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NT 501 X Comprehensive Greek I

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COMPREHENSIVE GREEK I
NT501X

Asbury Theological Seminary   Fall 2002
Extended Learning Program   3 Credits

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00 CONTACT INFORMATION

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You are free to contact me by phone for urgent matters. For other, less pressing matters, please contact me by e-mail.

Please note that once our course begins, however, you must address any correspondence to my virtual office (under **04 COURSE NAVIGATION** below, see (3) **to Office**). This way you can be assured that your e-mail will not get lost somewhere in my ATS or Asbury College mailbox!

01 WELCOME!

Imagine walking into an ancient Hellenistic city, passing by a breathtakingly beautiful pagan temple, ambling along a colonnade, and finding your way to a lovely villa where a small group of Christ-followers has gathered. You enter the home, where about a dozen people are reclining at tables, enjoying one anothers' company. A hush falls over the assembled group of chatterers, and someone stands up, unrolls a scroll, and begins to read...

Archē tou euangeliou Iēsou Christou huiou theou...

You strain to decipher the speech flowing from the reader's mouth, but cannot understand what she is saying.

The language: Koine Greek, the common tongue understood by most anyone in the Greco-Roman world. The scroll: a piece of inspired Scripture, entitled the Gospel of Mark.

If you are like me, you would like to be able to pick up that scroll yourself and recite the words of life scrawled on those papyrus sheets.

This ExL course is all about advancing toward that goal of reading and probing into the meaning of the New Testament documents in their original language. So pull up your computer chair, peer into your monitor, and transport your imagination to a different time, place, and culture by way of learning the ancient language God chose to communicate his saving purpose in Jesus Christ.

02 COURSE DESCRIPTION

This is the first of a two-course sequence (NT501 and NT502) designed to introduce participants to all of the rudimentary elements of New Testament Greek. Particular emphasis is given to the mastery of basic Greek vocabulary, morphology, and syntax.

After the completion of these twin courses, students should be able to engage in the necessary lexical, grammatical, and translational spadework for faithful exegesis of the Greek New Testament (GNT).

03 COURSE OBJECTIVES

NT501 and NT502 are intended to assist participants in achieving the following goals under three major categories:

(1) **Knowledge**
    (a) Demonstrate knowledge of the basic vocabulary in our required text (i.e., words occurring +50x in the GNT).
    (b) Demonstrate mastery of the Greek inflectional system.
    (c) Demonstrate a grasp of elementary Greek grammatical constructions.

(2) **Action**
    (a) Translate Greek-to-English sentences found in our text without recourse to written aids.
    (b) Recognize and parse Greek words (verbs, nouns, adjectives, participles).
    (c) Identify and explain matters of Greek syntax (i.e., the grammatical relationships between words and phrases within sentences).
    (d) Use a Greek lexicon with facility.
    (e) Acquire skills in "sight-reading" unfamiliar passages from the GNT.

(3) **Outlook**
    (a) Cultivate graciousness, patience, and openness in a learning environment in which you will need to be a contributor and a recipient of peer review.
    (b) Develop an interest in pursuing further study of Greek with a view toward becoming a more faithful interpreter of Scripture.
    (c) Develop an increased love for the GNT and an appreciation of its importance for enhancing the fidelity and authority of your proclamation of the Christian message.
    (d) Realize the potential of the GNT as a deep source for spiritual enrichment.

