



On-Campus Course Syllabus

GRK 630 L1

Greek Exegetical Syntax II

Spring 2021

Class Information

Day and Time: Monday 8:00 – 10:45 a.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 traditional descriptive grammatical heritage of Robertson, Blass-Debrunner, Moulton, Turner, Howard, et al. Introduces the case grammar of T. H. Mueller, generative-transformational models, as well as a distinctly semantically-based theoretical orientation to the Greek New Testament. Expository-hortatory texts of advanced difficulty (e.g., 1 Peter, Lulan narrative, and Hebrews) provide the textual data to achieve the lexical, grammatical, semantical, and practical exegetical objectives. (Prerequisite: GRK 620 or equivalent)

Course Objectives

Upon completion of the course the student shall:

- A. Knows a procedure of competency development predicated on a linguistic theory of language acquisition.
- B. Dissects the language into its minimal separable units of sound and meaning discovers the rules for recombining words into meaningful sentences.

Lexical Objectives

- C. Internalizes 100 of the 400 word bases (roots) from which the lexical stock of some 90,000 words in Liddell and Scott's Lexicon is generated.
- D. Knows the classes of these root-stocks, the ablaut principle governing word formation, the formative elements and the principles of compounding in word formation.
- E. Knows suffixed formatives, their meanings and phonetic principles of combination in generating nouns, adjectives, and verbs.

Grammatical Objectives/Morphological and Syntactic

- F. Expresses competence to regularize the irregularities of the Greek verbal system by learning phonetical principles governing ablaut and by learning the system of classifying all Greek verbs according to six basic categories of formation of the present tense from the word base.
- G. Recognizes with increasing accuracy and rapidity the grammatical functions.
- H. Ascertains the matching and skewing of the units, classes and roles (case roles, generic communication roles) between the semantic hierarchy and the grammatico-lexical hierarchy.
- I. Develops intermediate and advanced competency in detecting the system of arrangement of the forms comprising the morphological subsystem.
- J. Demonstrates intermediate and advanced proficiency in analyzing stating and classifying the grammatical relationships that obtains between and among word and the higher levels of the grammaticolexical hierarchy.

Exegetical Objectives

- K. Analyzes the Greek text using the short-hand parsing system of diagrammatic-syntactic analysis adapted from the Kellogg-Reed model.
- L. Constructs analytical outlines from the text based on the results of diagrammatical analysis.
- M. Constructs thematic outlines based on the semantic structure of discourse.
- N. Constructs expository sermons based on a syntactic and semantic analysis of the text.
- O. Knows how to use lexicons, dictionaries, grammars, philological commentaries and concordances, etc.

Practical

- P. Makes value judgments concerning the best available grammars and reference words.
- Q. Appraises the nature and value of available commentaries for New Testament exegesis.
- R. Devises a systematic program of daily and perennial reading of New Testament Greek that will enable the student to read regularly through the Greek New Testament on an annual basis.
- S. Makes value judgments on the accuracy and contributions of various translations of the Greek New Testament.

Required Textbooks

- Abernathy, David. **Exegetical Summary of 1Peter**. SIL, ISBN 9781556711930.
- Harris, Murray. **Colossians & Philemon**. Broadman Holman, ISBN 9780805448498.
- Young, Richard A. **Intermediate New Testament Greek: A Linguistic and Exegetical Approach**. Nashville: Broadman & Holman Publishers, ISBN 0805410597.

- King, Martha. Exegetical Summary of Colossians. SIL, ISBN 1556710623.
- Wallace, Daniel. New Testament Greek Syntax Laminated Sheet. Zondervan, ISBN 9780310292081.

Course Requirements and Assignments

- A. **Additional Reading:** In addition to the rapid reading assignments included in the course outline, the student will be responsible for translating on his own, at the rate of a chapter per week, the expository discourse texts of both 1 Peter & Colossians and Philippians. Selections from these texts will be taken sequentially, on a week-by-week basis for sight-reading in class.
- B. **Research Assignment:** Each student will prepare a five to seven exegetical paper or *hapax legomena* word study on a topic taken out of either 1 Peter or Colossians. The student will check with the professor prior to embarking on this project for his approval of the topic or *hapax legomena* word. This paper will be due no later than May 10th.
- C. **Course Exams:** Regularly scheduled exams are outlined and dated in the appended course outline.
- Pop examinations should be expected on a regular basis. These will reflect a student's internalization of the language based on an unscheduled recital of the materials covered up to that point.
 - Students will be evaluated daily and assigned a daily grade based upon translational performance, class performance and the level of excellence achieved in the daily exercises assigned at the end of each lesson.
 - Students cannot fall behind and expect to catch up in time for the assigned examinations.
 - To prevent this is one reason for pop examinations and quizzes.
- D. **Graduate Students:** Graduate students are expected to meet the performance objectives set forth as requisite for the Greek 303 student. Performance expectations on translation assignments will be determined by several factors: how long the student has studied Greek, the amount of time intervening between basic Greek and intermediate/advanced stages. Further, the 630 student will serve as a resource person in class discussions and is expected to reflect a measure of insight that gives evidence of collateral reading of non-assigned materials. The grad student must show elevated skills in the classification of the irregularities of the Greek verbal system based on how the present tense is formed (see Course Calendar). This is necessary to maximize skills at morphological identification and to establish a substantial foundation for generating vocabulary in the nominal and verbal systems of the language.

