

Provisional Syllabus

Some changes may occur

Gordon-Conwell Theological Seminary
GL601.HA Intermediate Greek

Summer Session I 2019
MWF 9:00–12:15
Academic Center: Room 151

Prof: Dr. Edward M. Keazirian
Office: Goddard Library #117
Phone: 978-646-4090
Email: keazoo@gcts.edu

Description of the Course

The foundation from Basic Greek (GL501/502 or its equivalent) consists of the essential grammar, accidence, morphology, and vocabulary of New Testament Greek. This course will build upon that foundation by increasing the student's knowledge and recognition of functional relationships among words, phrases, and clauses (syntax), by strengthening the student's grasp of previous vocabulary, and by adding new vocabulary. Assignments will include reading, memorization, grammatical diagrams, translation and grammatical analysis of various NT texts, and preparation for student presentations and class discussions.

(See articles 1–4, Gordon-Conwell Mission Statement)

Purpose of the Course

The purpose of this course is that students learn how to analyze a NT text grammatically; that they adopt an academically rigorous, spiritually disciplined, and devotionally dependent approach to the study of the Scripture; and that they cultivate greater love for the Lord, more consistent obedience to God's Word, and more dedicated service in the Kingdom. The skill of grammatical analysis is not an end in itself, but an essential step in the exegesis, interpretation, and proper application of the first century Scriptures to twenty-first century living.

Structure of the Course

The class will meet three days per week (MWF) from Monday, May 20th, through Friday, June 14th. Each three-hour class will begin with a devotional and prayer, and include some or all of the following: a lecture on some aspect of grammar or syntax, a review and discussion of the assigned NT passage(s) as presented by students, and a quiz or exam as assigned.

Requirements of the Course

1. Attendance. Class attendance is mandatory.

The workshop/seminar style of the class makes participation a key element in learning and evaluation. One cannot participate without being present, and the learning experience cannot be replicated or covered outside the classroom. That is just the nature of this type of class.

2. Reading assignments. This course has nearly 800 pages of reading. Students will submit a reading report to verify assigned and discretionary reading.

Most of the reading is intended to give you a general overview of the grammatical functions, so you know what categories to look for and where to find them for your grammatical analysis. Those portions that require particularly close reading will be identified for you. By its very nature grammatical analysis often involves reading, re-reading and comparing the descriptions of certain functions in several grammar books as you try to identify precisely what you are observing in the NT texts. Students will do this kind of reading at their own discretion and as demanded by the NT texts assigned.

3. Written homework assignments. Students will complete eight assignments in sentence diagramming and grammatical analysis. One assignment will consist of a series of short texts taken from passages already translated in basic Greek, while the remaining assignments will cover more lengthy texts (from three to ten verses each) in the gospels and the epistles. One assignment will be formally graded, the others evaluated for effort, quality, and progress.

All daily work must be legibly written out and handed in *on the day for which it is assigned*. Because we go over the homework in class, any student submitting the homework later would have an unfair advantage over the other students. If assigned work cannot be turned in on time because of an excusable emergency, alternative arrangements can be made. Responsibility lies with the student to make these arrangements with the professor as soon as possible. If a student knows ahead of time that a particular deadline is not possible (baby due dates, scheduled surgery, etc.), speak to the professor right away. We have more flexibility in dealing with such problems before the deadline than after.

NOTE: The operative phrase here is “excusable emergency.” For example, weekend retreats with the Church Youth Group, leaving early or returning late for holiday travel, and traffic jams do not fall under the category of excusable emergencies. Serious injury or illness to you or your family, ordination exams, births, and deaths are examples of what is “excusable.”

4. Vocabulary quizzes. Students will take eight quizzes (each 10 minutes) covering vocabulary used from 25 to 49 times in the NT. Each quiz will also include one of the “anytime paradigms” chosen randomly from a list of paradigms that will be available at the first class.
5. Mid-term exam. The mid-term exam (1.5 hours) will cover vocabulary, grammar, syntax, parsing, and translation. All material on the exam will be taken from lectures and assigned passages that have previously been analyzed, translated, and discussed in class.
6. Final exam. The final exam will consist of two parts: a longer open-notes portion and briefer closed-notes portion.

