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NT 502 Comprehensive Greek II

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COMPREHENSIVE GREEK II

NT502 ExL

(3 Credit Hours)

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 (Kevin Anderson).

[00 CONTACT INFORMATION](#)
[01 WELCOME!](#)
[02 COURSE DESCRIPTION](#)
[03 COURSE OBJECTIVES](#)
[04 COURSE NAVIGATION](#)
[05 LEARNING MODULES](#)
[06 COURSE REQUIREMENTS](#)
[07 COURSE PROCEDURES](#)
[08 ASSESSMENT](#)
[09 COURSE PLAN](#)
[10 REQUIRED RESOURCES](#)
[11 GREEK RESOURCE LIST](#)
[12 HELP!](#)

If at any time you want to return to this hyperlinked index, press CTRL + Home.

00 CONTACT INFORMATION

Kevin L. Anderson, Ph.D.
Adjunct Professor of New Testament Greek
Asbury Theological Seminary
859.264.9635
kevin_anderson@asburyseminary.edu

Telephone: Note that the telephone number is for my home phone and should be used primarily for urgent matters. Before our course begins, feel free to contact me via 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**).

Voice Chat: Throughout the semester, you may also be able to reach me (or arrange to reach me) via Yahoo! Messenger for a realtime voice chat. Simply download the most recent version of Yahoo! Messenger, make sure that you have all of the proper computer hardware (e.g., a sound card, microphone, and speakers), and add me to your friends list (my Yahoo! account is kevinlanderson@yahoo.com).

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 (and perhaps a passage from the Apostolic Fathers).

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 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 GNT.

03 COURSE OBJECTIVES

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

(1) **Thinking**

- (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**

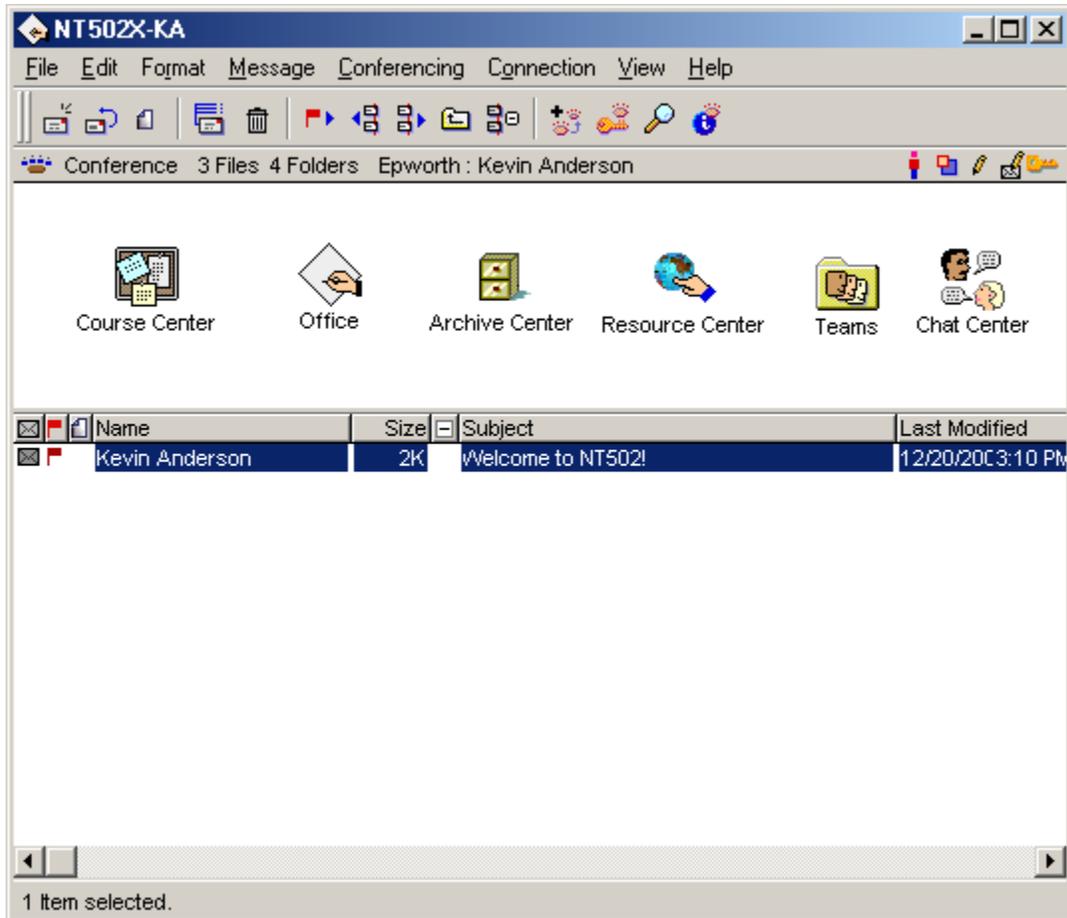
- (a) Translate Greek-to-English sentences found in our text without recourse to written aids.
- (b) Recognize and parse Greek words (verbs, nouns, adjectives, participles).
- (c) Identify and explain matters of Greek syntax (i.e., the grammatical relationships between words and phrases within sentences).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

