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NT 502 Comprehensive Greek II

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COMPREHENSIVE GREEK II
NT502 ExL
(3 Credit Hours)

Please note that this syllabus is subject to revision by the professor.

Greek requirement for the M.Div. program – complete either: 1) NT 500 or 2) NT501 & NT502. NT 501 by itself does not satisfy the requirement.

Disclaimer: This ExL syllabus and all of the materials for this course are intended for distribution to members of the course and others by my permission only. It is not intended for general distribution on the Internet. Permission to copy, in whole or in part, must be requested from the professor (Richard Cornell).

Thanks: Dr. Kevin Anderson was the creative genius behind much of the material for this NT502 ExL course. His labors in crafting this ExL class and his gracious spirit in sharing his work are greatly appreciated.

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00 CONTACT INFORMATION

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ATS e-mail: richard_cornell@asburyseminary.edu

You may contact me by phone at my home number for urgent matters. For other less pressing matters please contact me by e-mail or at my office phone.

Phone or E-mail: Before our course begins, feel free to contact me via phone or e-mail about any questions you might have; *but when the course begins, you will need to address personal correspondence to my virtual office* (under **04 COURSE NAVIGATION** below, see (3) **to Office**).

“Cyber Space Office Hours”: These will be *set times* each week when I will be working online in our classroom. Often, I will also be in the chat center during these times. Of course, I will be online many times besides these times, but these are the times when you can *expect* to catch me online. During these times I will be reading and responding to the discussion center and team folders postings. The office hour times will be announced the first week of class. Feel free to email me suggestions for what times would be best for you.

01 WELCOME!

Your journey through Comprehensive Greek I (NT501) has probably brought you here to Comprehensive Greek II (NT502).

Welcome! You’ve Got Greek.

This course is “more of the same” in many respects, so that much of it will be familiar terrain for you (at least in terms of course format). The principal difference is that soon enough you will have learned enough in order to do a bit more extensive work in the Greek New Testament (GNT) itself. Beginning with Module 16 (Pi—corresponding to Chapter 18 in Black, *Learn*) all of the exercises will be excerpts from the GNT. What’s more is that you will be given the opportunity to sample more substantial passages that represent some of the different writing styles you will find in the GNT.

For those of you who might be migrating from the geophysical classroom version of NT501 into this ExL environment: Both your instructor and all of your new classmates will do all we can to help you get acclimated.

I look forward to a fun and rewarding semester studying Greek with you!

02 COURSE DESCRIPTION

This is the second of a two-course sequence (NT501 and NT502) designed to introduce all aspects of New Testament Greek – e.g., noun declensions, the verb

system, grammar, syntax and structure. Persons successfully completing NT501 and NT501 should be able to work comfortably with the basic Greek of the New Testament text. Prerequisite: NT501.

