

# NT5100: Greek I

3 Hours – Summer 2021

*Professor* Dr. William A. Ross (wross@rts.edu)  
*TA* Ryan Kaufman (kaufman79@gmail.com)  
*Class Time* 9AM–12PM from 2–20 August, 2021



ὅπου πλείων κόπος, πολὺ κέρδος<sup>1</sup>  
Ignatius to Polycarp 1.3

## A. ΔΗΛΩΣΙΣ (Explanation)

### COURSE GOALS

1. Introduce the basics of post-classical (“Koine”) Greek used in the New Testament, specifically pronunciation, vocabulary, morphology, and syntax.
2. Lay a solid foundation for Greek II, with a view to a lifetime of competence with and enjoyment of reading and interpreting the New Testament in Greek.
3. Deepen our love for the Word of God in Scripture, as written in the original languages.

### PREREQUISITES &C.

None, but see Pre-Course Assignments below. Additionally, if your knowledge of English grammar is shaky (Do you know what a participle or verbal mood is off the top of your head?), purchase and read Frank Braun, *English Grammar for Language Students* before the beginning of the course. It is very brief and affordable.

### CLASS FORMAT

This is an intensive course that will meet daily for three weeks prior to the beginning of the ordinary fall semester. Most students find the material very challenging, so you are advised to reduce all other obligations as much as possible for the duration of the course. The daily schedule will typically be as follows:

*Study Lab* – Starting at 8:30 AM there will be an optional, thirty-minute review of homework to answer questions and prepare for the quiz. This session will not be held on the first day of class.

*Quiz* – (~30 min.) You will take a quiz covering the previous day’s vocabulary and grammatical concepts. Quizzes are graded in class as corporate review.

*New Material* – (~2.5 hrs.) The bulk of class time will be devoted to discussing new material each day, working closely with the grammar and workbook.

We will take short breaks each hour. The schedule will differ slightly on the first day and on exam days. See information about the midterm and final exams below.

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<sup>1</sup> Where there is greater difficulty, there is much gain.

**B. ΔΙΑΒΟΛΑΙ** (Obligations)

**REQUIRED TEXTS** – *WARNING*: Do not use another edition of Mounce

William D. Mounce, *Basics of Biblical Greek Grammar*. 4<sup>th</sup> ed. Zondervan, 2019. [BBGG]

William D. Mounce, *Basics of Biblical Greek Workbook*. 4<sup>th</sup> ed. Zondervan, 2019. [BBGW]

Bruce M. Metzger and Bart D. Ehrman, *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. 4<sup>th</sup> edition. Oxford University Press, 2005.

One of the following – *WARNING*: Do not use an earlier edition

*Nestle-Aland Novum Testamentum Graece with Dictionary*. 28<sup>th</sup> revised ed. GBS, 2012.

*The Greek New Testament with Dictionary*. 5<sup>th</sup> edition. German Bible Society, 2014.

**ASSIGNMENTS**

*Pre-Course Assignments* (2%)

You must do the following *prior* to the first day of class:

1. Access the course on Canvas and add a picture of yourself to your ID
2. Read pages xii-7 in BBGG and confirm you have done so on Canvas

*Quizzes* (35%)

You will have eleven quizzes covering new vocabulary and grammatical concepts from the previous class, plus a small and randomized selection of material you should already know. Vocabulary comes directly from the grammar (BBGG). Whatever chapter(s) is/are discussed in class each day, the corresponding vocabulary is due for the next day. Your lowest quiz score will be dropped.

*Midterm Exams* (30%)

You will have two 1.5-hour midterm exams that will cover everything in the course up to that point. These two exams, as well as the final exam, are weighted increasingly heavily in your overall grade.

*Final Exam* (30%)

The final exam will be taken by hand on the date listed in the schedule below. It is cumulative, including material from all topics covered in the course.

*“Fake” Paper* (3%)

You must read Metzger and Ehrman, *The Text of the New Testament* and submit a four-page “fake” paper. Choose a New Testament text where some English translations differ due to the textual tradition they follow (e.g., majority text or eclectic). Your text can reflect a very minor difference, but it *cannot* be one that Metzger/Ehrman discuss. In your paper, assume a college-educated person in your church asked you to explain why the two English translations differ in your text. This person went to a “secular” college and has virtually no academic background in biblical studies. Write the paper pastorally and accurately as if this person is your audience. No footnotes required. You must include a statement that you read 100% of the book. **Lateness will be severely penalized.** Your paper must be uploaded via Canvas.

