Greek II
0NT504, 3 Hours

Lectures by
Mark House, Ph.D.
This course notebook is for the coordination of your course materials, including reading assignments and lecture recordings. Each course notebook for RTS Distance Education is arranged by the GUIDE acronym. The five components of GUIDE are organized in each lesson by the following steps in the notebook:

**GUIDE**

- **Getting Started** To do the lessons, reading and listening assignments are listed.
- **Understanding** To maximize learning, the purposes are given.
- **Investigating** To explore the content, outlines are provided for note taking.
- **Developing** To expand content, readings are suggested.
- **Evaluating** To help review, lesson questions are based on purposes.
COURSE SYLLABUS
Greek II, 0NT504 3 hours
Lecturing Professor: Dr. Mark House
Teaching Assistant: Jason Hunt
Reformed Theological Seminary, Distance Education

Lecturing Professor
Dr. Mark House is the Director of Online Biblical Greek Studies at the Distance Education of Reformed Theological Seminary. Dr. House’s doctoral work at Fuller Theological Seminary focused on the correlation between linguistic style and authorship. He is an ordained minister, having served over 25 years in the Orthodox Presbyterian Church as well as the Presbyterian Church in America. Dr. House has taught seminary courses at the Talbot School of Theology, Fuller Theological Seminary, and most recently serves as a professor at New Geneva Theological Seminary. He has also worked as an editor of academic books in the New Testament and Greek fields for Hendrickson Publishers.

Teaching Assistant
Jason Hunt is the teaching assistant for the RTS Distance Greek courses. He is a graduate of RTS-Charlotte (MDiv.) and the University of Wales (MTh.). He is currently a PhD student at the University of Chester (UK). His academic interests include: philosophical hermeneutics, systematic theology, and the NT use of the OT. He has a ministry background in college ministry and adult education ministry in the local church. In addition to his work for RTS, he teaches on a regular basis at his home church, counsels men at a local pregnancy center, and teaches theological courses in Haiti.

Course Description
Greek II is a three credit-hour online course concentrating on frequent vocabulary and a basic analysis of the grammar of New Testament Greek. Greek II is the second of two introductory Greek grammar courses, with Greek I (0NT502) as the prerequisite. Together, these courses lay the foundation for ongoing exegetical work using the Greek New Testament.

Students have up to 12 weeks to complete the course requirements, and there is a suggested 12 week study plan on the Greek II page of the Learning Management System (LMS). In preparation for the exams, students progress through a series of textbook readings and workbook exercises that lay the foundation of content.

Course Objectives
Upon completion of Greek II, students will have an essential understanding of the basic elements of Greek grammar and syntax. Specifically, they will gain the following additional skills:

- A command of a foundational Greek vocabulary that includes for the forms and meanings of over 300 of the most frequently used NT Greek vocabulary words.
- An ability to parse/translate additional elements of the Greek verb system, including
the imperfect, aorist, and perfect tenses, the subjunctive and imperative moods, the infinitive, the participle, and athematic verbs.

• A more advanced facility in translating, with provided helps, narrative and didactic passages from the Greek New Testament and Septuagint.
• An essential knowledge of the field of New Testament textual criticism and an ability to make basic decisions regarding the authenticity of variant readings based on internal and external evidence.

Required Textbooks


Recommended Resources

Online Student Handbook

The Online Student Handbook has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual. You will find it located at the RTS Distance Education website (www.rts.edu/distance) under the Student Services tab.

Summary of Requirements

- Complete thirteen review quizzes.
- Complete three examinations.
- Complete the Mentor Report or Course Application Paper.
- Complete fifteen sets of translation exercises and three translation diagnostic assignments.
- Read a basic text on New Testament textual criticism and complete a textual criticism assignment demonstrating a level basic skill in the field.
- Participate meaningfully in Student-to-Student and Student-to-Professor Forums.
- Provide initial and follow-up responses to five Topical Discussion Questions.

Forum Discussions (15%)

The student is required to interact in two (2) forums:

1. Student-Professor Posts (15 total posts)
   A. Personal Introduction Forum: The student is required to post a brief personal introduction to the professor/class. Suggested details include your vocation, where you live, your church background, why you chose RTS, and what you hope to gain through the course (1 required post).
   B. 5 Topical Discussion Q&A Forums: The student is required to answer each topical discussion question with one (1) response. The professor will acknowledge the student’s answer and will follow up with a subsequent question to which the student must also answer with one (1) response. Each topical discussion question therefore requires two (2) total posts/responses from the student (Total of 5 forums x 2 posts = 10 total posts).
   C. Student-Professor Forum: The student is required to post four (4) times in this forum. Posts in this forum should focus on course-related content such as research paper topics, lectures and reading assignments, or other academic issues related to the course.

2. Student-Student Forum (5 total posts)
   - A post may be either a new topic or a response to an already existing topic.
Examinations (40%)

There are three examinations for the course, worth 80, 80, and 75 points respectively, and cumulatively constituting forty percent of the final grade. The exams cover vocabulary, word identification (parsing) and translation, grammatical content, translation, and exegesis. While the translation and exegesis portions of the exams are cumulative, each exam focuses on the material presented in the four basic units.