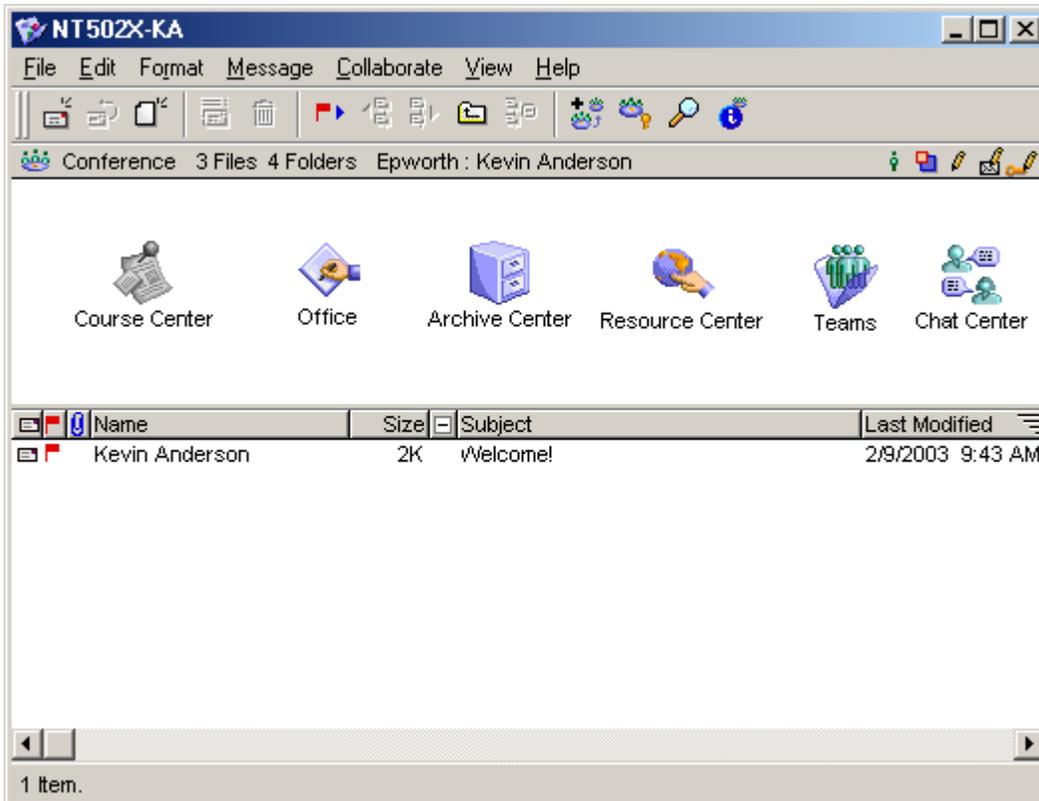
03 COURSE OBJECTIVES

After the successful completion of this course the student will:

- (1) Possess a working vocabulary of words that occur 50 times or more in the GNT,
- (2) Be able to parse nouns and verbs used 50 times or more in the GNT,
- (3) Be able to understand Greek *phonology*, *morphology* (which is the study and description of word formation including inflection, derivation, and compounding), and *syntax* (word order, thought flow, and sentence structure),
- (4) Be equipped to translate passages from the GNT,
- (5) Be able to identify and label selected syntactical relationships between words,
- (6) Possess a rudimentary knowledge of Greek tools, resources and linguistics in so far as these impinge upon the study of the New Testament.

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 virtual 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 will 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 NT502X-RC 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>

(3) **to Office.** This links you to the NT502X-RC Office (that's my private virtual office). This is the icon you will click on to hand in completed quizzes and send personal correspondence directly to me. Once the semester begins,

please discontinue addressing messages to any of my e-mail addresses (listed in **00 CONTACT INFORMATION** above), unless you have an urgent matter that requires you to reach me promptly by using multiple means. Otherwise 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.

- (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.

The following icons have recently been added to the FirstClass® System and do not appear in the image above!!

- (8) **Course Calendar.** A calendar useful for module dates, assignment due dates, beginning and end of semester dates, etc. This is a new feature so it remains to be seen how much we will use it in this particular class.

- (9) **Course Prayers.** A virtual prayer room where you are invited to post and respond to prayer requests and/or praises.
- (10) **Learning the Online Classroom.** The place to go for help on navigating the online classroom.
- (11) **To Online Support.** If you have a question of a technical nature (i.e., questions not directly related to the content of this course), use this link to send an email to the Information Commons.

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 NT502X-RC Module**

This semester we will make extensive use of our course CD. **Important Note: The instructions for each module are included in the course CD, but please be aware that this CD was made three years ago by another professor. Thus the module instructions posted in the Course Center always take precedence over the instructions on the CD.**

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 Tuesday, 12:00 Noon (Eastern)**. Module assignments will be **due the following week on Tuesday, 5PM (Eastern)**. The professor will alert you of any deviations from this pattern.

There will be at least two modules that will take two weeks, instead of one, to complete.

(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 **due that following week on Wednesday, 11:00PM (Eastern)**. Again, the professor will alert you of any deviations from this pattern. **Quizzes will also include questions about morphology or grammar learned in the current module.** Note also that the nature of our quizzes will change somewhat once we begin working on Translation Notebooks.

