



Course Syllabus

Greek 620: L1

Greek Exegesis 1

Fall 2025

Class Information

Day and Time: Monday, 4:45-7:15

Room Number: E204

Contact Information

Instructor Name: Dr. Terri Moore

Instructor Email: tmoore@criswell.edu

Instructor Phone: 214.818.1314

Instructor Office Hours: Tuesdays, 9:00-11:00; Wednesdays, 9:00-11:00

Course Description and Prerequisites

A study of Greek grammar, emphasizing exegetical method in the Greek New Testament. Special attention is given to syntax, textual criticism, literary analysis, and lexical studies. (Prerequisite: GRK 502 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. The following activities support this task:
 - a. Students will review vocabulary used 50 times or more in the Greek New Testament.
 - b. Students will translate sections of the NT and parse the verb forms.
2. Demonstrate a working knowledge of the major grammatical classifications from the portions of the Wallace textbook emphasized over the semester and navigate Wallace's grammar as a resource and grammatical tool.
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 grammatical tools at an intermediate level, including the NA28 Greek NT, lexicons, commentaries, and grammars.
5. Practice syntactical exegesis of the Greek New Testament, including analyzing grammatical and structural issues, lexical issues, and other validation problems in the text.
6. Articulate the important role that grammar, syntax, and exegesis of the Greek New Testament play in interpreting and communicating the message of the text in a modern setting.
7. Apply the message of the NT to their personal spiritual development.

Required Textbooks

1. Daniel B. Wallace, *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996. (abbreviated: Wallace)
2. Bock, Darrell L., and Buist M. Fanning, eds. *Interpreting the New Testament: Introduction to the Art and Science of Exegesis*. Wheaton: Crossway, 2006. (abbreviated: Bock/Fanning)
3. A Greek text: any Nestle-Aland 28th edition text. You may use a physical copy or a digital copy or online access. The physical copy has certain advantages. 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>
4. 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). (*Talk to me before purchase. Library access may be all you need for this book.*)
5. Burer, Michael H., and Jeffrey E. Miller. *A Reader's Lexicon of the Greek New Testament*. Grand Rapids: Kregel, 2008. (abbreviated: *Reader's Lexicon*). (*Talk to me before purchase. Library access may be all you need for this book.*)
6. The professor may post handouts or links on Canvas which will be clearly marked as either required or optional.

Recommended Reading

Highly recommended: A technical Philippians commentary (at least one might be useful to own or have access to. 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.
3. Hellerman, Joseph. *Philippians*. Exegetical Guide to the Greek NT, 2015.

Other helpful resources:

4. 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).
5. Köstenberger, Andreas, J., Benjamin L Merkle, and Robert L. Plummer. *Going Deeper with New Testament Greek: An Intermediate Study of the Grammar and Syntax of the New Testament*, Rev. Ed. Baker, 2020.

6. McKnight, Scot, ed. *Introducing New Testament Interpretation*. Grand Rapids: Baker, 1989.
7. Rogers, Cleon L. Jr., and Cleon L. Rogers III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998.
8. Zerwick, Max, and Mary Grosvenor. *A Grammatical Analysis of the Greek New Testament*. 5th ed. Rome: Editrice Pontificio Instituto Biblico, 1996.
9. 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: The NET 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%)** This course assumes the student has a working knowledge of the elements of Greek morphology and can translate appropriately and competently. Some requirements force review of these elements (weekly quizzes) and other elements will improve your translation abilities, but as with any language, skills build upon one another. 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. Late readings are allowed but penalized 50%. Any reading done after the start of the class it is due is considered late. Read carefully my instructions on how to read the Wallace textbook and weekly assignments so you know what 100% means. Keep track of your own reading throughout the semester so you can give an accurate report. Each weekly report should include the following:
 - a. 100% if completed on time
 - b. "late" if completed at any point in the semester after the due date/time
 - c. or no report/blank/0% if you did not complete the reading.
3. **Weekly homework (28%)**: Students will be assigned weekly homework that includes translation and parsing from Mark & Philippians. These are due at class time and students should come prepared to share and/or ask questions about the text. More details about these homework assignments will be provided in a separate handout. The professor will drop the lowest two homework grades.
4. **Weekly quizzes (7%)**: Quizzes will be given most weeks on Canvas and cover vocabulary. The professor will drop the lowest quiz grade. See Canvas for detailed content of each quiz. *Quizzes are primarily independent work that support your ability to translate effectively—take care not to forget them.*
5. **Unit One: Syntax projects* (35%, 15% each Philippians project; 5% Mark worksheet)**: Students will complete two major syntax projects analyzing the text of Philippians 1—2 and a shorter worksheet on a passage in Mark. Detailed instructions will be given in class and in a separate handout.
6. **Unit Two: Exegetical projects* (20%, 5% each project)**: Students will complete four exegetical projects related to the skills learned in the unit. Detailed instructions will be given in class and in a separate handout.

*Students must complete each Syntax and Exegetical project to pass the course.

Course/Classroom Policies and Information

***For upper-level and graduate courses (300 and above), I expect students to be curious, committed, and prepared to discuss the assignment of the day. Review the following policies:*

1. **In the Classroom:**

- a. Be present and attentive and respectful to both the professor and fellow students during class time.
- b. Silence all devices during class time and put away distractions (social media, games, etc.). Please only respond to emergency messages or calls.
- c. **Arrive on time and leave the classroom for emergencies only.** Participate in whole class discussions rather than comment to your neighbor.
- d. Questions about the topic at hand are welcome and enhance the learning experience for the whole class. Do not hesitate to ask questions during class. For “off-topic” questions unrelated to the course or the unit being studied, the professor is happy to discuss outside of class time.
- e. You are required to follow any health and safety guidelines set by the college while in our classroom.