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 Objective

Assignments

WEEK ONE/Jan. 18 MARTIN LUTHER KING DAY (NO CLASS)

WEEK TWO/Jan. 25

Sessions 1-2

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|--|--|------------------|
| 1.0 Course Requirements | | |
| 2.0 Syntax Review | | |
| 2.1 Nuclear Structures | | |
| 2.2 Embedding Forms: Relative Pro;
Inf.; Ptc.; Sub. Conj. | | |
| 2.3 Participial Syntax | | |
| 2.3.1 Overview/review | | |
| 2.3.2 Participles in Noun Phrases | | |
| 3.0 Participles in Noun Phrases | 3.0 <u>Young</u> : (Ch. 14): 205-220; (Ch.17) 247-266; (Cp.18) 267-278 | |
| 4.0 Clausal Structure | 4.0 1 Peter 1:1-12 | Translate |
| 5.0 Ptc. In Adverbial Phrases | | |
| 6.0 Ptc. In Adjectival Phrases | | |
| 7.0 Ptc. Functioning as Verbs | | |

WEEK THREE/Feb. 1

Sessions 3-4

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|--------------------------------------|--|------------------|
| 1.0 Participles in Noun Phrases | 1.0 <u>Young</u> : (Ch. 10): 147-164; (Ch. 11) 165-178 | |
| 2.0 Infinitives | 2.0 1Peter 1:13 – 2:10 | Translate |
| 2.1 Inf. In Adv. Phrases | | Quiz #1 |
| 2.2 Inf. As Noun | | |
| 2.3 Inf. As Main Verbs | | |
| 3.0 Relative/Sub. Conj. Clauses | | |
| 4.0 Diagramming | | |
| 5.0 Semantic Communication Relations | | |

WEEK FOUR/Feb. 8

Sessions 5-6

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|--|--|------------------|
| 1.0 Clausal Structure Comparison Cont'd: | 1.0 <u>Young</u> : (Intro. & part of Ch. 1)1-16; (Ch. 2) 23-41 | |
| 2.0 Nominal Syntax Review: | 2.0 1Peter 2:11 – 3:22 | Translate |
| 2.1 Nominative, Vocative, Accusative | | Quiz #2 |
| 2.2 Genitive | | |
| 3.0 Diagram | | |
| 4.0 Nominal Syntax Review | | |
| 1.1 The Dative | | |
| 5.0 Article Syntax Review | | |

WEEK FIVE/Feb. 15

Sessions 7-8

- 1.0 Tense Syntax Review
- 1.1 Pres., Impf., Fut.

- 1.0 Young: (Remainder of Ch. 1) 16-22; (Ch. 3) 43-54
- 2.0 1Peter 4:1 -19

**Translate
Quiz #3**

WEEK SIX/Feb. 22

Sessions 9-10

- 1.0 Nominative/Vocative Syntax
- 2.0 Genitive Syntax
- 3.0 Syntax of the Article

- 1.0 Young:(Ch. 4) 55-69
- 2.0 1 Peter 5: 1-14

Quiz #4

WEEK SEVEN/Mar. 1

Sessions 11-12

- 1.0 Colossians 1:1-14
- 2.0 Dative Syntax
- 3.0 Accusative Syntax
- 4.0 Pronouns
- 5.0 Adjectives

- 1.0 Young: (Ch. 5) 71-84
- 2.0 Harris: (Introduction – 1:8) 3-40
- 3.0 Expositor's Commentary: 265-287

Quiz #5

WEEK EIGHT/Mar. 8

Session 13

Session 14

**Review
& EXAM**

MARCH 15-19, 2018 SPRING BREAK

WEEK NINE/Mar. 22

Sessions 15-16

- 1.0 Colossians 1: 15 - 2:3
- 2.0 Prepositional Phrases

- 1.0 Young: (Ch. 6) 85-104
- 2.0 Harris: (1:15-2:3) 41-84
- 3.0 Expositor's: 287-307

