



# On-Campus Course Syllabus

## GRK 502 L2

### Greek II

### Spring 2021

#### 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 10:45 a.m. – 12 p.m. & 1:30 – 4:30 p.m.

#### Course Description and Prerequisites

A study of the elements of New Testament Greek with an emphasis on grammar and syntax from selected readings in the Johannine literature. (Prerequisite: GRK 501 or equivalent)

#### 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 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.

- 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 502 is a continuation of GRK 501. 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 20% of the final grade.
  
- C. **Reading Report:** The student will complete an assigned reading by the professor and turn in a 4-6 page, double-spaced summary on what was read. Additional information about this assignment will be given during the semester. This assignment will be due May 4<sup>th</sup>. The reading report will be factored in as 20% of the final grade.
  
- D. **Course Exams:** The student may expect at least three examinations (including the final exam) each factored in as 20% 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](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 contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

### WEEK ONE/Jan. 19

#### 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 TWO/Jan. 26

#### 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 THREE/Feb. 2

#### 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 FOUR/Feb. 9

#### 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 FIVE/Feb. 16**

**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 SIX/Feb. 23**

**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 SEVEN/Mar. 2**

**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**

**WEEK EIGHT/Mar. 9**

**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**

**MARCH 15-19, 2019 SPRING BREAK**

**WEEK NINE/Mar. 23**

**SESSIONS 25-27**

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

## WEEK TEN/Mar. 30

### 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 ELEVEN/Apr. 6

### 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 TWELVE/Apr. 13

### 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 THIRTEEN/Apr. 20

### 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 FOURTEEN/Apr. 27

### SESSIONS 40-42

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



**WEEK FIFTEEN/MAY 4**

**READING REPORT DUE**

**REVIEW FOR FINAL EXAM**

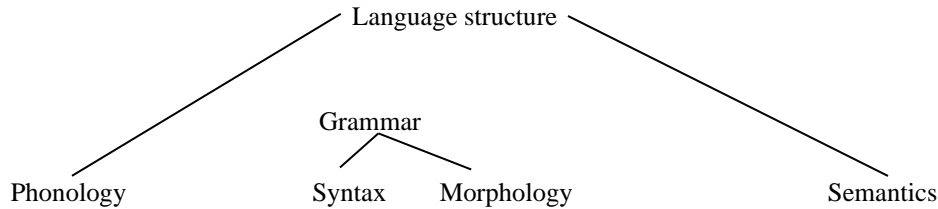
**FINALS WEEK/May 10-14**

**FINAL EXAM (MAY 11)**

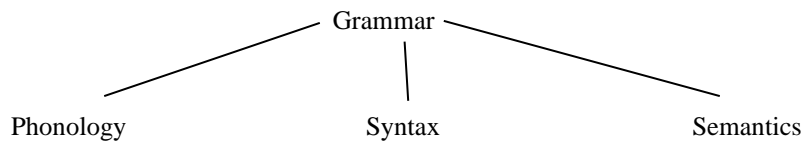
**GRADUATION - MAY 15**

## 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.

## 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.

		<p>sellers on the web do list it.)  <i>UBS Textual Commentary</i>  (ed. Metzger)</p>	
<b>Computer Software</b>		<p><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.)</p>	
<b>Misc.</b>	<p>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>)</p>	<p>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></p>	<p>Black &amp; 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)</p>

\*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. Eklebarger, 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](#)! :)

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## On-Campus Course Syllabus

### ADDENDUM FOR SP-21

GRK 307 L2

Greek II

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. **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 20% of the final grade.
- C. **Reading Report:** The student will complete an assigned reading by the professor and turn in a 4-6 page, double-spaced summary on what was read. Additional information about this assignment will be given during the semester. This assignment will be due May 4<sup>th</sup>. The reading report will be factored in as 20% of the final grade.
- D. **Course Exams:** The student may expect at least three examinations (including the final exam) each factored in as 20% 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](mailto:rmetts@criswell.edu) if they are unable to join class in Zoom using the video and audio features.