04 COURSE NAVIGATION

Although you may already be familiar with the FirstClass® user interface, I would urge you to read the following overview, because it is tailored to the specific features of our **NT501X-KA** virtual classroom (also called the Collaborative Classroom).
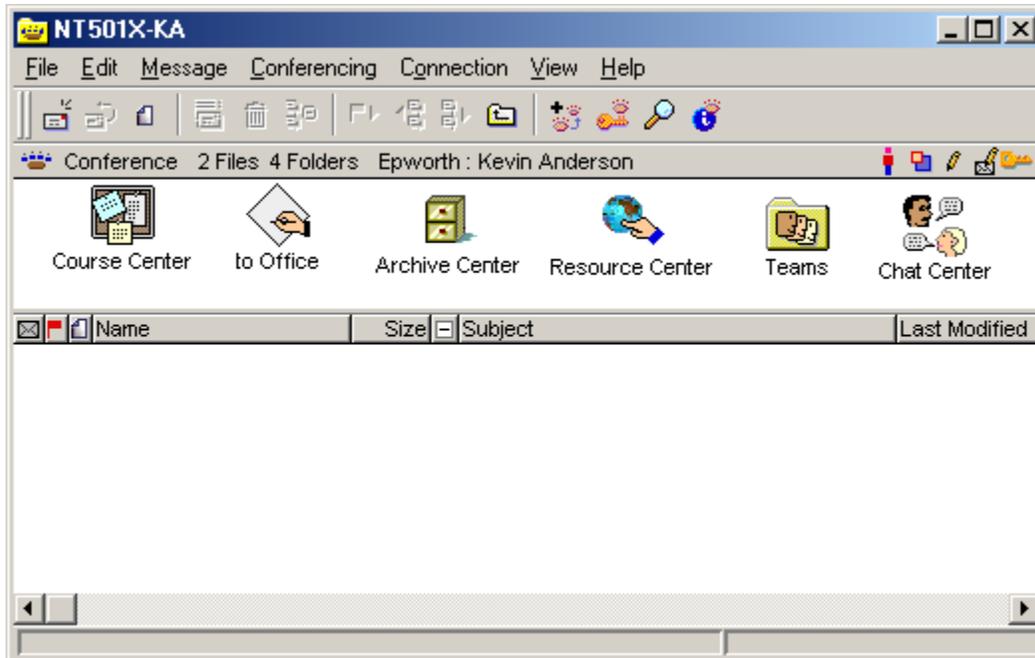
(1) **Course Center**. This is the "nerve center" of our classroom, because it is from here that the instruction and direction for our course of study flow. Here you will find the course syllabus, learning modules, and other materials that will set the pace for our study. I will have more to say about modules below under **05 LEARNING MODULES**.

(2) **Discussion Center**. This is the unlabeled bottom pane of the NT501X-KA window. It is our conference room where anyone in the class may communicate questions or comments about the current learning module, assignments we are working on, or any matter of interest to others in the class.

If participating in an online community is new to you, or if you are not sure about some of the ground rules for engaging in cyber-discussion, you may want to visit a website that will give you guidance concerning "netiquette," such as:

http://www.albion.com/netiquette/corerules.html
http://www.albion.com/netiquette/netiquiz.html
http://gemstate.net/gemstate/netiquette.htm

For indispensable information about navigating within the Discussion Center, enter the Resource Center, click on "00 Collaborative Classroom," and click on the file called "Discussion Center" (you will see the message ** Important Information ** under the Subject heading).

(3) **to Office**. This links you to the NT501X-KA Office (that's my private virtual office). This is the icon you will click on to hand in assignments and send personal correspondence directly to me. Once the semester begins, **please discontinue addressing messages to my ATS or Asbury College e-mail addresses** (listed in **00 CONTACT INFORMATION** above), unless you urgently need to reach me. Clicking on the **to Office** icon will be the quickest, surest, and exclusive doorway to my office, and whatever you send there cannot be viewed by anyone else but me.

Important: If you need to reach me in the case of an emergency, please do not hesitate to leave a voicemail, or send an e-mail **to Office** with the exclamation "URGENT!" in the Subject line.

(4) **Archive Center**. As the semester progresses, our Discussion Center will begin to fill up with the threaded discussions that will form our conversations about Greek. (A "thread" is simply a string of messages that are all related to the same subject.) Older discussions will be archived in the Archive Center in order to avoid clutter and to free up space in the Discussion Center for dialogue about our most recent learning module. Message threads may not be continued from within the Archive Center. However, this does not mean that you should be embarrassed if you need to raise a question that has already been dealt with in an archived discussion. Reinforcement of previous knowledge and skills is a good thing for all of us.

(5) **Resource Center**. Here is where you will find an array of documents and links to information and services that will assist in the learning process. For example, for our purposes, you will be able to download a copy of RealPlayer so that you can listen to RealAudio files designed to help you learn the sounds of Greek, or download a Greek font that will allow you to type Greek in your assignments and messages. You are encouraged to explore all that the Resource Center has to offer you.

(6) **Teams**. Each member of the class will be given the opportunity to work collaboratively on projects within a smaller group. The Teams folder will also be the appropriate place for students to carry on Greek-related discussion or collaboration beyond the bounds of the module(s) we are focusing on in the Discussion Center.