WEEK TEN/Mar. 29

Sessions 17-18

- 1.0 Colossians 2:4 - 3:4
- 2.0 Voice
- 3.0 Mood

- 1.0 Young: (Ch.9) 133-146
- 2.0 Harris: (2:4 – 3:4) 85-144
- 3.0 Expositor's: 307-324

Quiz #6

WEEK ELEVEN/Apr. 5

Sessions 19-20

- 1.0 Colossians 3: 5 – 17
- 2.0 Primary Tenses

- 1.0 Young: (Ch. 7) 105-119; (Ch. 8)121-130 **Quiz #7**
- 2.0 Harris: (3:5-17) 144-176

3.0 Secondary Tenses

3.0 *Expositor's*: 324-334

WEEK TWELVE/Apr. 12

Sessions 21-22

- 1.0 Colossians 3:18 – 4:1
- 2.0 Conjunctions
- 3.0 Adverbs and Particles

- 1.0 Young: (Ch.12) 179-194; (Ch. 13) 195-204 **Quiz #8**
- 2.0 Harris (3:17-4:1) 177-192
- 3.0 *Expositor's*: 335-345

WEEK THIRTEEN/Apr. 19

Sessions 23-24

- 1.0 Colossians 4:2-18
- 2.0 Special Sentences
- 2.1 Rhetorical Questions
- 2.2 Conditionals

- 1.0 Young: (Ch. 15) 221-234; (Ch. 16) 235-246
- 2.0 Harris: (4:2-18) 192-218
- 3.0 *Expositor's*: 345-360

WEEK FOURTEEN/Apr. 26

Sessions 25-26: Rapid reading of Philippians . A theory of Discourse Criticism following the stratificational based model of Ilah Fleming will be developed in which a syntactic dependency chart is interfaced with semantic and literary structural analysis of the corpus.

WEEK FIFTEEN/May 3

Review for Final Exam

WEEK SIXTEEN/May 10

RESEARCH ASSIGNMENT DUE

FINAL EXAM

Selected Bibliography

See this bibliography website at: http://faculty.bbc.edu/rdecker/re_gkbib.htm



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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	UBS 4th ed.	NA 27th ed.	Synopsis of the Four Gospels Greek/English 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 & 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 review . 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").

Concord.	<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)	.
Grammar	a first-year text (I recommend Mounce's Basics of Biblical Greek) This vol. now comes with a CD-ROM of helpful software, esp. for learning vocabulary.	Bowne, <i>Paradigms & 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)
Word Std.	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.
Comms.**	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)
Textual Crit.	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>	
Computer Software		<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>	
Misc.	<p>Silva, <i>God, Language & 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 & Exegetical Key to the Greek NT</i></p>	<p>Black & Dockery, <i>NT Criticism & 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. 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.]





On-Campus Course Syllabus

ADDENDUM FOR SP-21

GRK 630 L1

Greek Exegetical Syntax 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. **Additional Reading:** In addition to the rapid reading assignments included in the course outline, the student will be responsible for translating on his own, at the rate of a chapter per week, the expository discourse texts of both 1 Peter & Colossians and Philippians. Selections from these texts will be taken sequentially, on a week-by-week basis for sight-reading in class.
- B. **Research Assignment:** Each student will prepare a five to seven exegetical paper or *hapax legomena* word study on a topic taken out of either 1 Peter or Colossians. The student will check with the professor prior to embarking on this project for his approval of the topic or *hapax legomena* word. This paper will be due no later than May 10th.
- C. **Course Exams:** Regularly scheduled exams are outlined and dated in the appended course outline.
 - Pop examinations should be expected on a regular basis. These will reflect a student's internalization of the language based on an unscheduled recital of the materials covered up to that point.
 - Students will be evaluated daily and assigned a daily grade based upon translational performance, class performance and the level of excellence achieved in the daily exercises assigned at the end of each lesson.
 - Students cannot fall behind and expect to catch up in time for the assigned examinations.
 - To prevent this is one reason for pop examinations and quizzes.

- D. **Graduate Students:** Graduate students are expected to meet the performance objectives set forth as requisite for the Greek 303 student. Performance expectations on translation assignments will be determined by several factors: how long the student has studied Greek, the amount of time intervening between basic Greek and intermediate/advanced stages. Further, the 630 student will serve as a resource person in class discussions and is expected to reflect a measure of insight that gives evidence of collateral reading of non-assigned materials. The grad student must show elevated skills in the classification of the irregularities of the Greek verbal system based on how the present tense is formed (see Course Calendar). This is necessary to maximize skills at morphological identification and to establish a substantial foundation for generating vocabulary in the nominal and verbal systems of the language.

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 8:00 am on Mondays). 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.