

1-1-2009

## NT 500 Concise Greek

Abson Predestin Joseph

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### Recommended Citation

Joseph, Abson Predestin, "NT 500 Concise Greek" (2009). *Syllabi*. Book 2627.  
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## Syllabus

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**Course:** NT500 X1 (SP 2009)

**Title:** Concise Greek

**Hours:** 3.00

**Published:** Yes, on 01/08/2009

**Prerequisites:**

NT(IBS)510†

- or -

NT(IBS)511†

- or -

NT(IBS)510

- or -

NT(IBS)511

† indicates this may be fulfilled as a co-requisite.

**Department:** New Testament

**Faculty:** Mr. Abson Joseph



Email: [abson.joseph@asburyseminary.edu](mailto:abson.joseph@asburyseminary.edu)

Office: EXL EXL

SPO:

### Meetings:

During 02/09/2009 to 05/22/2009 Online via ExL.

**Maximum Registration:** 22

**Catalog Description:** An introduction to exegetical Greek for ministry. Particular emphasis is placed on inductive learning of exegetical Greek, the use of standard exegetical tools and of Bible study software, and linguistics.

### Objectives:

NT500XL CONCISE GREEK

Spring 2009

Abson P. Joseph, Ph.D.

Abson.Joseph@asburyseminary.edu

### Welcome:

Welcome to Concise Greek! Most students approach this class with a range of emotions. Some are excited about the prospect of beginning to learn a new language. Others are looking forward to learning about this language of the New Testament, in order to “find out for themselves” what they often hear others saying about Greek. Many feel a lot of anxiety about taking a language class, and dread whatever might be in store here. I have had the privilege of learning multiple languages, so I have firsthand experience of some of the challenges you will face. I have a great love for languages. One of my childhood dreams was to be fluent in eight languages. By the time I finished Secondary School, I knew five—French, Spanish, Haitian Creole, English and Latin. Then I spent my first two years of College focusing on the study of NT Greek, and have been enjoying Greek since then. Because my wife is from Russia, I have been learning Russian for the past 6 years, and I have basic knowledge of Hebrew and German.

I also have a great love for the NT and its message. Reading the NT is a cross-cultural experience, and an adequate knowledge of the language increases our ability to better understand its message. A better understanding is important, because ultimately, we want this message to transform us and make us more like Christ. I often have heard friends and other people shy away from learning Greek, saying, “I’ve never been much of a language person.” You may not think of yourself as a “language person.” However, if you think of yourself as a Bible person, this class is the right place for you. You see, we do not teach Greek here merely so that our students will learn Greek. Rather, we teach Greek as a means of understanding the New Testament better, and communicating it to others well. I often look at

biblical languages as “tools of the trade” that are an essential part of good Bible study.

The process can be difficult. Learning a language takes time, effort, study, and a lot of commitment. For example, it will be more beneficial for you to spend at least 30 minutes each day—and observe a Sabbath, than 4 hours the day before or/and on the day an assignment is due! If you are faithful, the reward will be great. I am committed to walk alongside you on the journey, and help you acquire the necessary skills and locate the tools you need to become competent in handling the basic aspects of Greek grammar.

While we will learn basic Greek grammar in this class, much of our study will involve learning ways to use Greek for interpretation of the New Testament. Therefore, we will learn about reference resources that are available, basic linguistic concepts, and other “tools” that will help us to interact well with God’s word as well as God’s world.

## Contacting Me:

Cell: (876) 471-6770  
Home: (876) 918-0962

I have listed the above phone numbers to be used for *urgent matters only*. I live in Jamaica. Therefore, you will need to make an international call to reach me. I check email every day of the week, so often the best way to get in touch with me is to contact me via email. It may also be possible to catch me by using the chat function in First Class.

You will be notified in advance if I must go offline for more than a full day. This is a commitment that I make to you.

## Acknowledgment

I am indebted to Dr Holly J. Carrey who has graciously allowed me to use some of the material she put together for this course.

