

Mennonite Brethren Biblical Seminary
Elementary Greek 1 and 2

NT-510 (3 Units)

Fall 2008

Tuesday 8:30-11:30 AM (August 26 – Dec. 9) plus exam

Except: no classes Sept. 23 and Oct. 14

Instructor: Tim Geddert

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Office Hours: Flexible (drop by!)

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NOTE: This syllabus, which was created first for Elementary Greek I (Fall, 2008) also applies to Elementary Greek II (Spring, 2009). However, please note the revision to that syllabus indicated below.

NT-511 (3 Units)

Spring 2009

Monday 8:30-11:30 AM (Jan. 26 – May 11) plus exam

Except: no classes on Mar. 2 and 16

REVISION: Class will not meet on January 26 (the first week of the semester), but will meet either on Mar. 2 (intensives week) or Mar. 16 (Presidents' day), whichever of these is more convenient for the students.

COURSE DESCRIPTION

This is a two-term course in Koine Greek emphasizing the acquisition of a working vocabulary, the mastery of forms and fundamental principles of Greek grammar, and gaining skill in reading New Testament texts.

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*].

Desire Outcomes

It is the goal of MBBS to ensure that through the courses we offer, every student shall:

1. Demonstrate commitment to live as a disciple of Jesus in Christian community
2. Articulate commitment to a biblical theological Christian perspective
3. Interpret diverse cultural contexts of ministry using theological perspectives integrated with social scientific approaches
4. Practice leadership skills.

In this course the first objective is fostered as a cohort of fellow learners examines together as accurately as possible the truth claims of Scripture, by learning to read the New Testament in community in the original language. (character formation)

The second is fostered as students learn to discern more accurately the theological meaning of New Testament texts, through careful exegetical work in the original language. (biblical formation)

The third is fostered as the linguistic gap between our world and the world of the New Testament is bridged through increased ability to read the texts within the language and thought world of the authors and original readers. (ecclesial and inter-cultural formation)

The fourth is fostered as skills are developed which will lead to more effective understanding of, and preaching and teaching of New Testament texts. (ministry 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 the day before class sessions! And if you are very diligent and want to complete all the assignments right after class sessions, 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. (2 or 3 each semester) 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 sometimes 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: NOTE revision indicated on page 1)

Fall, 2008 (Tuesdays)		Spring, 2009 (Mondays)	(subject to revision)
Aug. 26	Chapters 1-4	Jan. 26	Review; Chapters 26,27
Sept. 2	Chapters 5,6	Feb. 2	Chapter 28
Sept. 9	Chapters 7,8	Feb. 9	Chapters 29,30
Sept. 16	Quiz 1; Chapter 9	Feb. 16	Review; Quiz 4
Sept. 23	NO CLASS (prof gone)	Feb. 23	Chapter 31
Sept. 30	Chapters 10,11	Mar. 2	NO CLASS (intensive week)
Oct. 7	Chapters 12,13	Mar. 9	Chapter 32
Oct. 14	NO CLASS (intensive week)	Mar. 16	NO CLASS (Presidents Day)
Oct. 21	Chapter 14	Mar. 23	Chapter 33

Oct. 28	Quiz 2; Chapters 15,16	Mar. 30	Chapters 34,35
Nov. 4	Chapter 17	Apr. 6	Review; Quiz 5
Nov. 11	Quiz 3; Chapter 18	Apr. 13	First John 1:1-10
Nov. 18	Chapters 19,20	Apr. 20	First John 2:1-27
Nov. 25	Chapters 21,22	Apr. 27	First John 2:28 – 3:24
Dec. 2	Chapters 23,24	May 4	First John 4.1-21
Dec. 9	Chapter 25; Review	May 11	First John 5:1-21
after Dec. 9	Final Exam	after May 11	Final Exam

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! If you really are mastering the material well, work ahead!
- 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.
- 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%).

ACADEMIC POLICIES

MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies/>. These policies provide guidance on academic integrity and

plagiarism, accommodations for disability, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, grading templates, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to your professor or consult the Registrar.

Class Participation is one of the most significant parts of the shared learning experience at MBBS. Any student who misses more than 25% of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Exceptions to this policy may be considered because of medical or family emergencies; but all exceptions must be approved by the faculty member and the Academic Dean.

Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student's evaluation of the course is completed.

Evaluation. All written assignments will be assessed according the following categories: appropriateness, clarity, comprehensiveness, creativity, argumentation, form and care. "Student work will be evaluated by two standards: a) by what is considered the appropriate level of graduate performance, and b) by comparison with work submitted in a given class" (see MBBS academic guidelines). The letter grades 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%). The performance expectations are as follows: "B" is the baseline which means the student is doing satisfactory work. "B+" or higher grades indicate the student has exceeded the baseline performance standard. "C" grade indicates that the student has not achieved the baseline level.

Formatting Specifications. On questions of style and citation form, consult Carole Slade, *Form and Style: Research papers, Reports, Theses*, 11th Edition. Boston, MA: Houghton Mifflin Company, 2000. Any of the styles explained in that resource are acceptable, but please be consistent.

Electronic Submission of papers is acceptable. Please email them to tgeddert@mbseminary.edu. Your assignments should be attached documents using Word, RTF, or PDF format.