Description of the Course

The foundation from Basic Greek (GL501/502 or its equivalent) consists of 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, grammatical analysis, and translation of various NT texts, use of Bible software and web resources for grammatical research and analysis, and preparation for class discussions.

Purpose of the Course

The purpose of this course is to teach students how to analyze a NT text grammatically; to model an academically rigorous, spiritually disciplined, and devotionally dependent approach to the study of the Scripture; and to cultivate the student’s love for the Lord, obedience to his Word, and service in his 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 two days per week (WF) during the Fall term from Wednesday, September 14th, through Friday, December 16th. Each one and a half hour class will 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, and a quiz or exam as assigned. All students are expected to be prepared for recitation and discussion on assigned material for each class period.

Prior to each class your preparation should include review of material covered in the previous class and study for the next quiz/exam (previous material), reading and learning of the new grammar and vocabulary before completing any written assignments (current material), completion of written assignments, and finally reading or study on topics of personal interest (supplementary material).

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. Please, please, please... do yourself a favor and do not procrastinate learning the vocabulary. Make use of all computer assisted learning resources for vocabulary. However, Bible software is not to be used in parsing, creating or verifying diagrams, or
translating. More will be said in class about the appropriate and inappropriate use of computers for this course, whether in the classroom or outside.

Requirements

1. **Class attendance is expected.** Given the workshop/seminar style of the class, participation is a key element in learning and evaluation. One cannot participate without being present, and the learning experience cannot be replicated or recovered outside the classroom. That is just the nature of this type of class.

2. **Completion of all reading assignments.** This course has about 800 pages of assigned reading. Most of the reading is intended to give you a general overview of the grammatical functions, so that you know which 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 required by the NT texts assigned.

3. **Completion and submission of all written homework assignments.** Two of these assignments will be graded, but all daily work—whether graded or not—must be legibly written out and handed in on the day for which it is assigned. Because we go over the homework in class, students handing in the homework later would have an unfair advantage over their classmates. **Failure to turn in all assigned work will result in failing the course.** If the work cannot be turned in on time because of an excusable emergency, alternative arrangements can be made. The responsibility lies with the student to communicate with the professor as soon as possible for other arrangements. 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 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. By “excusable” I mean serious injury or illness to you or your family, ordination exams, births, deaths, and the like.

4. **Completion of all quizzes/exams.** You will take eight vocabulary quizzes (10 min) and a mid-term exam (an hour) covering vocabulary, grammar, syntax, parsing, and translation. The material will come from lectures and assigned passages that have previously been translated, analyzed, and discussed in class.

5. **Completion of the final exam.** The final exam will contain a take-home portion (grammatical analysis, diagram, and translation) that must be completed prior to the in-class portion of the exam. Both the take-home and in-class portions will be submitted at the exam period.

Grading

The student’s grade will be determined by five elements: written homework assignments, including the two graded homeworks (25%), vocabulary quizzes (10%), mid-term exam (30%), final exam (30%), and a subjective assessment of the student’s performance as reflected in attendance, preparedness, participation, attitude, perseverance with the material, and quality of work in general (5%). Homework will be graded for solid effort, not only for accuracy. Participation refers to oral presentation in class of student diagrams, response to the instructor’s questions, and discussion of grammatical issues. We do not grade on a curve for reasons that
will be explained 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).

### Required and Recommended Textbooks

   
   NOTE: The text of both editions is the same. The difference lies with the apparatus. The UBS edition has a broad range of variant readings including many examples from early translations and patristic literature. The Nestle-Aland edition has many more variant readings, but they are taken primarily from biblical MSS. Both editions can be purchased with or without a dictionary supplement at the end of the text. The price with the dictionary is significantly higher. The relevant ISBN[13 digit] codes follow:

   - UBS edition: 978-3-438-05110-3 (text only)
   - N-A edition: 978-1-598-56172-2 (text only)


   
   NOTE: This is a remarkably valuable text for learning intermediate Greek and its application to the text of the NT. However, it is also expensive. You may be able to get it online at much reduced rates, but you must be wary of purchasing older editions at drastically reduced rates. You really need to get the 5th edition. This is available under two imprints: the older EPIB (imitation leather softcover) and with a few added bells and whistles the newer Gregorian and Biblical Press (hardcover). Parts of the book are also online in the Google Books library.