(7) **Chat Center**. As opposed to the asynchronous environment of our Discussion Center, the Chat Center affords students the opportunity to meet with one another in real-time to study, quiz one another, ask questions, or simply get to know one another better. Remember that unless someone saves the text of a chat session before everyone exits the Chat Center (either by cutting and pasting the running text into a new FirstClass® document, or by clicking on File > Save As) the record of the session will be lost.

05 LEARNING MODULES

The driving engine of any ExL course is the learning module.

(1) **Definition**. A module consists of a set of instructions and information for learning to take place within a specific time frame.

(2) **Anatomy of an NT501X-KA Module**

The notes and assignments for each module may be found on a website that you will be able to access on the worldwide web, without having to log into FirstClass. Other resource materials or special instructions may also be found in the various module folders in the Course Center.

New modules will be posted in accordance with the course plan (see **09 Course Plan** below).

06 COURSE REQUIREMENTS

(1) **Module Assignments**. Each learning module will contain detailed assignments for required reading, the mastery of certain material (e.g., vocabulary or verb endings), the completion of translation exercises, and other assignments designed to accomplish the stated goals for the course. The assignments will be structured in such a way as to encourage participants to take time each day (or every other day) to cumulatively develop their knowledge and skills. It is easier to study a language by using many small chunks of time than to "cram" during one or two large blocks of time.

Typically a given module will be **issued** by **Monday, 12:00 Noon (Eastern)**. Module assignments will be **due the <u>following week</u> on Monday, 12:00 Midnight (Eastern)**. The professor will alert you of any deviations from this pattern.

(2) **Module Quizzes**. There will be a vocabulary quiz for nearly every module in order to encourage you to progressively develop your mental database of Greek words. Module quizzes will be **issued** on **Friday, between 6:00 and 9:00 PM (Eastern)** and will be **due the <u>following week</u> on Monday, 12:00 Midnight (Eastern)**. Again, the professor will alert you of any deviations from this pattern. Quizzes may also include questions about morphology or grammar learned in the previous module.

(3) **Collaboration**. This is the most powerful learning resource available to us in our virtual classroom. Whether in the Discussion Center or in more focused Team settings, the exchange of information, techniques for more productive

study (e.g., wacky mnemonics some people like to come up with for remembering vocabulary, grammatical constructions, or whatever), and everyone's shared trials, errors, and triumphs will be invaluable for becoming accurate and artful in our dealings with Greek texts.

(4) **Evaluation**. There will be **two examinations**, one mid-term and one final. Both exams will be cumulative in nature, i.e., each will cover material presented and practiced in every (or nearly every) module that precedes the exam.

07 COURSE PROCEDURES

(1) **Assignments for Submission to the Professor**. There will be assignments for which you are individually responsible, many of which must be handed in to the professor before the module due date. So that there is no confusion about the identification or nature of any assignments that you submit, you will need to use a consistent method for labeling the documents or messages you will create.

(a) **Documents** (whether these be FirstClass® documents, or Word documents sent as e-mail attachments) should bear the following information in the filename: the module number (in two digit format, e.g., 04), assignment abbreviation (e.g., "Q" for quiz), and your name (last name, first name). Observe the following examples:

> 01Q-AndersonKevin.doc   Module 1 Quiz
> 01E-AndersonKevin.doc   Module 1 Exercises
> Mid-AndersonKevin.doc   Mid-Term Exam

This will make it easier to sort and keep track of your assignments (both for you and for me). Specific labeling instructions will always be an important part of any assignment that needs to be turned in to my office.

(b) **Messages** sent to me should always have an accurately filled Subject line.

(2) **Team Assignments** will form an integral part of our collaborative learning experience. While each person will be individually responsible for his or her work, obtaining helpful critiques, suggestions, and kudos will naturally assist you in improving the quality of your work.

You will be assigned to a team at the beginning of the semester.

(3) **Message Threads**. ExL participants should attempt as much as possible to use the Subject line of messages to clearly label discussion topics.

(4) **English Usage**. The ability to communicate with due attention to correct spelling, grammar, and style is not only necessary for careful translation of Greek texts, but ought to be the mark of graduate level work. All assignments will be held to the highest standards of English usage.

That being said, I understand that our communication in the Discussion Center or in the Teams folder will be conversational and spontaneous, and therefore cannot possibly read like a doctoral thesis. Nevertheless, we must strive for accuracy and clarity in our messages to one another.