The student will prepare for the exam by completing a typical grammatical analysis, diagram, and translation of an assigned passage prior to the final exam. This will be just like the written homework exercises completed during the course. Those notes will then be available for the student to use for the open-notes portion of the exam to answer questions related specifically to the designated passage.

Once that section is done, the student will turn in the assignment packet with the first part of the exam and then complete the final by taking the brief closed-notes portion of the exam. The closed-notes part of the exam will include vocabulary drawn from the complete list of words covered in the course and several short-answer and multiple-choice questions. The items on the closed-notes portion of the exam will be drawn from a list of integrative questions that will be available to the students at the first class. Essentially, then, the students will have the whole term to be gathering information to answer the questions on the closed-notes exam.

7. ThM Level Seminars. GL901 students will meet twice for an hour to discuss readings on the aspectual view of tense and to go over the second graded assignment (by petition for others).
(We will determine mutually feasible meeting times for the seminars at the first class meeting.)

Grading

The student’s grade will be determined by six elements: assigned reading (10%), written homework, i.e., the one graded assignment (20%), vocabulary quizzes (10%), mid-term exam (20%), final exam (35%), and an assessment of the student’s understanding as ascertained from attendance, preparedness, participation, attitude, perseverance with the material, and quality of work in general (5%). Homework will be graded not only for accuracy, but also for solid effort and neatness. Participation refers to a student’s translations, oral presentation in class of diagrams, response to the instructor’s questions, and discussion of grammatical issues. I do not grade on a curve for reasons that I will explain in class. The grading scale is a six-point, rather than the

more common ten-point, scale: 75 (D-); 76-78 (D); 79 (D+); 80-81 (C-); 82-84 (C); 85-86 (C+); 87-88 (B-); 89-91 (B); 92-93 (B+); 94-95 (A-); 96-100 (A).

Perspectives to Keep in Mind

For most students this will be a demanding course, not because the material is particularly difficult but because grammatical analysis is intricate, time-consuming work, especially early in the learning stages. Yet, the benefits to your own life and ministry will more than reward you for your labor. So, do not be intimidated or distressed, but rather be faithful to work on the material in small bites day by day. Do not procrastinate learning the vocabulary. Make full use of all computer assisted learning resources for vocabulary. However, Bible software is not to be used in parsing, grammatical analysis, creating diagrams, or translating. Except for vocabulary learning, this is a computer-free classroom and course. I will say more in class about appropriate/inappropriate uses of computers for this course, along with some other issues related to academic integrity.

(See pages 82–83, *Student Handbook*)

Required Textbooks

1. UBS *Greek New Testament, 4/5th ed.* or Nestle-Aland *Novum Testamentum Graece, 27/28th ed.* **Required.** [Typically abbreviated as GNT⁵ and NA²⁸ respectively].
2. Wallace, Daniel B. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament.* Grand Rapids: Zondervan Publishing House, 1996. **Required.** [Abbreviated below as “Wallace”].
3. Metzger, Bruce. *Lexical Aids for Students of New Testament Greek.* 3rd ed. Grand Rapids: Baker Book House, 1997. **Required.** [Abbreviated below as “Metzger”].
4. Danker, Frederick W., ed. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature.* 3rd ed. Chicago: University of Chicago Press, 2000. **Required.**

NOTE: Not sufficient to use electronic versions. For the purposes of this course, students must have access to hardcopy versions. If students choose not to purchase these volumes, copies are available on reserve in Goddard library.

Recommended Textbooks

1. Zerwick, Maximilian and Mary Grosvenor. *A Grammatical Analysis of the Greek New Testament.* 5th ed. Rome: EPIB, 1996. **Highly recommended, but not required.** [Abbreviated below as “MM”]
2. Zerwick, Maximilian. *Biblical Greek.* Translated by Joseph Smith. Rome: EPIB, 1963. **Highly recommended, but not required.** [Abbreviated below as “Max”]

NOTE: Both are preferred resources for grammatical analysis. However, they are no longer stocked in North America. New or used copies may be available online. Prices for new are high, but used are more modestly priced. 5th ed. is preferred but 4th ed. is fine too. Both are on reserve in the library.