(3) **Attitude**

- (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 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-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 NT502X-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 e-mail address** (listed in **00 CONTACT INFORMATION** above). 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 case of an emergency, please do not hesitate to leave a voicemail at my phone number (859.264.9635), 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 focussing 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 NT502X-KA Module**

This semester I have decided to make even more exclusive use of our course website. Instead of doing double the work, I have decided to put all of the assignments, lecture notes, and RealAudio you will need for a module on the website, instead of in our Course Center. However, certain documents that I deem to be more “sensitive” will still be found in the Course Center (e.g., quizzes and tests).

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 following week on Monday, 12:00 Midnight (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 **issued** on **Friday, 12:00 Noon**

(Eastern) and will be **due that following week 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 present 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 which 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 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 final product must be submitted to the professor by **TBA**.

- (4) **Collaboration.** This is the most powerful learning resource available to us in our virtual classroom. Whether in the Discussion Center or in more focussed 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 before Friday** during that module. **Failure to do so will result in a 0.00 for your Assignment Completion grade for that module.** The earlier you submit your work, the better, so that others have time to interact with you over the weekend.

Part of your collaboration grade will include your participation in **two realtime chat sessions** during the semester.

- (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 filename will illustrate the precise spacing and punctuation that must be employed:

15Q-AndersonKevin.doc

The name of this file identifies this document as (a) for Module 15; (b) a quiz; and (c) as originating from Kevin Anderson.

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.

(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 and Collaboration	100	10%
(b)	Translation Notebook	200	20%
(c)	Quizzes	200	20%
(d)	Mid-Term Examination	200	20%
(e)	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 gives an overview of our course plan:

MODULE	TOPIC	DATES
00 StartUp	Getting oriented!	TBA
14 Xi	Review of the Indicative Mood	
15 Omicron	Third Declension Nouns	
16 Pi	First and Third Declension Adjectives, Pronouns, and Numerals	
17 Rho	Contract and Liquid Verbs	
18 Sigma	Participles	
19 Tau	Infinitives	

Reading Week	Suggestion: Review for Mid-Term Exam	
20 Upsilon	Additional Pronouns	
Mid-Term Exam	Over Modules 15-19	
21 Phi	Subjunctive Mood; Translation Notebook 1	
22 Chi	Imperative and Optative Mood	
23 Psi	Mi Verbs; Translation Notebook 2	
24 Omega	Translation Notebook 3; Review for Final Exam	
Translation Notebook	Due	
Final Exam	Modules 14-24	

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. 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. You are also strongly encouraged to purchase the *Shorter Lexicon* (see under **Reader's Lexica** 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, *Greek Grammar Beyond the Basics* (Grand Rapids: Zondervan, 1997). **Beyond**.

This is an intermediate grammar that you can use as a resource for understanding grammatical constructions you encounter while working on your Translation Notebook. You are also encouraged to purchase Brooks and Winbery's *Syntax of New Testament Greek* (see under **Intermediate to Advanced Grammars** in the Greek Resource List below). It is a more portable alternative to Wallace's grammar.

11 GREEK RESOURCE LIST

(1) Beginning Grammars

James M. Eird, *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. Wallace, *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

A reader's lexicon is an excellent investment (particularly Scott or Kubo) if you want to keep boning up on your Greek by reading in the GNT. Select an easy book such as 1 John and start reading this summer!

F. Wilbur Gingrich, *Shorter Lexicon of the Greek New Testament* (revised by Frederick W. Danker; 2d ed.; Chicago and London: University of Chicago, 1983).

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

H. G. Liddell, R. Scott, and H. S. Jones, eds., *A Greek-English Lexicon* (9th ed. with revised supplement; Oxford: Oxford University Press, 1996).

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