the East Coast Indo-European Conference, Austin, Texas, June 1994.

Thorley, John. "Subjunctive Aktionsart in New Testament Greek: A Reassessment." *Novum Testamentum* 30 (1988): 193–211.

Thorley, John. "Aktionsart in New Testament Greek: Infinitive and Imperative." *Novum Testamentum* 31 (1989): 290–315.

Voelz, J. W. "Present and Aorist Verbal Aspect: A New Proposal." *Neotestamentica* 27 (1993): 153–64.

Voelz, J. W. "The Use of the Present and Aorist Imperatives and Prohibitions in the New Testament." Ph.D. diss., Univ. of Cambridge, 1977.

Young, Richard A. "A Classification of Conditional Sentences Based on Speech Act Theory." *Grace Theological Journal* 10.1 (1989): 29–50.

Weinrich, H. "Tense and Time." *Archivum Linguisticum* NS 1 (1970): 31–41.

Whaley, Lindsay. "The Effect of Non-Surface Grammatical Relations on the Genitive Absolute in Koine Greek." In *Grammatical Relations: A Cross-Theoretical Perspective*. Edited by Katarzyna Dziwirek, Patrick Farrell, and Errepele Mejias-Bikandi. Stanford: Center for Study of Language & Information, 1990.

Wong, H. "The Nature of the Greek of the New Testament: Its Past and Present." *Scriptura* (Stellenbosch) 32 (1990): 1–27.

Wonneberger, Reinhard. "Greek Syntax: A New Approach." *Literary and Linguistic Computing*. 2.2 (1987): 71–79.

Woodard, Roger Dillard. *On Interpreting Morphological Change: The Greek Reflexive Pronoun*. Amsterdam: J. C. Gieben, 1990. Published version of: "Generalization of the *ἑαυτον* Third Person Reflexive Pronoun in Greek: Xenophon to the New Testament." Ph.D. diss., Univ. of North Carolina at Chapel Hill, 1986.

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

Date: Sun, 13 Nov 1994 16:20:22 -0500 (EST)
From: Viola Giulia Miglio <viola@wam.umd.edu>
Subject: sum:tenses and discourse analysis

Greetings to the LIST, I wish to thank everyone that answered my query on tenses and discourse analysis. I hope I have remembered to mention all of them in the following list... Needless to say I will continue to welcome replies to the original query and anyone wishing to have further information on bibliography than what is appended below, should feel free to contact me at the following e-mail address:
viola@wam.umd.edu.
Best Regards, Viola Miglio

Almeida, Michael J. *Reasoning about the Temporal Structure of Narratives*. Buffalo: SUNY, Buffalo, Department of Computer Science, Technical Report 87-10. 1987.

Brown, Cheryl. "Topic Continuity in Written English Narrative." In Givon, 315-41. 1983.

Chierchia, Gennaro. "Anaphora and Dynamic Binding." *Linguistics and Philosophy* 15 (1992): 111-83.

Comrie, Bernard. *Tense*. Cambridge: Cambridge University Press, 1985.

Felson Duchan, Judith; Gail A. Bruder and Lynne Hewitt, eds. *Deixis in Narrative: A Cognitive Science Perspective*. Hillsdale, NJ: Lawrence Erlbaum Associates, (forthcoming).

Fleischman, Suzanne. *Tense and Narrativity*. Austin: University of Texas Press & London: Routledge, 1990.

Givon, Talmy, ed. *Syntax and Semantics*. vol. 12: *Discourse and Syntax*. New York: Academic Press, 1979.

Givon, Talmy. *English Grammar: A Function-Based Introduction*. Amsterdam: John Benjamins, 1993.

Grimes, Joseph E. *The Thread of Discourse*. Janua Linguarum Minor. Mouton, 1975.

Gvozdanovic, Jadranka and Theo Janssen, eds., *The Function of Tense in Texts*. North Holland, 1991.

Heim, Irene. "The Semantics of Definite and Indefinite Noun Phrases." Ph.D. diss., University of Massachusetts, Amherst, 1982.

Hetzron, Robert. "Presentative Function and Presentative Movement." Proceedings of the Second Conference on African Linguistics, *Studies in African Linguistics*, Supplement 2 (1971): 79-105.

Hopper, Paul J. "Aspect and Foregrounding in Discourse." In *Syntax and Semantics*, vol. 12: *Discourse and Syntax*. Edited by Talmy Givón, 213-41. New York: Academic Press, 1979.