3. Rogers, Jr., Cleon L. and Rogers III, Cleon L. *The New Linguistic and Exegetical Key to the Greek New Testament.* Grand Rapids: Zondervan, 1998.

NOTE: This is an acceptable alternative if first two are not available. Also, reasonably priced online.

4. Campbell, Constantine R. *Basics of Verbal Aspect in Biblical Greek.* Grand Rapids: Zondervan, 2008. **Recommended.**

Further Bibliographic Resources

Intermediate Level Grammars

- Blass, F. and A. DeBrunner. *A Greek Grammar of the New Testament and Other Early Christian Literature*. Translated and revised by R. W. Funk. Chicago: University of Chicago Press, 1961.
- Brooks, James A. and Carlton L. Winbery. *Syntax of New Testament Greek*. Lanham, Maryland: University Press of America, 1979.
- Burton, Ernest DeWitt. *Syntax of the Moods and Tenses in New Testament Greek*. Grand Rapids: Kregel, 1976. A reprint of the 3rd ed., published by the University of Chicago Press in 1900.
- Campbell, Constantine R. *Basics of Verbal Aspect in Biblical Greek*. Grand Rapids: Zondervan, 2008.
- Carson, D. A. *Greek Accents: A Student's Manual*. Grand Rapids: Baker Book House, 1985.
- Dana, H. E. and J. R. Mantey. *A Manual Grammar of the New Testament*. New York: Macmillan, 1927.
- Fanning, Buist M. *Verbal Aspect in New Testament Greek*. Oxford: Clarendon Press, 1990.
- Moulton, J. H., W. F. Howard and N. Turner. *A Grammar of New Testament Greek*. 4 vols. Edinburgh: T. & T. Clark, 1908-76.
- Moule, C. F. D. *An Idiom Book of New Testament Greek*. Cambridge: University Press, 1959.
- Mounce, William D. *The Morphology of Biblical Greek*. Grand Rapids: Zondervan, 1994.
- Perschbacher, Wesley J. *New Testament Greek Syntax*. Chicago: Moody Press, 1995.
- Porter, Stanley E. *Verbal Aspect in the Greek of the New Testament with Reference to Tense and Mood*. New York: Peter Lang, 1989.
- Porter, Stanley E. *Idioms of the Greek New Testament*. Sheffield, England: JSOT Press, 1992.
- Robertson, A. T. *A Grammar of the Greek New Testament in the Light of Historical Research*. 4th ed. New York: Hodder & Stoughton, 1923.
- Smyth, Herbert Weir. *Greek Grammar*. Revised by Gordon M. Messing. Cambridge: Harvard University Press, 1956.
- Young, Richard A. *Intermediate New Testament Greek: A Linguistic and Exegetical Approach*. Nashville: Broadman & Holman, 1994.

Lexicons

- Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Translated and adapted by W. F. Arndt and W. F. Gingrich, and augmented by F. W. Danker. 2nd ed. Chicago: University of Chicago Press, 1979. [BAGD]
- Danker, Frederick W., ed. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Based upon Walter Bauer's *Griechisch-deutsches Wörterbuch zu den Schriften des Neuen Testaments und der frühchristlichen Literatur*, 6th edition, ed. Kurt Aland and Barbara Aland with Viktor Reichmann, and on

- previous English editions by W. F. Arndt, F. W. Gingrich, and F. W. Danker. Chicago: University of Chicago Press, 2000. [BDAG]
- Kubo, Sakae. *A Reader's Greek-English Lexicon of the New Testament*. Grand Rapids: Zondervan, 1975.
- Liddell, Henry George, Robert Scott, et al. *A Greek-English Lexicon*. 9th ed. Oxford: Clarendon Press, 1940.
- Louw, Johannes P., and Eugene A. Nida, eds. *Greek-English Lexicon of the New Testament Based on Semantic Domains*. 2 vols. New York: United Bible Societies, 1988.
- Mounce, William D. *The Analytical Lexicon to the Greek New Testament*. Grand Rapids: Zondervan, 1993.