08 ASSESSMENT

(1) **Grading System**. Measurement of the student's achievement follows the 4.00 grading system detailed in the *Asbury Theological Seminary Catalog*.

(2) **Grade Weighting:**

	Work	Point Value	Percentage
(a)	Assignment Completion	300	30%
(b)	Quizzes	200	20%
(c)	Mid-Term Examination	200	20%
(d)	Final Examination	300	30%
	TOTAL	1,000	100%

(3) **Late Work**. Assignments, quizzes, and exams may not be submitted late, except under extenuating circumstances and when prior arrangements have been made with the professor. Otherwise late work will receive a grade 0.00.

(4) **Incompletes**. Keep in mind that according to the policy outlined in the *Asbury Theological Seminary Catalog*, an Incomplete for a course may only be granted in the event of an "unavoidable emergency," and with the approval of the course instructor and the student's academic advisor. The time pressures of one's workaday world do not fall under the category of an unavoidable emergency.

09 COURSE PLAN

The following table details our course plan.

Module	Topic	Dates
00	StartUp	03 Sep—04 Sep
01	Letters & Sounds	05 Sep—09 Sep
02	Present & Future Indicative	09 Sep—16 Sep
03	Second Declension Nouns	16 Sep—23 Sep
04	First Declension Nouns	23 Sep—30 Sep
05	First & Second Declension Adjectives	30 Sep—07 Oct
06	Imperfect & Aorist Indicative	07 Oct—14 Oct
07	Prepositions; Personal Pronouns	14 Oct—21 Oct
08	Perfect & Pluperfect Active Indicative	21 Oct—25 Oct
Mid-Term	**EXAM**	25 Oct—28 Oct
09	Demonstrative Pronouns	28 Oct—04 Nov
10	Present Middle & Passive Indicative	04 Nov—11 Nov
11	Perfect Middle & Passive; Future Middle Indicative	11 Nov—18 Nov
12	Imperfect Middle & Passive, Aorist Middle, and Perfect Middle & Passive Indicative	18 Nov—25 Nov
Reading Week	*Suggestion: Review for Final Exam*	25 Nov—29 Nov
13	Aorist & Future Passive Indicative	02 Dec—09 Dec
Final	**EXAM**	11 Dec

10 REQUIRED RESOURCES

(1) David Alan Black, *Learn to Read New Testament Greek* (expanded edition; Nashville: Broadman & Holman, 1994). *Learn*.

This is our primary text and must be studied with great care.

(2) David Alan Black, *It's Still Greek to Me: An Easy-to-Understand Guide to Intermediate Greek* (Grand Rapids: Baker Books, 1998). *Still Greek*.

This is a supplemental text.

(3) Barbara Aland, et al., eds. *Novum Testamentum Graece* (27th ed.; Stuttgart: Deutsche Bibelgesellschaft, 1993). **NA27**.

(4) W. Bauer, F. W. Danker, W. F. Arndt, and F. W. Gingrich, eds. *A Greek-English Lexicon of New Testament and Other Early Christian Literature* (3d ed.; Chicago and London: University of Chicago Press, 2000. **BDAG**.

If you already own the second edition (BAGD), this is acceptable; but you are strongly encouraged to buy BDAG as soon as you can, since it is the state of the art in Greek lexicography.

(5) *GreekFlash Pro 2* (Portland, Ore.: Paradigm Software Development, 1996-98). **GFP**.

> A flexible and powerful Greek flash card vocabulary program. The strength of this program is its audio option that will help distance learners drill cards orally.

11 GREEK RESOURCE LIST

(1) Beginning Grammars

Ernest Cadman Colwell and Ernest W. Tune, *A Beginner's Reader-Grammar for New Testament Greek* (reprint; Peabody, Mass.: Hendrickson, 2001).

James M. Efird, *A Grammar for New Testament Greek* (Nashville: Abingdon, 1990).

James A. Hewett, *New Testament Greek: A Beginning and Intermediate Grammar* (Peabody, Mass.: Hendrickson, 1986).

J. Gresham Machen, *New Testament Greek for Beginners* (Toronto: Macmillan, 1923).

B. Ward Powers, *Learn to Read the Greek New Testament* (5th ed.; Adelaide, Australia: SPCK Australia, 1995).

Gerald L. Stevens, *New Testament Greek* (2d ed.; Lanham, Md.: University Press of America, 1997).