All exams for this course are to be taken online in the Learning Management System (LMS). Please note that you will need to have a proctor for your exams. Your proctor can be anyone except a relative or current RTS Student. After clicking on the exam link you will be given detailed instructions about the exam. Please read these instructions carefully before entering the exam.

Chapter Review Quizzes (30%)

Review quizzes covering each of the sixteen chapters of the Mounce text will serve to prepare the student for each exam. Each review quiz is worth ten points and may be taken a second time, with the highest score being recorded. There are also three translation diagnostic exercises that help you prepare for the three exams but do not count toward the final grade.

Textual Criticism Exercise (10%)

You will be asked to read an introductory text in the field of New Testament textual criticism and to complete a series of factual questions drawing from the information contained in that text. Additionally, you will be asked to demonstrate an ability to evaluate and articulate the evidence for a particular variant in the New Testament text.

Mentor Report / Course Application Paper (5%)

Each Global/Non-Residential student is required to have a mentor submit a report at the end of the course. This report will contribute to 5% of the student’s grade. For students who are not Global/Non-Residential, you are asked to write a 200 word summary of how you perceive what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life.

Workbook Assignments (0%)

Completing the exercises in the Mounce workbook that correspond to each chapter of the textbook will be invaluable aides to the student who wishes to excel in this course. However, they are not submitted for review except upon the student’s request.

Assignments

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

Support

The course includes several ways of interacting with your professor, the teaching assistant, and your fellow students. The Student-to-Professor forum provides a place for you to ask questions about Greek grammar, and the Student-to-Student forum allows students to
help and encourage one another as they proceed through the course. More personal questions, such as questions related to grades or exam contents, are better handled through e-mail. If you feel the need for more personal interaction than is possible online, you may request a telephone conference with the professor or teaching assistant.

Contact Information
Reformed Theological Seminary, Distance Education
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Charlotte, NC 28226
(704) 900-1257
1-855-854-6920
FAX: (704) 366-9295
E-mail: dess@rts.edu
Web site: www.rts.edu/distance
Lesson One  
Instructor Notes, Mounce chap. 21: Imperfect Indicative

Lesson Two  
Instructor Notes, Mounce chap. 22: Second Aorist Active & Middle Indicative; Mounce chap. 23: First Aorist Active & Middle Indicative

Lesson Three  
Instructor Notes, Mounce chap. 24: Aorist and Future Passive Indicative

Lesson Four  
Instructor Notes, Mounce chap. 25: Perfect Indicative

Lesson Five  
Instructor Notes, Mounce chap. 26-27: Introduction to Participles, Present Adverbial Participles

Lesson Six  
Instructor Notes, Mounce chap. 28: Aorist Adverbial Participles

Lesson Seven  
Instructor Notes, Mounce chap. 29: Adjectival Participles; Mounce chap. 30: Perfect Participles and Genitive Absolutes

Lesson Eight  
Instructor Notes, Mounce chap. 31: Subjunctive

Lesson Nine  
Instructor Notes, Mounce chap. 32: Infinitive

Lesson Ten  
Instructor Notes, Mounce chap. 33: Imperative

Lesson Eleven  
Instructor Notes, Mounce chap. 34: Athematic Verbs, Indicative; Mounce chap. 35: Additional Athematic Verbs, Nonindicative
# Course Objectives Related to MAR Student Learning Outcomes

## Course: NT 504 Greek II

### Professor: Dr. Mark House

### MAR Student Learning Outcomes

In order to measure the success of the MAR curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAR outcomes.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Strong</td>
<td>Knowledge of grammar and syntax of biblical language</td>
</tr>
<tr>
<td>Moderate</td>
<td>Knowledge of textual criticism and ancient manuscripts; ready book by Metzger</td>
</tr>
<tr>
<td>Minimal</td>
<td>Paper on textual criticism</td>
</tr>
</tbody>
</table>

## Rubric

### Articulation (oral & written)

Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.

- Moderate

**Mini-Justification**

- Knowledge of grammar and syntax of biblical language
- Knowledge of textual criticism and ancient manuscripts; ready book by Metzger
- Paper on textual criticism

### Scripture

Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics, and integrates theological, historical, and cultural/global perspectives.)

- Strong

**Mini-Justification**

- Knowledge of original languages
- Introduction to exegesis and hermeneutics
- Exegesis and discussion of biblical texts that cover Reformed doctrines

### Reformed Theology

Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.

- Minimal

**Mini-Justification**

- Discussion of appropriate behavior for new seminary students

### Sanctification

Demonstrates a love for the Triune God that aids the student’s sanctification.

- Minimal

**Mini-Justification**

- Prayer before class
- Biblical passages discussed are applied to the life of the student

### Desire for Worldview

Burning desire to conform all of life to the Word of God.

- None

### Winsomely Reformed

Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)

- Minimal

**Mini-Justification**

- Discussion of appropriate behavior for new seminary students

### Teach

Ability to teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.

- Minimal

**Mini-Justification**

- Occasionally discuss the way a particular Greek text could be taught

### Church/World

Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.

- None

### MAR Specific SLO

An ability to integrate such knowledge and understanding into one’s own calling in society

- None