Related Texts of General Interest

- Barr, James. *The Semantics of Biblical Language*. London: SCM Press, 1983.
- Beekman, John, John Callow, and Michael Kopeseck. *The Semantic Structure of Written Communication*. 5th ed. Dallas: Summer Institute of Linguistics, 1981.
- Black, David Alan. *Linguistics for Students of New Testament Greek: A Survey of Basic Concepts and Applications*. Grand Rapids: Baker Book House, 1988.
- Black, David Alan, Katharine Barnwell, and Stephen Levinsohn, eds. *Linguistics and New Testament Interpretation: Essays on Discourse Analysis*. Nashville: Broadman & Holman, 1992.
- Campbell, Constantine R. *Advances in the Study of Greek: New Insights for Reading the New Testament*. Grand Rapids: Zondervan, 2015.
- Carson, D. A. *Exegetical Fallacies*. 2nd ed. Grand Rapids: Baker Book House, 1996.
- Cotterell, Peter, and Max Turner. *Linguistics and Biblical Interpretation*. London: SPCK, 1989.
- Levinsohn, Stephen H. *Discourse Features of New Testament Greek: A Coursebook*. Dallas: Summer Institute of Linguistics, 1992.
- Louw, Johannes P. *Semantics of New Testament Greek*. SBL Semeia Studies. Philadelphia: Fortress Press, 1982.
- Porter, Stanley E., and D. A. Carson, eds. *Biblical Greek Language and Linguistics: Open Questions in Current Research*. Journal for the Study of the New Testament Supplement Series 80. Sheffield: JSOT Press, 1988.
- Runge, Steven. *Discourse Grammar of the Greek New Testament: A Practical Introduction to Discourse Features for Teaching and Exegesis*. Bellingham, Wash.: Logos Research Systems, 2009.
- Silva, Moisés. *Biblical Words and Their Meaning: An Introduction to Lexical Semantics*. Revised and expanded edition. Grand Rapids: Zondervan, 1983; 1994.
- Taylor, Bernard A., John A. L. Lee, Peter R. Burton, and Richard E. Whitaker, eds. *Biblical Greek Language and Lexicography: Essays in Honor of Frederick W. Danker*. Grand Rapids: Eerdmans, 2004.

Proposed Daily Schedule

Mon. May 20 **Lecture:** Introduction to the Course: Syllabus, Texts, and Handouts
How the *Koine* Greek language works
Principles of Sentence Diagramming
Assign: Read Wallace 656-678, ix-71; “The Sentence Diagram” (handout).
Analyze/Diagram HW#1:1-16 (consult MM, Max, and Wallace).
Learn Metzger 46 to 49 times (pp. 17-18) = 25 words.

Wed. May 22 **Quiz #1 Vocabulary: Metzger 46-49 times.**
Lecture: Review and Summary of Sentence Structure and Diagramming
Topics related to case functions (Nom/Voc).
Passage: Go over diagrams for HW#1:1-16.
Assign: Read Wallace 72-136.
Analyze/Diagram John 17:1-2 (consult MM, Max, and Wallace).
Learn Metzger 42 to 45 times (p. 18) = 25 words.

Fri. May 24 **Quiz #2 Vocabulary: Metzger 42-45 times.**
Lecture: Topics related to case functions (Gen/Dat/Acc).
Passage: Go over diagram for John 17:1-2.
Assign: Read Wallace 137-205, 206-210, parts of 211-290; 355-389;
Metzger 41-49.
901 Only: Read Campbell, Verbal Aspect (due Mon 6/4 or Tues 6/5)
Analyze/Diagram John 17:3-5 (consult MM, Max, and Wallace).
Learn Metzger 38 to 41 times (pp. 18-19) = 29 words.