Ray Summers, *Essentials of New Testament Greek* (revised by Thomas Sawyer; Nashville: Broadman & Holman, 1995).

(2) Intermediate to Advanced Grammars

James A. Brooks and Carlton L. Winbery, *Syntax of New Testament Greek* (Lanham, Md.: University Press of America, 1979).

J. Harold Greenlee, *A Concise Exegetical Grammar of New Testament Greek* (5th rev. ed.; Grand Rapids: Eerdmans, 1986).

H. E. Dana and Julius R. Mantey, A *Manual Grammar of the Greek New Testament* (New York: Macmillan,1927).

Wesley J. Perschbacher, *New Testament Greek Syntax: An Illustrated Manual* (Chicago: Moody, 1995).

Stanley E. Porter, *Idioms of the Greek New Testament* (Sheffield: Sheffield, 1995).

Daniel B. Wallace, *The Basics of Greek Syntax: An Intermediate Greek Grammar* (Grand Rapids: Zondervan, 2000).

Daniel B. Wallce, *Greek Grammar Beyond the Basics* (Grand Rapids: Zondervan, 1997).

(3) **Morphological Aids**

Dale Russell Bowne, *Paradigms and Principal Parts for the Greek New Testament* (Lanham, MD: University Press of America, 1987).

Walter Mueller, *Grammatical Aids for Students of New Testament Greek* (Grand Rapids: Eerdmans, 1972).

(4) **Vocabulary**

Warren C. Trenchard, *The Student's Complete Vocabulary Guide to the Greek New Testament* (rev. ed.; Grand Rapids: Zondervan, 1998).

(5) **Reader's Lexica**

Bernard B. Scott, et al., *Reading New Testament Greek: Complete Word Lists and Reader's Guide* (Peabody, MA: Hendrickson, 1993).

Sakae Kubo, *A Reader's Greek-English Lexicon of the New Testament* (Grand Rapids: Zondervan, 1975).

(6) **Lexical Study**

W. Bauer, F. W. Danker, W. F. Arndt, and F. W. Gingrich, eds. *A Greek-English Lexicon of New Testament and Other Early Christian Literature* (3d ed.; Chicago and London: University of Chicago Press, 2000 (**BDAG**).

Horst Balz and Gerhard Schneider, eds., *Exegetical Dictionary of the New Testament* (3 vols.; Grand Rapids: Eerdmans, 1990-93).

Johannes P. Louw and Eugene A. Nida, *Greek-English Lexicon of the New Testament Based on Semantic Domains* (2 vols.; 2d ed; Minneapolis: Fortress, 1994).

12 HELP!

Asbury Theological Seminary offers you a full complement of resource people to help you with every aspect of your ExL learning experience.

(1) **Contact List**

General ExL help	Amy Jo Adams
exl_coach@asburyseminary.edu	859.858.2276
	Kevin Osborn
exl_director@asburyseminary.edu	859.858.2191
Technical Support	Andy Adams
exl_support@asburyseminay.edu	859.858.2035
Ordering Textbooks	Walt Mates
exlbooks@asburyseminary.edu	859.858.4242
Library Assistance	Hannah Kirsch
Hannah_Kirsch@asburyseminary.edu	859.858.2189

(2) **Obtaining Library Materials and Reference Assistance**

ExL students are encouraged to make use of local libraries, if possible. However, library services are always available to students through ATS's B. L. Fisher Library. All requests for books and journal articles should be e-mailed to the ExL Reference Librarian, Hannah Kirsch (Hannah_Kirsch@asburyseminary.edu). Hannah will also assist ExL students with reference requests, using various online databases, or doing research on a specific topic.

To request material from the B.L. Fisher Library, begin by searching WebPac (an online catalog of the library's holdings) or one of the journal databases available on the ExL Virtual Library web page (found in the Resource Center of your ExL classroom). If you need help searching the databases, do not hesitate to ask. Then send an email to Hannah citing the sources that you would like to request. Please allow 5-10 business days for all requests to be filled. ExL students are billed for the cost of photocopies (5 cents per page) and the cost of shipping. Express mail services (prices vary according to weight) and faxing ($1.50 for the first page and 25 cents for each additional page plus photocopy charges) are also available, but it will generally take 1-2 days from the receipt of the request

for it to be processed, so it is important to plan ahead and make your requests early.