## Online Section Descriptions and Communication Guidelines

The Virtual Classroom is built upon the open-source Moodle platform. By logging into <http://one.asburyseminary.edu> and clicking on the Virtual Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course.

The following are functions with which you should familiarize yourself:

1. The **Course Information Center** contains many features to be used throughout the semester: a) **Course News and Announcements**, where I will post items important for the entire class; b) **Syllabus**, where a copy of the syllabus is provided; c) **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately; d) **Course Questions**, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum; e) **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community; f) **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. **Modules**, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

## Virtual Support Contact Information

For technical support, library research support, library loans and virtual media contact Information Commons:  
[Info.Commons@asburyseminary.edu](mailto:Info.Commons@asburyseminary.edu) [Info.Commons@asburyseminary.edu](mailto:Info.Commons@asburyseminary.edu) Phone: (859) 858-2233; Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Virtual program, contact Dale Hale:  
[ExL.Office@asburyseminary.edu](mailto:ExL.Office@asburyseminary.edu) [ExL.Office@asburyseminary.edu](mailto:ExL.Office@asburyseminary.edu) Phone: (859) 858-2393

## Accessing Information Commons Materials

1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://private.asburyseminary.edu/information-commons>

## 2. Materials Requests:

a. To search the library catalog for available materials, click here: <http://private.asburyseminary.edu/information-commons>

b. Virtual 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.

c. Virtual 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:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help 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:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information> 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).

## Copyright Policies

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

## Virtual Media Copyright Information

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## Course Description

An introduction to exegetical Greek for ministry. Particular emphasis is placed on inductive learning of exegetical Greek, the use of standard exegetical tools and of Bible study software, and linguistics.

## Course Objectives

1. Know and use the Greek alphabet
2. Interpret basic Greek grammar and syntax
3. Easily read and pronounce Greek words
4. Awareness of and hands-on practice with standard reference works for exegesis—both printed and electronic
5. Use modern linguistics in exegetical study
6. Know basic characteristics of the Greek New Testament

## Course Requirements

1. **Class Participation:** This includes regular engagement with online discussions and exercises, and completing reading assignments. You (and the rest of the class!) will be benefited the most by your active participation. Discussion questions will be posted (in most modules) on Fridays, with your active participation due by the end of the module (Tuesdays).
2. **Weekly Assignments:** There are a total of 15 worksheets that will be completed at a rate of roughly 1-2 worksheets per week. Detailed instructions for completing each worksheet will be given as each is assigned. For general instructions regarding submission of work, refer to the section "How to Submit Work," below.
3. **Greek Alphabet Quiz:** This quiz will be given early in the semester, and will quiz you on the letters of the alphabet, their

names, and how to write (or type!) them. Specific details will be given during the course.

- Greek Verbs, Cases and Prepositions Exam:** This exam will be a timed exam, using no notes, books, or other resources for help. As the title indicates, it will test you on the basic grammatical concepts that we will be learning through the first half of the semester. Specific details will be given as the exam date approaches.
- Final Project:** In lieu of a final exam, this assignment will provide an opportunity to apply the various elements of the course to an actual passage of scripture in 1 John. More details will be given toward the end of the semester.

### Grade Calculation

Class Participation:	5%
Alphabet Quiz:	5%
Verbs, Cases, & Prepositions Exam:	15%
Worksheets:	35%
Final Project:	40%

**Late Work:** All assignments are due by the time indicated on the syllabus. Since ample time will be given to complete assignments, even one minute late is still late. While late work will be accepted, **unexcused late assignments will be deducted 25% and will be accepted no later than 1 week past the due date.** I understand that we all have circumstances that occasionally require our immediate attention, so late work *can* be excused. In such cases, however, it is important for you to let me know what's going on *before assignments are due*. Work submitted late will be considered unexcused if no *prior* notice is given. ***In addition, all unexcused late assignments will not be corrected or given any feedback.***

### Online Etiquette:

An important part of this class is being able to communicate well through our words, since we will not have the advantage of face-to-face contact. Therefore, it is important that we follow the following guidelines for good communication with each other.

