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 two days per week (WF) during the Fall term from Wednesday, September 14th, through Friday, December 16th. Each 85-minute class will begin with a brief devotional and prayer and 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(s) as presented by students, 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. Study groups are allowed within certain limitations and most class presentations will involve collaboration with a partner.

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 recovered outside the classroom. That is just the nature of this type of class.

2. **Reading assignments.** This course has about 800 pages of assigned reading (or 1000 if elevated). 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. The first 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.

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 about 10 minutes) covering the vocabulary used from 25 to 49 times in the NT. Each quiz will 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 (approximately an hour) will cover vocabulary, grammar, syntax, parsing, and translation. All material on this 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 exam will be administered in the last week of the course, the open-notes portion on Wednesday and the closed-notes portion on Friday.

The student will prepare for the open-notes portion of 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 throughout the course. Those notes will then be available for the student’s use during the open-notes portion of the exam to answer questions related specifically to that designated passage.

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 or 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. **Elevation to GL901.** ThM students (and others by petition) may elevate this to a 900-level course by augmenting the reading, by completing another graded homework assignment, and by meeting twice for an hour of seminar discussion on the extra reading and homework.

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 assignments including one [two if elevated] graded homework (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, 4th ed. or Nestle-Aland Novum Testamentum Graece, 28th ed. Required. [Typically abbreviated as GNT4 and NA28 respectively]


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


NOTE: Both are preferred resources for grammatical analysis. However, they are no longer stocked in North America. A few new or used copies may still be available online. If you buy new, expect to pay exorbitant prices, but used copies in reasonably good condition are still available at more modest prices.
prices. 5th ed. (dark red/maroon soft cover or light blue hard cover) is preferred. However, 4th ed. is still valuable too. Both volumes are available on reserve in Goddard library.


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

**Further Bibliographic Resources**

**Intermediate Level Grammars**


Lexicons


Related Texts of General Interest


**Proposed Daily Schedule**

**Wed. Sep. 14**
**Class #01**
**Lecture:** Syllabus and Introduction: syntactical structure and grammar tools.
**Metzger 46 to 49 times (pp. 17-18) = 25 words.**

**Fri. Sep. 16**
**Class #02**
**Lecture:** Principles of Diagramming.
**Passage:** Go over Diagram/Analysis of HW#1:1–8.
**Assign:** Study for Vocab Quiz #1 (Metzger 46-49x).
Read Wallace ix-xxii, 1-35, and 36-71
Diagram/Analysis of HW#1:9–16 (consult MM, Max, and Wallace).

**Wed. Sep. 21**
**Class #03**
**Quiz #1**
**Vocabulary: Metzger 46-49 times.**
**Lecture:** Topics related to case functions (Nominative/Vocative).
**Passage:** Go over Diagram/Analysis of HW#1:1–8.
**Assign:** Read Wallace 72-136.
Diagram/Analysis of John 17:1–2 (consult MM, Max, and Wallace).
Metzger 42 to 45 times (p. 18) = 25 words.

**Fri. Sep. 23**
**Class #04**
**Lecture:** Topics related to case functions (Genitive).
**Passage:** Go over Diagram/Analysis of John 17:1–2.
**Assign:** Study for Vocab Quiz #2 (Metzger 42-45x).
Read Wallace 137-175.
Diagram/Analysis of John 17:3–5 (consult MM, Max, and Wallace).

**Wed. Sep. 28**
**Class #05**
**Quiz #2**
**Vocabulary: Metzger 42-45 times.**
**Lecture:** Topics related to case functions (Dative).
**Passage:** Go over Diagram/Analysis of John 17:3–5.
**Assign:** Read Wallace 176-205, 291-354.
Metzger 38 to 41 times (pp. 18-19) = 29 words.

**Fri. Sep. 30**
**Class #06**
**Lecture:** Topics related to case functions (Accusative).
Topics related to adjectives and pronouns.
**Assign:** Study for Quiz #3 (Metzger 38-41x)
Diagram/Analysis of John 17:6–8 (consult MM, Max, and Wallace)

**ThM:** Diagram/Analysis of Romans 3:19–20 (MM, Max, and Wallace).

***Make a clean photocopy of this assignment to turn in.***
This assignment is DUE: FRIDAY, OCT 21 for ThM Seminar Meeting

