



On-Campus Course Syllabus

GRK630 L1

Greek Exegetical Syntax II

Spring 2022

Class Information

Day and Time: Mondays, 1:45-4:30

Room Number: E205

Contact Information

Instructor Name: Dr. Terri Moore

Instructor Email: tmoore@criswell.edu

Instructor Phone: 214.818.1314

Instructor Office Hours: Tuesdays, 2:30-4:30 pm; Wednesdays, 9:00-11:00 am

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, Lukan narrative, and Hebrews) provide the textual data to achieve the lexical, grammatical, semantical, and practical exegetical objectives. (Prerequisite: GRK 620 or equivalent)

Course Objectives

As a result of this course, the diligent student should be able to do the following:

1. Translate and read portions of the Greek New Testament with proficiency, confidence, and reasonable speed.
2. Demonstrate a working knowledge of the major grammatical classifications and their descriptions from the Wallace textbook.
3. Demonstrate proficiency in syntactically analyzing portions of the Greek New Testament so as to integrate grammatical and syntactical skills into the exegetical process.
4. Use basic Greek grammatical tools in practicing syntactical exegesis of the Greek New Testament, including analyzing grammatical and structural issues, textual problems, lexical issues, and other validation problems in the text.
5. Articulate how the exegetical process differs with the various genres of the New Testament.
6. Write a verse by verse commentary on the Greek text of a New Testament passage articulating the central exegetical idea of the passage and tracing the idea through the Greek text.

Required Textbooks

1. Daniel B. Wallace, *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996. (abbreviated *ExSyn*)
2. Wallace, Daniel B., and Grant G. Edwards. *A Workbook for New Testament Syntax*. Grand Rapids: Zondervan, 2007. (abbreviated *WB*)
3. Bock, Darrell L., and Buist M. Fanning, eds. *Interpreting the New Testament: Introduction to the Art and Science of Exegesis*. Wheaton: Crossway, 2006.
4. A Greek text: any Nestle-Aland 28th edition text. You may use a physical copy or a digital copy or online access. Links to free online access to Greek NT:
 - a. <https://www.academic-bible.com/en/online-bibles/novum-testamentum-graeca-na-28/read-the-bible-text/>
 - b. <http://gntreader.com/#>
 - c. <https://www.biblegateway.com/versions/SBL-Greek-New-Testament-SBLGNT/#booklist>
5. Bauer, Walter, F. W. Danker, W. F. Arndt. and F. W. Gingrich. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3d ed., rev. and ed. Frederick William Danker based on Walter Bauer's *Griechisch-deutsches Wörterbuch zu den Schriften des Neuen Testaments und der übrigen urchristlichen Literatur*, 6th ed., ed. Kurt and Barbara Aland, with Viktor Reichmann, and on previous English editions by W. F. Arndt, F. W. Gingrich, and F. W. Danker. Chicago: University of Chicago Press, 2000. (abbreviated: BDAG)
6. Burer, Michael H., and Jeffrey E. Miller. *A Reader's Lexicon of the Greek New Testament*. Grand Rapids: Kregel, 2008.
7. The professor may post handouts or links on Canvas which will be clearly marked as either required or optional.

Recommended Resources

Philippians Commentaries (at least one might be useful to own this year, will be useful both semesters; See project instructions for more commentary suggestions.)

1. Fee, Gordon D. *Paul's Letter to the Philippians*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1995.
2. Hawthorne, Gerald F., and Ralph Martin. *Philippians*. Revised and expanded ed. Word Biblical Commentary. Nashville: Thomas Nelson, 2004.

Other helpful resources:

1. A software program for biblical studies (Logos and Accordance are the two main options).
One of these programs will eventually be necessary for the serious bible student. Logos is used by many ministers, preachers, and teachers even if they do not use or study the biblical languages. Accordance has more features attractive to language students. Both programs have varying levels of packages you can purchase and both BDAG and your Wallace textbook is available in both (as well as many other resources).
2. McKnight, Scot, ed. *Introducing New Testament Interpretation*. Grand Rapids: Baker, 1989.
3. Rogers, Cleon L. Jr., and Cleon L. Rogers III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998.
4. Zerwick, Max, and Mary Grosvenor. *A Grammatical Analysis of the Greek New Testament*. 5th ed. Rome: Editrice Pontificio Instituto Biblico, 1996.
5. The notes for the NET Bible are often helpful with syntax and exegetical problems. *New English Translation—Novum Testamentum Graece New Testament*. NA 27th ed.; NET Bible and notes edited by Michael H. Burer, W. Hall Harris III, Daniel B. Wallace. [NOTE: This is based on a previous edition of the Nestle-Aland text (27th), but the translators' notes and text critical notes are still valuable.]

