

Mennonite Brethren Biblical Seminary
Elementary Greek 1 and 2

NT-510 (3 Units)

Fall 2006

Friday 8:30-11:30 AM (Sept. 1 – Dec. 15) plus exam

Except: no class on Oct. 13 (Module Week)

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Office Hours: Flexible (drop by!)

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NT-511 (3 Units)

Spring 2007

Friday 8:30-11:30 AM (Jan. 8 – Apr. 27)

Except: no class on Mar. 9 (Module Week)

COURSE DESCRIPTION

This is a two-term course in Koine Greek emphasizing the acquisition of a working vocabulary and the mastery of forms and fundamental principles of Greek grammar.

COURSE OBJECTIVES

Through a variety of activities, weekly assignments, quizzes, and exams, students will be introduced to the language of the New Testament. The aim of such language acquisition is to understand more deeply and communicate more effectively the message of the NT. At the completion of both courses, students should be able to:

1. Identify the morphology of a given Greek noun, verb, adjective, pronoun, etc. (i.e., parse). Morphology is that aspect of grammar that deals with word formation and inflection (e.g., the declension of nouns and the conjugation of verbs) [*Knowledge Objective*].
2. Determine the basic syntax of a given Greek word in the context of a sentence and the resulting implications for meaning. Syntax is that aspect of grammar dealing with relationship between individual words and larger elements within a sentence (e.g., the function of particular nouns, verbs, adjectives, pronouns, etc. in the context of a sentence) [*Knowledge Objective*].
3. Recognize the English equivalents of all the Greek words that occur fifty times or more in the NT, plus six others. There are 319 such words which accounts for almost 80% of the total word count in the NT [*Knowledge Objective*].
4. Use exegetical tools that refer to Greek words (e.g., technical commentaries, lexicons, and theological wordbooks) [*Skills Objective*].
5. Read the Greek text of the NT with the aid of a lexicon [*Skills Objective*].
6. Appreciate the philosophical and hermeneutical challenges of translating the NT Greek into English [*Values Objective*].

MBBS PROGRAM OBJECTIVES

This course contributes to the larger goals of the Seminary program in that it will help the student to:

1. Discern with greater precision the subject matter to which the biblical text gives witness, both its foreignness as well as its power to draw, to claim, and to transform life (*Biblical Formation*).
2. Engage the theological issues involved in translating (i.e., interpreting) the biblical text so that it can inform, form, and reform the cultural norms which shape our present faith community (*Ecclesial Formation*).
3. Nurture healthy interpersonal relationships and effective communication patterns in the context of the classroom learning community (*Character Formation*).
4. Develop skills in sound biblical exegesis and interpretation for preaching, teaching, social advocacy, personal enrichment, and our life together (*Ministry/Mission Formation*).

TEXTBOOKS:

There are three/four resources needed for this course:

CD of Greek Texts and Resources. I will distribute a CD with the following files: 2 Greek Fonts (Mounce and Sgkclass), PDF files of Classroom Overheads as well as Mounce's Grammar Overheads (must be opened in Acrobat Reader), Mounce's Workbook Answers, Mounce's Quizzes, Greek Text for 1 John 1-5 (in Sgkclass font), Basic Syntactical Categories, Resources for Further Study after Greek 2, Exegetical/Hermeneutical Template, Course Syllabus, and more. (originally prepared by Jon Isaak)

Mounce, William D. *Basics of Biblical Greek: Grammar*, with CD Rom. Zondervan, 2003.

Mounce, William D. *Basics of Biblical Greek: Workbook*. Zondervan, 2003.

Aland, Kurt. (et. al.) *The Greek New Testament*. (4th revised ed.) New York: United Bible Societies, 1993. (The edition with the dictionary). This text is not needed during the Fall semester, and can be avoided also for the Spring semester, but will, definitely be needed for the third Greek course.

LEARNING ACTIVITIES/ASSIGNMENTS/EXPECTATIONS

The assignments are designed to promote the course and degree objectives listed above. There are four main learning activities for each semester. The anticipated minimum time requirement and the percentage of the final grade for each activity are listed below.

I expect that each student will:

1. Prepare for, attend, and participate in the classroom learning experience. Class time will be spent working through grammatical patterns and syntactical categories using review, clarification, instruction, practice, and testing. Mounce's step-by-step approach will be followed closely. The last month of Greek 2 is reserved for reading and translating First John. See *Course Outline* (below) for the chapters and topics to be studied each week.

Class Participation time requirement = 14 mtgs × 3 hrs/mtg = 42 hrs

2. Complete the homework assigned. Each week there will be translation exercises to complete and new vocabulary and grammar to master. Homework will be evaluated for completeness periodically throughout the semester. If you must miss a class, it is up to you to show me your completed exercises before the next class. You can correct your own homework exercises by consulting the file called, *Mounce's Workbook Answers* on the *CD of Greek Texts and Resources*.

While some of you may need more, try to spend at least an hour a day on Greek. Resist the temptation to try to do all your homework on Thursday before our Friday class! And if you are very diligent and want to complete all the assignments right after Friday's class, then please discipline yourself to keep reviewing and learning new material during the following week. It is far better to do a little review each day. Also, because we meet only once a week, you can use email to ask questions during the week.

Experiment with different study methods to find what works best for you. Be sure to become familiar with Mounce's *FlashWorks* on the CD that comes with his Grammar book. It is a great way to review vocabulary.

Homework time requirement = 14 wks × 6 hrs/wk = 84 hrs

Value = 10% of final grade.

3. Do quizzes as will be scheduled. (3 or 4 each semester) The lowest score will be dropped from the calculations. If you have a documented emergency or know that you will need to miss class, check with me to make arrangements to do the quiz at another time.

