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NT 501 Comprehensive Greek I

Richard E. Cornell

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NT501 – Comprehensive Greek 1 – (3 hours)
Fall 2004 – ExL

Enrollment Limit: 22

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

Greek requirement for the M.Div. program – complete either: 1) NT500 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 NT501 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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Phone Number (in Scotland): TBA (don’t know it yet!)
Please note that once our course begins, however, you must address any e-mail 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 mailbox!

**“Cyber Space Office Hours”:** These will be *set times* each week when I will be working online in our classroom. During these times I will be in the course chat center and thus available for chatting. 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.

*Cyber Office Hours to be announced!!*

**01 WELCOME!**

I love Greek. I love it so much that I got an undergraduate degree in Greek (much to the horror of my lovingly concerned parents). I love Greek because I love the scriptures and I love anything that helps me better handle and be handled by the Word of God. Much like a good hike in the Black Mountains of North Carolina (my favorite place in the world to be), the journey we are about to begin is both strenuous and exhilarating. It is a journey that I pray will forever change you.

The journey will be strenuous. This class will require a *great* deal of your time and attention. Learning any language is hard work. Greek is a language that is beautiful, complex and sophisticated. It is *not* an easy language.

The journey will be exhilarating. We are blessed today with many wonderful translations. But there really is no substitute for reading the New Testament in its original language. Every translation is just that, with all the shortcomings and interpretative decisions that a translation entails. The excitement and insight that comes with working with the original language is its own reward.

A final thought. If we consider the whole history of Christian faith, very few of our foremothers and forefathers even had the *opportunity* to do what we are about to do – learn the original language of the New Testament (and the Old Testament, if we count the Septuagint!). We have the opportunity and unparalleled resources (both technological and otherwise) to do a remarkable thing. Praise be to the triune God for this opportunity!

I love Greek. I hope that by the end of this course, you too will love it.
Father God, thank you for being a God who cares enough about us to speak to us. We treasure your words and seek to do all we can to hear them as clearly as we can.

Precious Jesus, you are the living word, “the word made flesh.” Be with us, as you promised, as we learn to live in “the word made text.”

Blessed Eternal Spirit, you are the inspiring force behind, in, and through the words of Scripture. Lead us into all truth.

02 COURSE DESCRIPTION

The first of a two-course sequence designed to introduce all aspects of New Testament Greek – e.g., noun declension, the verb system, grammar, syntax, and structure. Persons successfully completing NT501 and NT502 should be able to work comfortably with the basic Greek of the New Testament.

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 NT501X-RC virtual classroom (also called the Collaborative Classroom). Below is a sample window.
(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-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

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-RC 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 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 call me in Scotland (remember the time difference [5-6 hours ahead of Eastern Standard Time]), 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. It will be my habit to enter the chat center during my virtual office hours.

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-RC Module**

The notes and assignments for each module may be found in the Course Center in our virtual classroom. Please note that the CD that you were/will be sent for the class also contains assignments for each module. **When the assignments in the course center conflict with the assignments on the CD please follow the assignments in the course center.** This CD has website links to various helpful places. 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 Tuesday, 12:00 Noon (Eastern Standard Time).** Module assignments will be **due the following week on Tuesday, 11:00 PM (EST).** 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 and will be due the following week on Wednesday, 11:00PM (EST).** Again, the professor will alert you of any deviations from this pattern. Quizzes will also include
questions about morphology, grammar learned in the previous module, and translations.

(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.

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**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-NT501CornellRichard.doc  Module 1 Quiz
- 01E-NT501CornellRichard.doc  Module 1 Exercises
- Mid-NT501CornellRichard.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) **Letter Grade/Percentage Standard:** (See *ATS Catalog 2001-2003*, p. 28, for descriptions of letter grades [i.e., what is a “B”])

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

(2) **Grade Weighting:**

<table>
<thead>
<tr>
<th>Work</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Assignment Completion &amp; Team Member Evaluation</td>
<td>30%</td>
</tr>
<tr>
<td>(b) Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>(c) Mid-Term Examination</td>
<td>20%</td>
</tr>
<tr>
<td>(d) Final Examination</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

(3) **Team Work.** Please note that a significant portion of your grade (30% -- Assignment Completion & Team Member Evaluation) will be based on the work that you do within your Team folders. At the end of the semester, each team member will give a grade to each member of the team (including her/himself). I will also assign a grade to each member of the team. The amount of points awarded for this component of the class will be the average
of these grades given (note: the grade a student gives to him/herself will count as two grades). A sample 5pt scale (which will be used by your peers to evaluate you) is included below.

Rubric (5pt scale):

5 -- Work and feedback was *always* characterized by timeliness, substance, and courtesy.

4 -- Work and feedback was *normally* characterized by timeliness, substance, and courtesy.

3 -- Work and feedback was *sometimes* characterized by timeliness, substance, and courtesy.

2 -- Work and feedback was *seldom* characterized by timeliness, substance, and courtesy.

1 -- Work and feedback was *never* characterized by timeliness, substance, and courtesy.

(4) **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.

(5) **Incompletes.** Keep in mind that according to the policy outlined in the *ATS Catalog 2001-2003*, p. 29, an “Incomplete” for a course may only be granted in the event of an "unavoidable emergency, which does not include delinquency or attending to church work or other employment." Incompletes must be approved by the course instructor and the student's academic advisor.