Course Requirements and Assignments

1. **Translation proficiency (0%)** The professor assumes the student has a working knowledge of the elements of Greek morphology and can translate appropriately and competently. The assignments in this class assume translation abilities learned in the prerequisite classes.
2. **Reading requirements (10%)**: This class involves a significant amount of heavy reading. Students are to complete the required readings before class and in such a way as to be able to discuss the contents in class. Certain weeks we will split the reading and students will give an informal presentation of the portion he/she read. Late readings are penalized 50%. While the reading is due weekly, ***a reading report is due at the end of the semester. Keep track of your own reading throughout the semester so you can give an accurate report.*** The report should include the following for each class day: date, the reading due, the percent completed on time, and if applicable the percent completed late (any point after the due date/time). Any reading done after the start of class time it is due is considered late.
3. **Weekly Translation and Parsing (25%)**: These should be written/typed and are due at the beginning of class though students may correct them and/or make notes on them during class. The professor will drop the lowest score.
4. **Syntax Assignments and Notes (Unit One) (10%)**:
 - a. In the Syntax unit at the beginning of the semester, students will be assigned 3 sets of weekly homework from the Workbook that includes translation and syntax analysis related to the assigned textbook chapter. These are due at class time and students should come prepared to share their translation and answers and ask questions about the work. The translations for these weeks will count towards this grade and not towards “weekly translation and parsing” and should include a written translation but does not need to include parsing. Check Canvas for detailed instructions.
 - b. This unit also includes a set of Syntax notes on the chapter in Wallace that we cover for this unit. Students may add them to notes from last semester or organize them in whatever way is most helpful for the student.
5. **Exegetical Assignments (Unit Two) (30%)**: These short assignments will build up to and be incorporated into the final exegetical paper. More detailed information on each assignment will be given in class. These assignments will be due on Thursdays at 11:59 pm on the week they are assigned. While none of these assignments can be dropped, the professor will accept one “free” late assignment up to a week late with no late penalties. Students should note that these are the building blocks for your exegetical paper and as such, often require research.
 - a. **Grammatical Diagram and Analysis**
 - b. **Structural Layout of Greek Clauses**
 - c. **Exegetical Outline**
 - d. **Word Study**
 - e. **Validation/exegetical “problem” mini-paper**
 - f. **Mini-commentary**
6. **Exegetical Paper (25%)**: A final exegetical paper will be due during finals week. Detailed instructions will be provided in class.

Course/Classroom Policies and Information

1. Graduate students are expected to be prepared for class, engaged in class discussions, and working independently and studiously on course assignments.
2. Please follow all guidelines set out by the college regarding any health precautions.
3. I expect you to be on time and alert for this early class. We have a lot to do.
4. No late assignments. 10 points off for each day late. After class = one day late.

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.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

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

Incomplete Grades

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

Students are responsible for contacting their 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