Value = 30% of final grade.

4. Do the final exam. Due to the cumulative nature of the course, the final exam is weighted more heavily. The aim is to master the content by the end of the course. Given this goal, "later" grades override "earlier" grades. This means that if your final exam is better than the average of your quizzes, the final exam score will count 90% and combine with your homework score to make your final grade. By the same reasoning, if your final grade in Greek 2 is higher than your final grade in Greek 1, the Greek 1 final grade will be changed and made the same as your Greek 2 final grade.

Exam Review time requirement = 6 hrs

Exam time requirement = 2 hrs

Value = 60% or 90% of final grade, depending of quiz average.

Total activity/assignment load is 134 hrs

It is only fair and right that you have equally high expectations of me as well. My commitment to you is that I will endeavor to (I am borrowing some of these from Jon Isaak, who usually teaches this course!):

1. Join you in our mutual aim of encountering more deeply the disturbing and inspiring presence of God to which Scripture gives witness. While I function as "coach" and "cheerleader" in guiding your acquisition of Greek Grammar and Syntax, I am committed to participate with you as a "co-journeyer" in our common quest to see this whole enterprise, not as an "end in itself," but as a "means to the end" of bringing/nourishing life and healing in a broken world—which is the mission of God.

2. Foster a learning community atmosphere during our sessions where ideas can be discussed and explored freely without fear of ridicule or attack. There will likely be times when your reading of a text (and decisions regarding syntax or semantics) differs from that of someone else in the class. This is okay. While each of our interpretative decisions may not be equally valid or defensible, each one deserves to be heard and respected within the evaluative process.
3. Provide careful and helpful feedback. I believe that it is pedagogically most helpful to have constructive criticism throughout the learning process. Therefore, I am open to visiting with you about your translation projects while you are working on them so that you can test, clarify, and expand your ideas. You may also have questions or concerns about a point of grammar discussed in class. Stop by my office and let's talk. I also aim to give useful feedback on your work and to do so in a timely fashion.

NOTE: This course moves *very quickly*, especially at first. It is to be expected that students will often feel overwhelmed with the need to move on before previously studied material has been mastered. *This is part of the plan!* The total learning experience will be accomplished more quickly and more efficiently if we move ahead quickly even without totally mastering previously studied material. There will be lots of review time at the end of the course to help consolidate material that is not fully mastered the first time through. This method works well! *Trust me!*

COURSE OUTLINE (subject to revision)

<u>Fall 2006</u>		<u>Spring 2007</u>	
1. Sept. 1	Ch 1-4	15. Jan. 12	Review plus Ch 26-27
2. Sept. 8	Ch 5-6	16. Jan. 19	Ch 28
3. Sept. 15	Ch 7-8	17. Jan. 26	Ch 29-30
4. Sept. 22	Qz 1; Ch 9	18. Feb. 2	Review and Quiz 4
5. Sept. 29	Ch 10-11	19. Feb. 9	Ch 31
6. Oct. 6	Ch 12-13	20. Feb. 16	Ch 32
Oct. 13	(no class, modular week)	21. Feb. 23	Ch 33
7. Oct. 20	Ch 14	22. Mar. 2	Ch 34-35
8. Oct. 27	Qz 2; Ch 15-16	Mar. 9	(no class, modular week)
9. Nov. 3	Ch 17	23. Mar. 16	Review and Quiz 5 (with teaching sub)
10. Nov. 10	Qz 3; Ch 18	24. Mar. 23	First John 1:1-10
11. Nov. 17	Ch 19-20	25. Mar. 30	First John 2:1-27
Nov. 24	(no class: Thanksgiving)	26. Apr. 6	First John 2:28 – 3:24
12. Dec. 1	Ch 21-22	27. Apr. 13	First John 4.1-21
13. Dec. 8	Ch 23-24	28. Apr. 20	First John 5:1-21
14. Dec. 15	Ch 25 plus review	Apr. 27	Exam (Ch 1-35)

(Final Exam: To be arranged)

SUMMARY OF GRADING SCHEME (for each term)

Homework checks	10%
Quizzes	30%
Final Exam (up to 90% if exam score is better than quiz average)	60%

	100%

NOTES

- Pace.** The course moves very quickly. It is normal to feel overwhelmed and frustrated. However, please talk with me if your stress level is becoming unmanageable. My experience is that students generally have one of two problems depending on their basic approach to life—some are overly anxious and others are overly confident. Determine which of these two (or some combination) best describes you and take the corresponding remedial action:

 - Overly Anxious?* **Don't panic too much.** If you haven't fully understood a point of grammar, resist the temptation to stew over it and not move ahead. Due to the cumulative nature of the course, previously studied material that was fuzzy often becomes clearer later!
 - Overly Confident?* **Don't let things slide too much.** If you have a problem with a point of grammar, ask me about it the next class (or sooner—I don't mind if you call or email me during the week). Due to the cumulative nature of the course, little problems often get bigger!
- Commitment.** The best way to succeed and enjoy the course is to block off the time necessary for adequate daily preparation and review. It is important to do this consistently every day. My commitment to you is to guide you through the exercises and provide support, encouragement, and instruction. However, your commitment to invest the required effort is essential to ensure success.
- Academic Policies.** MBBS academic policies are described in the policies available on the website. These include policies on extensions for incomplete course work, academic integrity, non-discriminatory language, academic appeals, etc. Students are expected to be familiar with MBBS academic policies and to follow them.
- Grading Template.** The letter grade conversions follow the MBBS Grading Template: A (100-94%), A- (93-90%), B+ (89-87%), B (86-83%), B- (82-80%), C+ (79-77%), C (76-73%), C- (72-70%), and F (69-0%).