Mon. May 27 Memorial Day Observed: No Class Scheduled (This is your reading week ☺)

Wed. May 29 **Quiz #3 Vocabulary: Metzger 38-41 times.**
Lecture: Topics related to Word Formation and Prepositions.
Passage: Go over diagram for John 17:3-5.
Assign: Read Wallace 291-354.
Analyze/Diagram John 17:6-8 (consult MM, Max, and Wallace).
Learn Metzger 34 to 37 times (pp. 19-20) = 29 words.

Fri. May 31 **Quiz #4 Vocabulary: Metzger 34-37 times.**
Lecture: Topics related to Adjectives and Pronouns
Passage: Go over diagram for John 17:6-8.
Assign: Learn Metzger 32 to 33 times (pp. 20-21) = 22 words.
Study for Mid-Term Exam (HW#1:1-16, John 17:1-8, Metz 32-49).
Study special topics/questions from lectures and textbooks.

Mon. June 3 **Exam HW#1:1-16, John 17:1-8, and Metzger 32-49 times.**
Lecture: Introduction to Verbs (focus on Tense/Voice/Mood).
Assign: Read Wallace 390-493, 494-586.
Analyze/Diagram Hebr 4:14-16 (consult MM, Max, and Wallace).
*****Make a clean photocopy of this assignment to turn in.*****
Learn Metzger 30 to 31 times (pp. 21-22) = 23 words.
901 Only: Seminar on Monday/Tuesday to discuss Campbell Verbal Aspect

- Wed. June 5 **Quiz #5 Vocabulary: Metzger 30-31 times.**
Lecture: Topics related to the Participle.
Passage: Go over diagram for Hebr 4:14-16 (graded homework).
Assign: Read Wallace 587-611; 612-655.
901 Only: Read Mathewson Article on Rev. 5 (due Mon 6/10 or Tue 6/11)
Analyze/Diagram Matt 1:18-20 (consult MM, Max, and Wallace).
901 Only: Analyze/Diagram Rev 5:1-7 abbrev (due Mon 6/10 or Tue 6/11)
Learn Metzger 28 to 29 times (p. 22) = 25 words.
- Fri. June 7 **Quiz #6 Vocabulary: Metzger 28-29 times.**
Lecture: Topics related to the Infinitive.
Passage: Go over diagram for Matt 1:18-20.
Assign: Read Wallace 679-725.
Analyze/Diagram 1 Cor 5:9-13 (consult MM, Max, and Wallace).
Begin study of special topics/questions from lectures and textbooks.
Learn Metzger 26 to 27 times (pp. 22-23) = 26 words.
- Mon. June 10 **Quiz #7 Vocabulary: Metzger 26-27 times.**
Lecture: Topics related to Conditional and Volitional Clauses.
Passage: Go over diagram for 1 Cor 5:9-13.
Assign: Read Wallace as necessary (catch up on missed reading)
Analyze/Diagram John 15:18-25 (consult MM, Max, and Wallace).
Learn Metzger 25 times (pp. 23-24) = 17 words.
901 Only: Seminar on Monday/Tuesday to discuss Rev 5:1-7
- Wed. June 12 **Quiz #8 Vocabulary: Metzger 25 times.**
Passage: Go over diagram for John 15:18-25.
Assign: Read Wallace as necessary (catch up on missed reading)
Complete the “take-home” portion of the final exam.
Complete study of special topics/questions from lectures/textbooks.
Review Metzger vocabulary for 26-49 times.
- Fri. June 14 **FINAL EXAM including Metzger 25-49 times.**
Note: All Written Work and Reading Reports due *today*.

Learning in Community

This Greek class is to exemplify learning in Christian community. With this in mind I have set a few basic ground rules that will help us express appropriate courtesy and respect for one another:

1. Please make every effort to be on time for class.
2. Please refrain from eating or drinking in the classrooms.
3. Please remove caps/hats during devotionals and prayers.
4. Please be patient and encouraging toward the students who work more slowly.

You are encouraged to form study groups if that will help your learning process. However, each student's work must be his/her own. Your integrity before the Lord and one another is of far greater importance than any grade you may achieve through compromising that integrity.

(Article 4, Gordon-Conwell Mission Statement and Community Life Statement)