- Please do not use any internet shorthand (e.g., "CU L8R," for "See you later"). While this is common in some online environments, it has no place in an academic setting. Also, it can actually hinder effective communication if others are unfamiliar with some terms and don't know what you're saying.
- Use simple emoticons when necessary. :-) If you do not regularly use emoticons in online communication, you might initially feel that such expressions border on being too "cute." While this is likely true, they provide a simple way to allow your readers to "feel" what you're saying. When we speak face-to-face, it is generally easy to identify sarcasm, for example, through the body language of the speaker. Such body language is almost entirely eliminated through electronic communication. Sometimes our typed words are not received by others in the same manner we intended. A simple emoticon can defuse potentially harmful words.
- Use proper English grammar, spelling, etc. not just in your submitted work, but in all class communication. This practice will help us be better communicators with each other, and will help us develop better habits as well. In FirstClass, you can check your spelling simply by pressing "Ctrl+Shift+L."
- Use proper citation of all secondary sources that you use, particularly with submitted work. I'm not particularly picky on *which* style should be used, as long as you use a style consistently. My own preference is the Chicago/Turabian style, which is easily implemented in MS Word using the "insert footnote" feature. If you don't have a guide, you can refer to <http://www.wisc.edu/writing/Handbook/Documentation.html> for reference.

### Grading:

I will do my best to adhere to the guidelines in the *Catalog* regarding grading and evaluation (p. 28). Thus,

- A 4.00 Exceptional work: surpassing, markedly outstanding achievement of course objectives.
- B 3.00 Good work: strong, significant achievement of course objectives.
- C 2.00 Acceptable work: basic, essential achievement of course objectives.
- D 1.00 Marginal work: inadequate, minimal achievement of course objectives.
- F 0 Unacceptable work: failure to achieve course objectives.

Accordingly, a grade of "B" indicates that you have completed all the required work well. A grade of "A" represents work that goes above and beyond the course requirements. Also, I will use the following chart to convert percentages to letter grades:

A	95-100%	C	73-76.9%
A-	90-94.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	F	Below 60

### How To Submit Work:

All work should be submitted on time by clicking on the appropriate assignment link that is provided, clicking on the Browse button, and then selecting the document to be submitted. Documents should be in a format accessible by MS Word (e.g., .doc or .rtf). Specific instructions for submission will be given with each assignment.

**Required Texts:** Contact the Asbury Bookstore at [exlbooks@asburyseminary.edu](mailto:exlbooks@asburyseminary.edu), 1-859-858-4242, or 1-866-855-8252 (toll free) for help with ordering textbooks.

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

Green, Joel B., ed. *Hearing the New Testament: Strategies for Interpretation*. (Grand Rapids: Eerdmans, 1995).

Douglas, J.D., ed. *The New Greek-English Interlinear New Testament*. (Wheaton, IL: Tyndale, 1993)

NT500 Course Packet

### Required Software:

BibleWorks 7.0 (or version 6.0 is fine) provides a number of tools for Bible study, and is therefore an essential tool for ministry. While this software is not cheap, it is an invaluable resource that will prove to be worth the investment beyond this class. Visit [www.bibleworks.com](http://www.bibleworks.com) for more information about this software.

### Course Schedule and Outline:

#### 01 Alpha Module (Tues, Feb 10 -Tues, Feb 17): Introduction, Greek Alphabet

**Module Description:** This module introduces the course, using BibleWorks, and such fundamental matters as the Greek alphabet, breathings, accents, pronunciation, Greek language family, etc.

**Assigned Reading:**

Black, *It's Still Greek to Me*, chapter 14

**Assigned Tasks:**

Practice pronouncing and writing the Greek alphabet.  
Practice pronouncing and writing John 1:1-5 in Greek.

**Assignments Due:**

Alphabet quiz due **Wednesday, Feb 18 at 11:55 pm (ET)**

#### 02 Beta Module (Tues, Feb 17-Tues, Feb 24): The Bible, Sunglasses, and Meaning

**Module Description:** This module heightens awareness that we always bring something to our interpretation. We will discover the relation this has to translation and translation approaches. We will also introduce the grammatical categories relating to Greek verbs and the meaning of grammar terms related to each category.