(3) **Translation Notebook.** You will be expected to keep a “Translation Notebook” based upon passages from the GNT that will be assigned during the second half of the semester. Of course, this will be (preferably) a Word document that will include the Greek text to be translated, your own translation, parsing of forms that are unfamiliar to you (or that you would like to review), and syntactical and/or exegetical comments. The professor will provide you with a sample that will help you get started. Your Translation Notebook will be graded according to the following criteria:

- (a) *accuracy*: your translation and analysis should be careful and accurate.
- (b) *research*: you need to do some research of your own in order to uncover illuminating aspects of the Greek text.
- (c) *style*: the format of your document should be pleasing to the eye and geared toward future use; your translation should be original.

You will be expected to share “rough drafts” of your work with team members, and you may freely benefit from one another’s insights and research. The due date for the final product will be announced when the class begins.

(4) **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. **In the interest of making collaboration more productive, you will be required to make your initial contribution on any assignment by Saturday during that module. Failure to do so will adversely affect your Assignment Completion grade for that module.** You will also be required to respond to (i.e., check and make comments on) at least one other person’s work. The earlier you submit your work, the better, so that others have time to interact with you over the weekend. Your teammates’ evaluation of your work (quality, timeliness, etc) will figure into your Assignment Completion and Collaboration grade.

- (5) **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.** 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 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), type of assignment, and your name (last name, first name). The following sample Word document filenames will illustrate the precise spacing and punctuation that must be employed:

15Q-CornellRichard.doc
14E-CornellRichard.doc
Mid-CornellRichard.doc

Module 15 Quiz
Module 14 Exercises
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 make a mistake or two along the way (whether in your own work, or when critiquing someone else's work), but don't be shy; it is all part of the collaborative process.

You will be assigned to a team at the beginning of the semester. **In the interest of making collaboration more productive, you will be required to make your initial contribution on any assignment by Saturday during that module. Failure to do so will adversely affect your Assignment Completion grade for that module.** You will also be required to respond to (i.e., check and make comments on) at least one other person's work.

- (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) **Letter Grade/Percentage Standard:** (See *ATS Academic Catalog 2003-2004*, p. 28, for descriptions of letter grades [i.e., what is a “B”])

A	95 – 100%	C	73
A-	90 – 94.9%	C-	70
B+	87 – 89.9%	D+	67
B	83 – 86.9%	D	63
B-	80 – 82.9%	D-	60
C+	77 – 79.9%	F	Be

- (2) **Grade Weighting:**

	Work	Percentage
(a)	Assignment Completion and Collaboration	10%
(b)	Translation Notebook	20%
(c)	Quizzes	20%
(d)	Mid-Term Examination	20%
(e)	Final Examination	30%
	TOTAL	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. Late work will receive no feedback.

(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. Incompletes must be approved by the course instructor, the student's academic advisor, and the dean.

(5) **Feedback:** The faculty of Asbury Theological Seminary is committed to providing "timely and substantive feedback." The expectation of "timely feedback" is met when students have their work marked, graded, and returned within one week of its submission. When assignment "B" builds on assignment "A," assignment "A" will be returned before assignment "B" falls due. The expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

09 COURSE PLAN

The following table gives an overview of our course plan:

MODULE	TOPIC	DATES
00 StartUp	Getting oriented!	07 Feb—08 Feb
14 Xi	Review of the Indicative Mood	08 Feb—15 Feb
15 Omicron	Third Declension Nouns	15 Feb—22 Feb
16 Pi	First and Third Declension Adjectives, Pronouns, and Numerals	22 Feb—01 Mar
17 Rho	Contract and Liquid Verbs	01 Mar—08 Mar
18 Sigma	Participles	08 Mar—22 Mar
19 Tau	Infinitives	22 Mar—29 Mar
20 Upsilon	Additional Pronouns	29 Mar—05 Apr
Reading Week	Suggestion: Review for Mid-Term Exam	05 Apr—12 Apr
Mid-Term Exam	Over Modules 15-19 (Due: 11PM (EST) – Tuesday, 12 Apr)	08 Apr—12 Apr
21 Phi	Subjunctive Mood; Translation Notebook 1	12 Apr—19 Apr
22 Chi	Imperative and Optative Mood	19 Apr—26 Apr

		Apr
23 Psi	Mi Verbs; Translation Notebook 2	26 Apr—03 May
24 Omega	Translation Notebook 3; Review for Final Exam	03 May—16 May
Translation Notebook	Due (Due: 11PM (EST) – Monday, 16 May)	16 May
Final Exam	Over Modules 14-24 (Due: TBA)	TBA

10 REQUIRED RESOURCES (and their abbreviations [in bold])

- (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 that will become increasingly important this semester. You will find this book helpful when you are doing research for your Translation Notebook.