wk	Date	Topic	Textbook Reading	Translation/ Parsing	Assignments
Unit 1: Syntax					
1	1/24	Intro Clauses & Conjunctions	Syllabus Wallace, 656-678	Review Phil 1-- 2	none
2	1/31	Participles, part 1	Wallace, 612-639	texts with WB (no parsing)	Workbook 18
3	2/7	Participles, part 2	Wallace, 640-655	texts with WB (no parsing)	Workbook 19
4	2/14	Conditional Sentences Volitional Clauses	Wallace, 679-725	texts with WB (no parsing)	Workbook 20 Syntax notes due Fri
Exegesis					
5	2/21	Intro and TC	Bock/Fanning, ch 1 & 2	Phil 3:1-6	none
6	2/28	Grammatical Analysis	Bock/Fanning, ch 3	Phil 3:7-12	none
7	3/7	Diagramming/Layouts	Bock/Fanning, ch 4, pp 73-90	Phil 3:13-19	Grammatical Diagram & Analysis
March 14-18 Spring Break					
8	3/21	Layouts/Outlines	Bock/Fanning, ch 4, pp. 90-100	Phil 3:20—4:4	Structural Layout
9	3/28	Outlines	Bock/Fanning, ch 4, pp. 100-134	Phil 4:5-9	Exegetical Outline
10	4/4	Word studies	Bock/Fanning, ch 5	Phil 4:10-16	Word Study
11	4/11	Validation	Bock/Fanning, ch 6	Phil 4:17-23	none
12	4/18	Backgrounds Citing scripture	Bock/Fanning, ch 7, 11	Review Phil 1-- 4	Validation mini paper
13	4/25	Genre	Bock/Fanning, ch 8, 9, or 10	Mark 8:27-38	Mini-commentary
14	5/2	Theological Analysis Application	Bock/Fanning, ch 12 & 13	none	none
15	5/9	Examples	Bock/Fanning, ch 14-26	none	Exegetical Paper

Selected Bibliography

(annotations are adapted from Daniel Wallace unless otherwise noted)

Grammars and Grammar related topics:

1. Blass, F., and A. Debrunner. *A Greek Grammar of the New Testament and other Early Christian Literature*. Translated and revised by Robert W. Funk. Chicago: University Press, 1961. [abbreviated: BDF]
The best and most authoritative grammar of NT Greek; Blass-Debrunner-Funk is regarded as the international standard. It is difficult to use, however, because it is quite succinct (with an overly generous use of abbreviations, etc.), assumes a knowledge of classical Greek, and tends to skip over normal usage and discuss only the exceptional points. As well, as is true of virtually all grammars until fairly recently, there is little integration with semantics and few explicit applications for exegesis.¹
2. Burton, Ernest DeWitt. *Syntax of the Moods and Tenses in New Testament Greek*. 3rd edition. Edinburgh: T. & T. Clark, 1898 (also a Kregel reprint, 1976).
A very clear, succinct treatment of these two areas of verbal syntax. Nevertheless, it is quite dated and is linguistically insensitive in many places.
3. Caragounis, Chrys C. *The Development of Greek and the New Testament: Morphology, Syntax, Phonology, and Textual Transmission*. Grand Rapids: Baker, 2006.
4. Fanning, Buist. *Verbal Aspect in New Testament Greek*. *Oxford Theological Monographs*. Oxford: Clarendon Press, 1994.
From Dr. Moore: This is *the* book on verbal aspect, but it is extremely expensive. I have a copy if you'd like to check it out from my personal library with promise of return.
5. Moule, C. F. D. *An Idiom Book of New Testament Greek*. 2nd edition. Cambridge: University Press, 1959.
Not a systematic grammar, but something akin to a topical scrapbook of grammatical notes compiled by one of the most respected British NT scholars of the twentieth century. Moule is more an exegete and a biblical theologian than a grammarian, but he is careful in the realm of grammar, yielding valuable information for exegesis and theology.
3. Moulton, James Hope, W. F. Howard, and Nigel Turner, *A Grammar of New Testament Greek*. 4 vols. Edinburgh: T. & T. Clark, 1908–1976.
A highly regarded series, though of mixed value. Volume 1 (*Prolegomena*, by Moulton) is most helpful on the relationship of the papyri to NT Greek. Volume 2 (*Accidence and Word-Formation*, by Howard), besides being the standard work on accidence and morphology, has a helpful section on Semitisms in the NT. Volume 3 (*Syntax*, by Turner) has excellent charts, but follows somewhat of a non-traditional organization; also, Turner's view on the nature of NT Greek is not widely held—in fact, is quite opposed to Moulton's view). Volume 4 (*Style*, by Turner) is helpful on the individual style of NT authors, though it is quite selective (and for the most part a repackaging of his *Syntax*).
6. Porter, Stanley E. *Idioms of the Greek New Testament*. 2nd edition. Sheffield Academic Press, 1995.