2. **Assignments:**

- a. **Follow Canvas and the Syllabus carefully for daily assignments and course schedule.**
- b. If uploading assignments to Canvas, use scanned/PDF documents or Microsoft Word documents rather than JPEG or pictures.
- c. **I do not accept late assignments in upper-level courses (300 or above). Plan accordingly.**
- d. Pay careful attention to **the college’s Academic Honesty policy and the course AI policy below.** All work completed in this course should be your own. You may not work with other students to complete individual work in this course nor should you turn in work an artificial intelligence program has generated or composed. Breaking these policies may result in failure of the assignment or the entire course.

3. **Attendance in GRK620:** Since this is a graduate level language class, you will work hard in and out of class. Attendance is important as we will be actively learning skills during our time.

4. Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who exhibit signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.

- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
- Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all "live" (synchronous) class sessions

Important Note:

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.

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.

Course Policy on the use of Artificial Intelligence (AI)

In regards to the use of AI in this course students should abide by the following standards.

AI-related functions you **MAY NOT USE**:

- Text Generation – You **may not** use AI to generate text, answers to questions, or to compose any assignments.
- Outline Generation – You **may not** use AI to generate an outline for an assignment.

AI-related tools you **MAY USE**:

- Spellcheck and grammar – built into programs like Word, Pages, and Google Docs.
- AI re-writing tools – tools that take your writing and make suggestions for clarity, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper. *I suggest using these sparingly* and you should keep the original draft of your work before editing it with any AI program.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software. Again, be wise and learn how to use AI to find the best sources for your project. AI often creates sources that do not exist—do your own careful research.

A note from Dr. Moore on AI use: Remember, *you* are the product of your education—you are becoming a deeper thinker and a more effective communicator. In this class, your goal is to learn a particular skill or acquire important information. While you are a student, work to cultivate your skills in thinking and writing, using AI only sparingly as a tool to improve your skills than replace important steps in your development. Honestly, for Greek I would not use it at all!

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. The Student Services Office also works with local

counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Always Check Canvas for Details.

Wk	Date	Class Topic	Textbook Reading ¹	Homework ²	Quiz	Project due
1	8/18	<ul style="list-style-type: none"> • syllabus • course info • intro to syntax 	<ul style="list-style-type: none"> • Syllabus & related handouts • Wallace: ix-xix, 1-30 		Quiz 1	
2	8/25	<ul style="list-style-type: none"> • intro to case • accusative • dative 	<ul style="list-style-type: none"> • Wallace: 31-35, 36-37, & 65-66 • Wallace: 137-175 • Wallace: 176-205 	Mark 8:27-38	Quiz 2	
September 1, Labor Day, No Class						
3	9/8	genitive	Wallace: 72-136	Phil 1:1-15	Quiz 3	Mark worksheet
4	9/15	<ul style="list-style-type: none"> • the article • review day 	<ul style="list-style-type: none"> • Wallace: 206-290 • Wallace: 292, 316-318, & 355-363 	Phil 1:16-25	no quiz	
5	9/22	tense	Wallace: 494-586	Phil 1:26-30	Quiz 5	
6	9/29	participles	Wallace: 612-655	Phil 2:1-5	Quiz 6	
7	10/6	<ul style="list-style-type: none"> • voice • clauses & conjunctions • indicative mood 	<ul style="list-style-type: none"> • Wallace: 407-441 • Wallace, 656-678 • Wallace: 442-461 	Phil 2:6-15	Quiz 7	
October 13—17 Student Development Week, No Class						
8	10/20	<ul style="list-style-type: none"> • subjunctive mood • infinitive 	<ul style="list-style-type: none"> • Wallace: 461-480 • Wallace: 587-611 • Wallace: 480, 485 	Phil 2:16-25	Quiz 8	
9	10/27	review, preview, and/or catch-up day	Bock/Fanning: 17-32	Phil 2:26-30	Quiz 9	Syntax projects (1 & 2)
10	11/3	Exegesis, part 1: <ul style="list-style-type: none"> • grammatical analysis • structural layouts 	<ul style="list-style-type: none"> • Bock/Fanning, ch 3: pp. 57-62 & 68-72 • Bock/Fanning, ch 4: pp 73-75 & 90-100 	Phil 3:1-6	Quiz 10	

¹ Always check canvas for details of the day's assignments. There are guidelines for reading Wallace (Wallace). There may be handouts and/or other articles that are either required reading for the day or supplemental. There may be optional reading linked there or helps for your homework or projects.

² Your projects often have notes or helps for your translation and parsing.

11	11/10	Exegesis, part 2 <ul style="list-style-type: none"> • Structural Layouts • Exegetical Outlines 	Bock/Fanning, ch 4: pp 100-134	Phil 3:7-12	Quiz 11	Exegesis projects 1 & 2
12	11/17	Exegesis, part 3 <ul style="list-style-type: none"> • word studies • validation 	Bock/Fanning, ch 5 & 6	Phil 3:13-19	no quiz	
November 24-28 Thanksgiving Break, No Class						
13	12/1	Exegesis, part 4 <ul style="list-style-type: none"> • backgrounds • OT citations 	Bock/Fanning, ch 7 & 11	Phil 3:20—4:4	no quiz	
14	12/8	Exegesis, part 5 <ul style="list-style-type: none"> • NT theology • application 	Bock/Fanning, ch 12 & 13	Phil 4:5-23	no quiz	Exegesis projects 3 & 4

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.³
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.

³Condra, 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

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 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.
- Have a week where you can't do it all? Focus on your homework/translation/reading rather than study for your quiz. Homework counts for more and you may be surprised what you'll recall on your quiz with just a 5 -10 minute review before the quiz. Always make sure to read according to my guidelines so you do not get bogged down in details that are unnecessary.