   
   NOTE: This is the intermediate grammar to which the Grammatical Analysis is keyed. Routinely, entries in the Grammatical Analysis direct the reader by paragraph number to the appropriate section of Biblical Greek for more detailed explanations of the particular grammar point at issue. Like Grammatical Analysis, this grammar book has two imprints: EPIB (paperback) and Gregorian Biblical Press (paperback). These are essentially the same with just a different cover and different imprint.


Further Bibliographic Resources

Intermediate Level Grammars


Lexicons


Related Texts of General Interest


Proposed Daily Schedule

**Wed. Sep. 14**  
**Lecture:** Syllabus and Introduction: syntactical structure and grammar tools.  
**Assign:** Read Wallace 656-678 and “The Sentence Diagram” (handout). Attempt diagram of John 17:1-2 (consult MM, Max, and Wallace). Metzger 46 to 49 times (pp. 17-18) = 25 words.

**Fri. Sep. 16**  
**Lecture:** Principles of Diagramming.  
**Passage:** John 17:1-2 (demonstrate diagramming).  
**Assign:** Study for Vocab Quiz #1 (Metzger 46-49x). Read Wallace 36-71 Diagram/Analysis of John 17:1-5 (consult MM, Max, and Wallace).

**Wed. Sep. 21**  
**Quiz #1**  
**Vocabulary: Metzger 46-49 times.**  
**Lecture:** Topics related to case functions (Nominative/Vocative).  
**Passage:** Go over Diagram/Analysis of John 17:1-5.  
**Assign:** Read Wallace 72-136. Diagram/Analysis of John 17:6 (consult MM, Max, and Wallace). Metzger 42 to 45 times (p. 18) = 25 words.

**Fri. Sep. 23**  
**Lecture:** Topics related to case functions (Genitive).  
**Passage:** Go over Diagram/Analysis of John 17:6.  
**Assign:** Study for Vocab Quiz #2 (Metzger 42-45x). Read Wallace 137-175. Diagram/Analysis of John 17:7-8 (consult MM, Max, and Wallace).
Wed. Sep. 28  **Quiz #2**  **Vocabulary: Metzger 42-45 times.**
Lecture:  Topics related to case functions (Dative).
Passage:  Go over Diagram/Analysis of John 17:7-8.
Assign:  Read Wallace 176-205, 291-354.
Metzger 38 to 41 times (pp. 18-19) = 29 words.

Fri. Sep. 30  Lecture:  Topics related to case functions (Accusative).
Topics related to adjectives and pronouns.
Assign:  Study for Quiz #3 (Metzger 38-41x)
Diagram/Analysis of Romans 3:19-20 (MM, Max, and Wallace).
***Make a clean photocopy of this assignment to turn in.***

Wed. Oct. 5  **Quiz #3**  **Vocabulary: Metzger 38-41 times.**
Passage:  Go over Diagram/Analysis of Romans 3:19-20 (graded homework).
Assign:  Read Wallace 355-389; Metzger pp. 41-49 (morphology).
Metzger 34 to 37 times (pp. 19-20) = 29 words.

Fri. Oct. 7  Lecture:  Topics related to prepositions and morphology.
Passage:  Finish Diagram/Analysis of Romans 3:19-20.
Assign:  Study for Mid-Term Éx (John 17:1-8; Rom 3:19-20; Metz 34-49x).
Read Wallace 390-493 (Introduction to Verbs).

Oct. 10-14  **READING WEEK: No Class Scheduled**
**NOTE:** Even though classes do not meet this week, students are expected to work on Reading Week assignments.

Wed. Oct. 19  **Exam**  **John 17:1-8, Rom 3:19-20 and Metzger 34-49 times.**
Assign:  Read Wallace 494-539.
Metzger 32 to 33 times (pp. 20-21) = 22 words.