Hopper, Paul J., ed. *Tense-Aspect: Between Semantics and Pragmatics*. Amsterdam: John Benjamins, 1982.

Hornstein, Norbert. *As Time Goes By*. Cambridge, MA: MIT Press, 1990.

Jespersen, Otto. *A Modern English Grammar on Historical Principles*, vol. 4. Copenhagen: Munksgaard, 1931.

Johnstone, Barbara. "'He Says...So I Said:' Verb Tense Alternation and Narrative Depiction of Authority in American English." *Linguistics* 25 (1987): 33–52.

Kumpf, L. "Temporal Systems and Universality in Interlanguage: A Case Study." In *Universals of Second Language Acquisition*. Edited by F. R. Eckman, L. H. Bell, and D. Nelson, 132–43. Rowley, MA: Newbury House, 1984.

Longacre, Robert E. *The Grammar of Discourse*. New York: Plenum Press, 1983.

Malbon, Elizabeth Struthers & Edgar V. McKnight, eds. *The New Literary Criticism and the New Testament*. JSNT Supplement Series 109. Sheffield: Sheffield Academic Press, 1994.

Nunes, Jairo and Ellen Thompson. "Intensional Verbs, Tense Structure and Pronominal Reference." In *Proceedings of the 23d Western Conference on Linguistics*, S. Hargus, G. R. McMenamin, and V. Samiiian: WECOL [6?] (1993): 348–60.

Nunes, Jairo and Ellen Thompson. "The Discourse Representation of Temporal Dependencies." To appear in *Proceedings of the Cortona Tense-Aspect Meeting*. Edited by P. Bertinetto, V. Bianchi and M. Squartini, 1994.

Nunes, Jairo. *The Discourse Representation of Tense Sequencing in Narratives*. College Park, MD: University of Maryland MS, 1993.

Pinto, Julio C. M. *The Reading of Time: A Semantico-Semiotic Approach*. Berlin; New York: Mouton de Gruyter, 1988.

Riddle, Elizabeth. "The Meaning and Discourse Function of the Past Tense in English." *TESOL Quarterly* 20.2 (1986): 267–86.

Schiffrin, Deborah. "Tense Variation in Narrative." *Language* 57.1 (1981): 462ff.

Thurgood, Graham. "English Tense and Aspect in Narratives: Perfectivity, Imperfectivity, and the Two Time Axes." In *Proceedings of the Western Conference on Linguistics: WECOL 3* (1990): 290–302.

Thurgood, Graham. "The Past Perfect, Narrative Structure and Louis l'Amour." University of Hawaii: *Working Papers in ESL* 8.2 (1989): 27–43.

Trout, K. *Venus on the Half Shell*. New York: Dell, 1974. [7–47.]

Wallace, Stephen. "Figure and Ground" In *Tense-Aspect: Between Semantics and Pragmatics*. Edited by Paul J. Hopper, 201–23. Amsterdam: John Benjamins, 1982.

Wolfson, N. "On Tense Alternation and the Need for Analysis of Native Speaker Usage in Second Language Acquisition." *Language Learning* 32 (1982): 53–68.

Wolfson, N. "The Conversational Present Alternation." *Language* 55 (1979): 168–82.



On-Campus Course Syllabus

ADDENDUM FOR FA-20

GRK 306 L2

Greek I

In the event of a closure of the campus for on-campus classes, this addendum will be in effect from that point forward until the end of the semester. This addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

Course Requirements and Assignments

All assignments for this course will remain as indicated on the original syllabus. This includes the reading, quizzes, and exams. Everything will be completed or turned in through Canvas.

- 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

Since we are not meeting regularly in person, it is important that you participate in the online activities related to this class. The most important of these is to connect using the Zoom conference feature in Canvas during our normally scheduled class time (beginning at 4:45 pm on Tuesdays). By class time, there will be a link provided on Canvas to connect. It will be identified with the date of the class. We will plan to use this feature for the remainder of the closed campus situation, so it is important that you make sure you have a device that can connect using this feature (internet access, a camera, and a microphone).

Remote Class Sessions: Identity and Participation Verification

All students are required to turn on the video feature in Zoom, so they can be seen, at the beginning of the class session and remain on video until the end of the session. Doing so facilitates better attention and class discussions. Please mute your microphone when you are not speaking as a courtesy to the remainder of the class. Students will need to notify the instructor in advance by email at rmetts@criswell.edu if they are unable to join class in Zoom using the video and audio features.