(6) **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 details our course plan.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 Start Up</td>
<td>Getting Oriented</td>
<td>Sept 7&lt;sup&gt;th&lt;/sup&gt; – Sept 8&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>01 Alpha</td>
<td>Letters &amp; Sounds</td>
<td>Sept 9&lt;sup&gt;th&lt;/sup&gt; – Sept 14&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>02 Beta</td>
<td>Present &amp; Future Active Indicative</td>
<td>Sept 14&lt;sup&gt;th&lt;/sup&gt; – Sept 21&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>03 Gamma</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Declension Nouns</td>
<td>Sept 21&lt;sup&gt;st&lt;/sup&gt; – Sept 28&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>04 Delta</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Declension Nouns</td>
<td>Sept 28&lt;sup&gt;th&lt;/sup&gt; – Oct 5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>05 Epsilon</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; &amp; 2&lt;sup&gt;nd&lt;/sup&gt; Declension Adjectives</td>
<td>Oct 5&lt;sup&gt;th&lt;/sup&gt; – Oct 12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>06 Zeta</td>
<td>Imperfect &amp; Aorist Active Indicative</td>
<td>Oct 12&lt;sup&gt;th&lt;/sup&gt; – Oct 19&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>07 Eta</td>
<td>Additional Prepositions; Personal Pronouns</td>
<td>Oct 19&lt;sup&gt;th&lt;/sup&gt; – Oct 26&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>08 Theta</td>
<td>Perfect &amp; Pluperfect Active Indicative</td>
<td>Oct 26&lt;sup&gt;th&lt;/sup&gt; – Nov 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mid-term</td>
<td>Mid-Term Exam (Due: 11PM (EST) – Tues, Nov 2&lt;sup&gt;nd&lt;/sup&gt;)</td>
<td>Oct 29&lt;sup&gt;th&lt;/sup&gt; – Nov 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>09 Iota</td>
<td>Demonstrative Pronouns</td>
<td>Nov 2&lt;sup&gt;nd&lt;/sup&gt; – Nov 9&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>10 Kappa</td>
<td>Present Middle &amp; Passive Indicative</td>
<td>Nov 9&lt;sup&gt;th&lt;/sup&gt; – Nov 16&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>11 Lambda</td>
<td>Perfect Middle &amp; Passive, Future Middle Indicative</td>
<td>Nov 16&lt;sup&gt;th&lt;/sup&gt; – Nov 23&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Reading Week</td>
<td>Suggestion: Catch up (if behind) &amp; Review for Final Exam</td>
<td>Nov 23&lt;sup&gt;rd&lt;/sup&gt; – Nov 30&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>13 Mu</td>
<td>Imperfect Middle &amp; Passive, Aorist Middle, Perfect Middle &amp; Passive</td>
<td>Nov 30&lt;sup&gt;th&lt;/sup&gt; – Dec 7&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>14 Nu</td>
<td>Aorist &amp; Future Passive Mood</td>
<td>Dec 7&lt;sup&gt;th&lt;/sup&gt; – Dec 14&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Final Exam (Due: 11PM (EST) – Fri, Dec 17&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Due: Dec, 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>
10 REQUIRED RESOURCES (Abbreviations in bold)


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

(2) [You need only choose one of the following, though it would not hurt to have more than one!!!]


These texts will be very important in NT502 as we enter more into syntactical issues and interpretation. *Still* (191 pages) is concise, easy to use, and has two helpful introductory chapters for those who need a refresher or introduction to basic grammar (English, that is!). The two Wallace grammars are more detailed. *BNTS* (334 pages) is simply a shorter version of *GGBB* (797 pages). The former is more user-friendly to first year students; the latter is massive and has an incredible amount of detail, including many helpful illustrations from the Greek New Testament and many examples of grammatical features that are exegetically significant.


This is your Greek New Testament.


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.


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 (not required)
(1) Beginning Grammars


(2) Intermediate Grammars


(3) Advanced/Reference Grammars


(4) Morphological Aids


(5) Vocabulary & Principal Parts

**6) Reader’s Lexicon**


**7) Lexica**


**8) Word Study Resources**


**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 Kevin Osborn  
Exl_Director@asburyseminary.edu 859.858.2191 

OR 

Extended_Learning 
@asburyseminary.edu
(2) Obtaining Library Materials and Assistance

**General Questions:** [information_commons@asburyseminary.edu](mailto:information_commons@asburyseminary.edu)  Toll-free 1-866-454-2733

This is the best place to start when you have questions about library resources. Help is available Monday-Thursday from 8AM-7PM and Friday and Saturday from 8AM-5:45PM. If the people at the desk cannot answer your questions, they will direct you to the person or department who can.

**Materials Requests:** [library_loan@asburyseminary.edu](mailto:library_loan@asburyseminary.edu)  Or call toll-free 1-866-454-2733

ExL Students may request books, photocopies or emailed attachments of journal articles/reference books from Asbury Seminary’s Library. Please allow 3-10 business days for all requests to be filled. Contact the library loan office for information on costs and instructions on how to make requests.

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

**Research Questions:** [Hannah_Kirsch@asburyseminary.edu](mailto:Hannah_Kirsch@asburyseminary.edu)  Or call the toll-free number and ask to be transferred to Hannah (x2189).

ExL students are encouraged to contact Hannah Kirsch 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.

**Online Databases:**

To access the online library resources including the library catalog and full-text journal databases, go to [www.asburyseminary.edu/library](http://www.asburyseminary.edu/library) 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 ten digit number (20000XXXXX where XXXXX = your student id). If you have questions, contact the information commons desk.