- (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. This resource is also available in electronic format through various software providers (e.g., BibleWorks, LLC [www.bibleworks.com]; Logos Research Systems [www.logos.com]). You are also strongly encouraged to purchase the *A Reader's Greek-English Lexicon of the New Testament* (see under **Reader's Lexicon** in the Greek Resource List below). You will find this to be a helpful resource that you can use in any situation where you would not normally want to carry around a larger lexicon like BDAG.

- (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.

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

OR

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

It would be good for you to have one of these two in your library. These are intermediate grammars that you can use as a resource for understanding grammatical constructions you encounter while working on your Translation Notebook. They both go beyond the scope of *It's Still Greek to Me*. *Basics* is a condensed version of *Greek Grammar Beyond the Basics* and is thus easier to use, cheaper, and lighter on the back! If you want more illustrations, more detail, and don't mind paying a little more you can go ahead and get *Beyond*.

11 GREEK RESOURCE LIST

(1) Beginning Grammars

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

Mounce, William D., *Basics of Biblical Greek*. Grand Rapids: Zondervan, 1999.

(2) Intermediate Grammars

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

Moule, C. F. D. *An Idiom-Book of New Testament Greek*. 2nd ed. Cambridge: Cambridge University Press, 1959.

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

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

(3) Advanced/Reference Grammars

Blass, F., and Debrunner, A. *A Greek Grammar of the New Testament and other Early Christian Literature*. Chicago: University of Chicago Press, 1961.

Moulton, James Hope, Wilbert Francis Howard, and Nigel Turner. *A Grammar of New Testament Greek*. 4 vols. Edinburgh: T & T Clark, 1976.

Robertson, Archibald T. *A Grammar of the Greek New Testament in the Light of Historical Research*. Nashville: Broadman, 1934.

Wallace, Daniel B., *Greek Grammar Beyond the Basics*. Grand Rapids: Zondervan, 1997.

(4) Morphological Aids

Mounce, William D., *The Morphology of Biblical Greek*. Grand Rapids: Zondervan, 1994.

This is the book to have if you want answers to all your questions of form (whether verbs, nouns, or adjectives). Warning: this book is only for those who are intensely interested in all things morphological!

(5) Vocabulary & Principal Parts

Wilson, Mark, with Jason Oden. *Mastering New Testament Greek Vocabulary Through Semantic Domains*. Grand Rapids: Kregel, 2003.

A very different approach to learning vocabulary, which teaches vocabulary through different meaning domains.

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

This is the ultimate vocabulary book and it also contains many other helpful tools, including a comprehensive Principal Parts list (includes all verbs used in the GNT).

(6) Reader's Lexicon

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

(7) Lexica

Bauer, W., 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**)

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

(8) Word Study Resources

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

Brown, Colin ed., *New International Dictionary of New Testament Theology*. 4 vols.; Grand Rapids: Zondervan, 1986.

Kittel, Gerhard, ed., *Theological Dictionary of the New Testament*. 10 vols. Grand Rapids: Eerdmans, 1976.

Spicq, Ceslas, *Theological Lexicon of the New Testament*. 3 vols.; Peabody, Mass: Hedrickson, 1994.

12 HELP!

ExL Contact Information:

For **general questions and administrative assistance regarding the ExL program**, contact Dale Hale:

ExL_Office@asburyseminary.edu

Phone: (859) 858-2393

For **technical support, library research support, library loans**, and **ExL media** contact Information Commons:

Info_Commons@asburyseminary.edu

Phone: (859) 858-2233

Toll-free: (866) 454-2733

Accessing Information Commons Materials:

1. General Questions:

▪ The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here:

<http://www.asburyseminary.edu/icommons/hours.shtml>.

2. Materials Requests:

▪ To search the library catalog for available materials, click here: <http://www.asburyseminary.edu/icommons/index.shtml>

▪ ExL Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for

all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

- ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

- ExL students are encouraged to contact the Information Commons for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

- To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/icommons/index.shtml> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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