**Wed. Oct. 5**
**Class #07**
**Quiz #3**
**Vocabulary: Metzger 38-41 times.**
**Passage:** Go over Diagram/Analysis of John 17:6–8.
**Assign:** Read Wallace 355-389; Metzger pp. 41-49 (morphology).
Metzger 34 to 37 times (pp. 19-20) = 29 words.
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<thead>
<tr>
<th>Date</th>
<th>Class #</th>
<th>Lecture</th>
<th>Passage</th>
<th>Assign</th>
<th>Note</th>
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<tbody>
<tr>
<td>Fri. Oct. 7</td>
<td>#08</td>
<td>Topics related to prepositions and morphology.</td>
<td>Finish going over Diagram/Analysis of John 17:6–8.</td>
<td>Study for Mid-Term Exam (HW#1:1-16; John 17:1-8; Metz 34-49x). Read Wallace 390-441 (Person, Number, Voice).</td>
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<tr>
<td>Oct. 10-14</td>
<td>Reading</td>
<td>No Class Scheduled</td>
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<td>NOTE: Even though classes do not meet this week, students are expected to work on Reading Week assignments.</td>
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<td>Assign: Read Wallace 442-493 (Mood). Metzger 32 to 33 times (pp. 20-21) = 22 words.</td>
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<tr>
<td>ThM: Submit Diagram/Analysis for Seminar on Romans 3:19–20 Extra Seminar Scheduled for ThMs</td>
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<td>ThM: Read Campbell’s Basics of Verbal Aspect in Biblical Greek Reading is DUE: FRIDAY, NOV 18 for ThM Seminar Meeting</td>
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<td>Assign: Diagram/Analysis of Phil 1:1–2 (consult MM, Max, and Wallace). Metzger 30 to 31 times (pp. 21-22) = 23 words.</td>
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<td>Fri. Oct. 28</td>
<td>#12</td>
<td>Topics related to Verbs (with attention to Pers/No., Voice, and Mood)</td>
<td>Go over Diagram/Analysis of Phil 1:1–2.</td>
<td>Study for Vocab Quiz #5 (Metzger 30-31x). Diagram/Analysis of Phil 1:3–6 (consult MM, Max, Wallace).</td>
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<td>Wed. Nov. 2</td>
<td>#13</td>
<td>Quiz #5 Vocabulary: Metzger 30-31 times.</td>
<td>Go over Diagram/Analysis of Phil 1:3–6.</td>
<td>Read Wallace 587-611.</td>
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<td>Assign: Metzger 28 to 29 times (p. 22) = 25 words.</td>
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<td>Fri. Nov. 4</td>
<td>#14</td>
<td>Topics related to the Infinitive.</td>
<td>Finish going over Diagram/Analysis of Phil 1:3–6.</td>
<td>Study for Quiz #6 (Metzger 28-29x). Diagram/Analysis of Phil 1:7-8 (consult MM, Max, Wallace).</td>
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<td><em><strong>Make a clean photocopy of this assignment to turn in.</strong></em></td>
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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.

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**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.

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**Fri. Nov. 18**  
**Class #16**

**Lecture:** Topics related to the Participle.

**Passage:** Go over Diagram/Analysis of Phil 1:27.

**Assign:**
- Read Wallace 206-290.
- Study for Vocab Quiz #7 (Metzger 26-27x).
- Diagram/Analysis of Phil 1:28-30 (consult MM, Max, Wallace).

**ThM:** *Discuss Campbell’s Basics of Verbal Aspect in Biblical Greek*

*Extra Seminar Scheduled for ThMs*

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**Wed. Nov. 23**  
**Quiz #7**  
**Vocabulary:** Metzger 26-27 times.

**Lecture:** Topics related to the Article.

**Passage:** Go over Diagram/Analysis of Phil 1:28-30.

**Assign:**
- Read Wallace 679-701.

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

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**Wed. Nov. 30**  
**Class #18**

**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.

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**Fri. Dec. 2**  
**Class #19**

**Lecture:** Topics related to Volitional Clauses.

**Passage:** Go over Diagram/Analysis of John 15:20.

**Assign:**
- Study for Vocab Quiz #8 (Metzger 25x).

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**Wed. Dec. 9**  
**Quiz #8**  
**Vocabulary:** Metzger 25 times.

**Lecture:** Instructions for final exam.

**Passage:** Go over Diagram/Analysis of John 15:21-25.

**Assign:**
- Prepare the assigned passage for Part 1 of the final (open notes).
- Review grammatical topics for Part 2 of the final (closed notes).
- Review Metzger vocabulary for words used 25-49 times.

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**Fri. Dec. 9**  
**Class #21**

**SPECIAL TOPICS and SEMESTER REVIEW**
Wed/Fri Dec14/16  FINAL EXAM including Metzger 25-49 times.

NOTE: The final exam will be administered in two parts: Part 1 (open notes) will be completed during class on Wednesday, Dec 14, and Part 2 (closed notes) on Friday, Dec. 16.

Final Exam dates are tentative until confirmed and assigned by Registrar.

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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)