NT 500 Concise Greek

Richard E. Cornell

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NT500XL – Concise Greek (3 Credit Hours)
Summer 2005
Richard E. Cornell
Prerequisite or Co-requisite: IBS-1
Enrollment Limit: 22

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

Please note that this class ends on Tuesday 30 August (4 days after the official closing date)

To use this hyperlinked index, press and hold CTRL key when clicking on the link.

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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 (warning: this could be incredibly expensive, depending on your calling plan!). For other less pressing matters please contact me by e-mail.
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. 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!

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. Yet the journey will be exhilarating. It is my hope that your preaching, teaching, and personal study of the New Testament will be drastically enriched. We are blessed today with many wonderful resources that make a class like Concise Greek possible. Only a few years ago, a course such as this one would have been inconceivable. The excitement and insight that comes with working with Greek and learning the tools to access it 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. 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

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.

03 COURSE OBJECTIVES

Having successfully completed this course, participants should:

1. Know and use the Greek alphabet
2. Be able to interpret basic Greek grammar and syntax
3. Easily read and pronounce Greek words
4. Have an awareness of and hands-on practice with standard reference works for exegesis—both printed and electronic
5. Be able to use modern linguistics in exegetical study
6. Know basic characteristics of the Greek 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 NT500XL 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://gemstate.net/gemstate/netiquette.htm](http://gemstate.net/gemstate/netiquette.htm)
(3) **to Office.** This links you to the NT500XL 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 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. I will be in the Chat Center during my office hours.

The following icons have recently been added to the FirstClass® System.
(8) **Course Calendar.** A calendar useful for module dates, assignment due dates, beginning and end of semester dates, etc. This is a fairly 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.

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**05 LEARNING MODULES**

The driving engine of this 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 NT500XL-RC Module.** The module will usually contain the orientation for the module, the new lesson (the material that is to be learned), and the assignments to be completed during the module.

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

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**06 COURSE REQUIREMENTS**

(1) **Class Participation.** Each student is expected to engage in the online discussions, read all of the assigned material, and complete all assignments on time. This course will likely require you to be online at least every other day.

(2) **Weekly Assignments.** During this course, the student will have 15 worksheets to complete. Instructions for worksheets will be given at the time that they are assigned. For general instructions on submitting work, please see “07 Course Procedures” below.

(3) **Quiz.** There will be one quiz in this course, a Greek Alphabet quiz given early in the semester. Details will be provided later.
(4) **Exam.** There will be one, timed exam covering basic grammatical concepts. This exam will be closed-book, closed-resources. Further details will be provided later.

(5) **Final Project.** The final project will allow students to apply the skills learned throughout to the course to a passage in I John. Further details will be provided near the end of the course.

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

- 01W-CornellRichard.doc  
- 02W-CornellRichard.doc  
- Quiz-CornellRichard.doc  
- Exam-CornellRichard.doc  
- Project-CornellRichard.doc

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

(3) **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 & CLASS POLICIES

(1) Letter Grade/Percentage Standard: (See ATS Academic Catalog 2003-2004, 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) Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td>(b) Alphabet Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>(c) Cases &amp; Uses/Verbal Aspect Exam</td>
<td>15%</td>
</tr>
<tr>
<td>(d) Worksheets</td>
<td>35%</td>
</tr>
<tr>
<td>(e) Final Project</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

(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 details our course plan.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>Start Up</td>
<td>6 June</td>
</tr>
<tr>
<td>01</td>
<td>Alpha Introduction &amp; Greek Alphabet</td>
<td>7 June – 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
</tr>
<tr>
<td>02</td>
<td>Beta The Bible, Sunglasses, and Meaning</td>
<td>14 June – 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
</tr>
<tr>
<td>03</td>
<td>Gamma The Art of Boundary Making</td>
<td>21 June – 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
</tr>
<tr>
<td>04</td>
<td>Delta Commentaries &amp; Other Reference Tools</td>
<td>28 June – 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>July</td>
</tr>
<tr>
<td>05</td>
<td>Epsilon Setting a Research Agenda</td>
<td>5 July – 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>July</td>
</tr>
<tr>
<td>06</td>
<td>Zeta Greek Prepositions, Participles, &amp; Infinitives</td>
<td>12 July – 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>July</td>
</tr>
<tr>
<td>07</td>
<td>Eta Grammar Review, Engaging the Text</td>
<td>19 July – 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>July</td>
</tr>
<tr>
<td>08</td>
<td>Theta Genre &amp; Expectations, Delimiting Boundaries</td>
<td>26 July – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
</tr>
<tr>
<td>09</td>
<td>Iota Doing Things with Words: Common Semantic Fallacies</td>
<td>2 August – 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
</tr>
<tr>
<td>10</td>
<td>Kappa Modern Linguistics, Lexical Resources</td>
<td>9 August – 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
</tr>
<tr>
<td>11</td>
<td>Lambda Introduction to Sociolinguistics</td>
<td>16 August – 22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
</tr>
<tr>
<td>12</td>
<td>Mu Text, Theology, &amp; Sermon</td>
<td>23 August – 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
</tr>
<tr>
<td>13</td>
<td>Nu Textual Criticism</td>
<td>23 August – 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
</tr>
</tbody>
</table>
10 REQUIRED RESOURCES (and their abbreviations [in bold])


(4) BibleWorks 6.0. Many of your assignments this semester will require the use of BibleWorks. This is an incredibly powerful software package that will serve you well in this and other courses and also in your future ministry. For more information on BibleWorks visit [www.bibleworks.com](http://www.bibleworks.com) (hold CTRL key while clicking on link) **BW**

(5) NT500XL Concise Greek Course Packet. **CP**.

11 EXL CONTACT INFORMATION

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 is a "one-stop shop" for all student research, circulation and technical needs.
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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