**Assigned Reading:**

Black, *It's Still Greek to Me*, chapters 1-2  
Mark 1:1-5

**Assigned Tasks:**

Practice pronouncing Mark 1:1-5 in Greek.  
Complete Practice Sheet A  
Begin working on Worksheet #1

**Assignments Due:**

No assignments to be submitted.

### 03 Gamma Module (Tues, Feb 24-Tues, Mar 3): The Art of Boundary Making

**Module Description:** This module will heighten awareness of the contribution of context to the way we understand an utterance. This in turn will lead to a discussion of various markers for determining the beginning and end of units of text that help us relate parts to a context.

**Assigned Reading:**

Black, *It's Still Greek to Me*, chapters 8-9  
Mark 1:6-10  
Green, *Hearing the New Testament*, chapter 1

**Assigned Tasks:**

Practice pronouncing Mark 1:6-10 in Greek

**Assignments Due:**

Worksheet #1 due **Tuesday, Mar 3, 11:55 pm (ET)**

### 04 Delta Module (Tues, Mar 3-Tues, Mar 10): Commentaries and other Reference Tools

**Module Description:** In this module, we will explore the different types of commentaries and what each type of commentary provides for our interpretation of a text. We will also learn about the Greek case system and begin to work with the case terminology and the grammatical relations each case indicates.

**Assigned Reading:**

Black, *It's Still Greek to Me*, chapters 3-4  
Green, *Hearing the NT*, chapters 14-15

**Assigned Tasks:**

Practice pronouncing Mark 1:11-15  
Complete Practice Sheet B

**Assignments Due:**

Worksheet #2 due **Tuesday, Mar 10, 11:55 pm (ET)**  
Worksheet #3 due **Tuesday, Mar 10, 11:55 pm (ET)**

### 05 Epsilon Module (Tues, Mar 10-Tues, Mar 17): Setting a Research Agenda

**Module Description:** This module presents a way to create a research agenda. We will also review Greek cases and look at adjectives, pronouns, and definite articles.

**Assigned Reading:**

Black, *It's Still Greek to Me*, chapters 5-6

**Assigned Tasks:**

Learn the declension of the Greek definite article  
Using BibleWorks, locate and observe uses of the Greek definite article in Mark 1:1-15  
Complete Practice Sheet C

**Assignments Due:**

Worksheet #4 due **Tuesday, Mar 17, 11:55 pm (ET)**  
Worksheet #5 due **Tuesday, Mar 17, 11:55 pm (ET)**

### 06 Zeta Module (Tues, Mar 17-Tues, Mar 24): Greek Prepositions, Participles, and Infinitives

**Module Description:** With prepositions, we will focus on the way that a preposition works together with the case of its object to express a grammatical relation. With participles, we will learn about their use as a verbal adjective or as the verbal idea in a phrase, and what their tense indicates with regard to time and aspect. With infinitives, we will survey their various uses and what their tense indicates in regard to aspect.

**Assigned Reading:**

Black, *It's Still Greek to Me*, chapters 7, 10-11

**Assigned Tasks:**

Using BWs, find the participles and infinitives in Mark 1:1-15, and examine how they are translated  
Complete Practice Sheet D

**Assignments Due:**

Worksheet #6 due **Tuesday, Mar 24, 11:55 pm (ET)**  
Worksheet #7 due **Tuesday, Mar 24, 11:55 pm (ET)**

### 07 Eta Module (Tues, Mar 24-Tues, Mar 31): Grammar Review, Engaging the Text

**Module Description:** This module will focus primarily on reviewing all the grammar material we have learned in preparation for the Verbs, Cases, and Prepositions exam. We will also discuss ways one can move from text to sermon.