¹Condra, Edwin C. "A Guide to Blass, Debrunner, Funk..." Th.M. Thesis, Dallas Seminary, 1982. This work discusses BDF section by section, explaining and expanding the succinct and sometimes cryptic wording of BDF. This is often on reserve in the DTS library.

7. Porter, Stanley E. *Verbal Aspect in the Greek of the New Testament, with Reference to Tense and Mood*. 3rd ed. Peter Lang Inc., International Academic Publishers, 2003.
8. Robertson, A. T. *A Grammar of the Greek New Testament in the Light of Historical Research*. 4th edition. Nashville: Broadman, 1934.
 A voluminous treatment of NT grammar (over 1500 pages!). The strength of ATR for today's student is that it gives more background and explanation than BDF, deals with normal grammar, and is not (in any sense) abbreviated or cryptic. Nevertheless, the work is dated in many ways (being essentially a revision of a work done in 1914) and can no longer be cited as *the* authority on NT grammar.
9. Runge, Steven E. *Discourse Grammar of the Greek New Testament: A Practical Introduction for Teaching and Exegesis*. Peabody, MA: Hendrickson, 2011.
10. Smyth, H. W. *Greek Grammar*. Revised by G. Messing. Cambridge, MA: Harvard University Press, 1956.
 A very useful intermediate-level volume for *classical* Greek. The standard reference works for classical Greek are either out of print or are in German (or both). Hence, Smyth is, pragmatically, the standard reference work for classical Greek for English-speaking students (although, originally, it was written for college and high school students!).
11. Young, Richard A. *Intermediate New Testament Greek: A Linguistic and Exegetical Approach*. Broadman and Holman, 1994.
12. Zerwick, Maximilian *Biblical Greek Illustrated by Examples*. English edition adapted from the fourth Latin edition, by Joseph Smith. Rome: Pontifical Biblical Institute, 1963.
 A very valuable treatment of intermediate syntax, in some places superior to the reference grammars for clear, accurate presentation of NT usage. Especially good on areas of Semitic influence in NT Greek, understanding the linguistic nature of NT Greek, and exegetical insights.

Textual Criticism:

1. Metzger, Bruce M., and Bart D. Ehrman. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. 4th edition. New York: Oxford University Press, 2005.
2. Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. 2nd ed. New York: United Bible Societies, 1994.

Addendum One: Supplemental Course Information

A. Assignment Preparation

An advanced Greek student should expect to spend a significant amount of time on class preparation (6-12 or more hours per week outside of class). The successful student will space out the work over several shorter segments rather than one long session the evening or morning before class. It takes time to learn how to work with a language. An hour every day for three days is better than three hours in one day.

B. Some Benefits of Learning Greek Syntax and Exegesis

1. It will enable you to use the Greek New Testament, the *primary* (original language) source for Christian doctrine and practice.
2. It will serve as an additional tool to enhance your ability to deal with the New Testament text correctly in your Christian ministry whether it is preaching, teaching, counseling, or writing.
3. It will enable you to interact effectively with a vast array of *secondary* literature related to the New Testament. Most of the best commentaries and study aids require a knowledge of Greek.
4. It will help you evaluate modern English translations with regard to their faithfulness to the original text and, at the same time, their readability in English. This process will make you more sensitive to the problems that face Bible translators.
5. Syntax is the indispensable tool between just knowing a little Greek and being able to do exegetical work in the Greek text.

Dr. Moore's General Hints/Suggestions:

- **You must avoid getting behind in Greek!** This is a class that takes weekly and daily time commitments. This WILL pay off in the long run, but you have to be disciplined.
- Work on something every day. Do not try to do all of your Greek in one day.
- Make a plan for the entire semester so that assignments don't surprise you. Know ahead of time when all of your major papers and assignments are due for all of your classes. Work ahead if you can, especially if you have two big assignments/tests in the same week. Take into account your work schedule (and if applicable, your spouse's or SO's work schedule or calendar). The big idea is to PLAN AHEAD!
- Don't put off big assignments all semester. If you have a big paper or project due in another class later in the semester, work ahead. Remember you cannot skip Greek for a week because you have a big paper in another class. You will get too far behind.