Fri. Oct. 21  Lecture:  Topics related to Verbs (with attention to Tense and Aspect).
Assign:  Study for Vocab Quiz #4 (Metzger 32-33x).
Read Wallace 540-586.

Wed. Oct. 26  **Quiz #4**  **Vocabulary: Metzger 32-33 times.**
Lecture:  Topics related to Verbs (with attention to Tense and Aspect).
Passage:  Go over Diagram/Analysis of Rev 5:1-2.
Assign:  Diagram/Analysis of Rev 5:3-4 (consult MM, Max, and Wallace).
Metzger 30 to 31 times (pp. 21-22) = 23 words.

Fri. Oct. 28  Lecture:  Topics related to Verbs (with attention to Pers/No., Voice, and Mood)
Passage:  Go over Diagram/Analysis of Rev 5:3-4.
Assign:  Study for Vocab Quiz #5 (Metzger 30-31x).
Diagram/Analysis of Rev 5:5-7 (consult MM, Max, Wallace).
Wed. Nov. 2  
**Quiz #5**  
**Vocabulary: Metzger 30-31 times.**
Passage: Go over Diagram/Analysis of Rev 5:5-7.
Assign: Read Wallace 587-611.
Metzger 28 to 29 times (p. 22) = 25 words.

Fri. Nov. 4  
Lecture: Topics related to the Article and the Infinitive.
Passage: Go over Diagram/Analysis of Rev 5:5-7.
Assign: Study for Quiz #6 (Metzger 28-29x).
Read Wallace 206-290.
Diagram/Analysis of Phil 1:7-8 (consult MM, Max, Wallace).
***Make a clean photocopy of this assignment to turn in.***

Nov. 7-11  
**READING WEEK: No Class Scheduled**

**NOTE:** Even though classes do not meet this week, students are expected to work on Reading Week assignments.

Wed. Nov. 16  
**Quiz #6**  
**Vocabulary: Metzger 28-29 times.**
Passage: Go over Diagram/Analysis of Phil 1:7-8 (graded homework).
Assign: Read Wallace 612-655.
Diagram/Analysis of Phil 1:27 (consult MM, Max, Wallace).
Metzger 26 to 27 times (pp. 22-23) = 26 words.

Fri. Nov. 18  
Lecture: Topics related to the Participle.
Passage: Go over Diagram/Analysis of Phil 1:27.
Assign: Study for Vocab Quiz #7 (Metzger 26-27x).
Diagram/Analysis of Phil 1:28-30 (consult MM, Max, Wallace).

Wed. Nov. 23  
**Quiz #7**  
**Vocabulary: Metzger 26-27 times.**
Lecture: Topics related to the Participle.
Passage: Go over Diagram/Analysis of Phil 1:28-30.
Assign: Read Wallace 679-701.

Nov. 24-25  
**THANKSGIVING BREAK: No Class Scheduled**

Wed. Nov. 30  
Lecture: Topics related to Conditional Clauses.
Passage: Go over Diagram/Analysis of John 15:18-19.
Assign: Read Wallace 713-725.
Metzger 25 times (pp. 23-24) = 17 words.

Fri. Dec. 2  
Lecture: Topics related to Volitional Clauses.
Passage: Go over Diagram/Analysis of John 15:20.
Assign: Study for Vocab Quiz #8 (Metzger 25x).
Wed. Dec. 7  **Quiz #8  Vocabulary: Metzger 25 times.**
Lecture:  Instructions for final exam.
Passage:  Go over Diagram/Analysis of John 15:21-25.
Assign:  Complete the “take-home” portion of final exam.
         Review grammatical topics for “closed-book” portion of final exam.
         Review Metzger vocabulary for words used 25-49 times.

Fri. Dec. 9  **SPECIAL TOPICS and SEMESTER REVIEW**

Wed/Fri Dec 14-16  **FINAL EXAM including Metzger 25-49 times.**

**NOTE:** The number of class hours this year has been revised from 30 to 37.5. As a result, this class will meet during the week that would typically have been set aside for exam prep and final exams. The scheduled time for our exam will be announced later in the course.