**Assigned Reading:**

Green, *Hearing the NT*, chapter 11

**Assigned Tasks:**

Prepare for exam

**Assignments Due:**

Greek Verbs, Cases, and Prepositions exam due **Tuesday, Mar 31, 11:55 pm (ET)**

**\*READING WEEK: Tues, Mar 31- Fri, Apr 3\***

**08 Theta Module (Tues, Apr 7-Tues, Apr 14): Genre and Expectations, Delimiting Boundaries**

**Module Description:** In this module, we will discuss genre and the way that genre influences our expectations with regard to assumptions the writer invites us to bring to our reading of a text. We will also discuss genre with reference to the book of 1 John.

**Assigned Reading:**

Green, *Hearing the NT*, chapters 8-10

**Assigned Tasks:**

Practice pronouncing 1 John 3:1-6 in Greek

**Assignments Due:**

Worksheet #8 due **Tuesday, Apr 14, 11:55 pm (ET)**

Worksheet #9 due **Tuesday, Apr 14, 11:55 pm (ET)**

**09 Iota Module (Tues, April 14 -Tues, Apr 21): Doing Things with Words: Common Semantic Fallacies**

**Module Description:** In this module, we will engage in a close reading of the text in order to create a research agenda for that text. We will also introduce the exegetical worksheet, which is concerned with students engaging in a close reading of the text that will be the focus of the final paper. Finally, we will discuss word studies from the perspective of avoiding common semantic fallacies.

**Assigned Reading:**

**Assigned Tasks:**

Practice pronouncing 1 John 3:7-10 in Greek

Begin working on the Exegetical Worksheet

**Assignments Due:**

Worksheet #10 due **Tuesday, Apr 21, 11:55 pm (ET)**

**10 Kappa Module (Tues, Apr 21 -Tues, Nov 28): Modern Linguistics, Lexical Resources**

**Module Description:** This module focuses on word studies and linguistics. Attention will given to semantic domains, language games, and presupposition pools. We will see how word studies can lead to uncovering presupposition pools and how awareness of presupposition pools can provide lenses for interpreting ways words are being used.

**Assigned Reading:**

No assigned reading for this module.

**Assigned Tasks:**

Practice pronouncing 1 John 3:11-17 in Greek

**Assignments Due:**

Exegetical Worksheet due **Tuesday, Apr 28, 11:55 pm (ET)**

Worksheet #11 due **Tuesday, Apr 28, 11:55 pm (ET)**

**11 Lambda Module (Tues, Apr 28- Tues, May 5): Introduction to Sociolinguistics**

**Module Description:** This module will introduce socio-linguistics, providing a number of biblical examples where the text is assuming or broadcasting particular social relationships. We will also introduce an overview of the Final Project.

**Assigned Reading:**

Black, *It's Still Greek to Me*, chapters 12-13

Green, *Hearing the NT*, chapter 18

**Assigned Tasks:**

Begin working on the Final Project

**Assignments Due:**

Worksheet #12 due **Tuesday, May 5, 11:55 pm (ET)**

Worksheet #13 due **Tuesday, May 5, 11:55 pm (ET)**

**12 Mu Module (Tues, May 5 -Tues, May 12): Text, Theology, and Sermon Textual Criticism**

**Module Description:** This module will explore ways biblical texts stimulate us to reflect theologically on God, our lives as God's people, our world, and our relationship and response to God. We will also observe how grammar and word studies can be used effectively for interpretation of a biblical text.

**Assigned Reading:**

Green, *Hearing the NT*, chapter 19-20

**Assigned Tasks:**

Continue working on Final Project

**Assignments Due:**

Worksheet #14 due **Tuesday, May 12, 11:55 pm (ET)**

**13 Nu Module (Tues, May 12 - Tues, May 19): Textual Criticism**

**Module Description:** This module introduces the problem of variances in early Greek manuscripts, the ways variances can occur, and the general approaches that textual criticism takes for determining which reading is most likely original.

**Assigned Reading:**

Green, *Hearing the NT*, chapter 7

**Assigned Tasks:**

Continue working on Final Project

**Assignments Due:**

Final Project due **Friday, May 22, 5:00 pm (ET)**