**C. NOMOI** (Ordinances)

**GRADING POLICY & SCALE**

2%	Pre-Course Assignments	A	100-97	C	82-80
3%	"Fake" Paper	A-	96-94	C-	79-78
35%	Quizzes	B+	93-91	D+	77-75
10%	Exam 1	B	90-88	D	74-72
20%	Exam 2	B-	87-86	D-	71-70
30%	Final Exam	C+	85-83	F	69-0

**COURSE SCHEDULE**

*All parts of this syllabus are subject to change.  
Any and all such changes will be communicated in advance.*

	Date	In-Class Activity	Assignments Due	Testing
	2 <sup>nd</sup>	BBGG 1-4	Pre-Course Assignments	-
	3 <sup>rd</sup>	BBGG 5-6	BBGW 3-4	Quiz 1
	4 <sup>th</sup>	BBGG 7	BBGW 5-6	Quiz 2
	5 <sup>th</sup>	BBGG 8	BBGW 7	Quiz 3
	6 <sup>th</sup>	BBGG 9 & Exam 1 Review	BBGW 8	Quiz 4
August	9 <sup>th</sup>	BBGG 10	BBGW 9 <sup>2</sup>	<b>Exam 1</b>
	10 <sup>th</sup>	BBGG 11-12	BBGW 10	Quiz 5
	11 <sup>th</sup>	BBGG 13	BBGW 11-12	Quiz 6
	12 <sup>th</sup>	BBGG 14	BBGW 13	Quiz 7
	13 <sup>th</sup>	BBGG 15-16 & Exam 2 Review	BBGW 14	Quiz 8
	16 <sup>th</sup>	BBGG 17	BBGW 16 <sup>3</sup>	<b>Exam 2</b>
	17 <sup>th</sup>	BBGG 18	BBGW 17	Quiz 9
	18 <sup>th</sup>	BBGG 19	BBGW 18	Quiz 10
	19 <sup>th</sup>	BBGG 20 & Final Exam Review	BBGW 19 <sup>4</sup>	Quiz 11
	20 <sup>th</sup>	<b>Final Exam (taken in class)</b>		
24 <sup>th</sup>	<b>"Fake" Paper Due</b> (Upload via Canvas)			

<sup>2</sup> You are strongly advised to complete Review 1 and Review 2 in BBGW prior to Exam 1.

<sup>3</sup> You are strongly advised to complete Review 3 in BBGW prior to Exam 2.

<sup>4</sup> You are strongly advised to complete BBGW 20 and Review 4 prior to the final exam.

**D. ΠΑΡΑΓΓΕΛΙΑ** (Guidance)*Daily Workbook and Reading Assignments*

You will have daily homework consisting (usually) of translation, grammar, and parsing exercises. This homework comes directly from the *Workbook* (BBGW) and corresponds to the chapter covered each day (see schedule below). We will follow Track One in the workbook. **Note that I do not collect or grade homework.** Obviously this means you can decide not to do it, but that would be a serious mistake. Do the work carefully, find your weak spots, and participate in the Study Lab for review and extra practice to facilitate the learning process.

*Study Lab*

Students have the option of meeting with the TA prior to class to review homework assignments and help you prepare for the quiz with extra examples. These 30-minute sessions are an addition to the daily class meetings but *participating is not required or graded*. This is simply for your benefit. The Study Lab will not meet on the first day of the course.

*Tutoring*

In addition to the Study Lab, students will have free tutoring made available with the TA, typically in small groups. If you are interested in participating in such a group, contact the TA directly.

*Attendance, Timeliness, Momentum*

I will not take attendance, but attendance is not optional. If for any reason you know that you will be forced to miss a day of class or a quiz – or to be late joining the class session – you *must* discuss this with me in advance to make arrangements. Failure to do so may affect your final grade. Missing all or part of a single day will create serious problems in your progress studying Greek. I strongly advise you to clear your schedule of other commitments during the course and plan to spend the day studying.

*Participation, Laptops, and Note-Taking*

You are expected to be at full focus in class and to participate by responding to my questions and asking your own. **No computers will be permitted in class for the duration of this course.** Furthermore, we will not be using Bible software for anything in this course.<sup>5</sup> Learning the biblical languages well is an analog process: Physical books, physical paper, and a good pencil.<sup>6</sup>

Since you are not allowed to use a computer, **I will provide detailed, color note packets for you to use in class.** These packets will be made available digitally in advance. You may print them out on your own or purchase a physical copy through Amazon (details to come).

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<sup>5</sup> I consider digital tools for vocabulary acquisition (e.g., Quizlet, Anki, etc.) an exception to this policy.

<sup>6</sup> The pen is utterly overrated and should be avoided. I highly recommend the very affordable and excellent quality Pentel Graph Gear 1000 or, if you have a few more pennies to spend, the rOtring 600 (or even the retractable 800). If you use 0.7mm HB lead, then you will earn a heavenly reward (actually, that's not true but it is still the best lead size and weight).

*Extra Lectures*

Depending on our progress in class, we may venture beyond BBGG to cover extra topics, including how to use your Greek New Testament, alternative pronunciation, textual criticism, etc. Note packets for these lectures will be provided in class.

**VOCABULARY**

You will never be able to read Greek if you do not know the vocabulary. In this course you will learn approximately 225 vocabulary words. At any given point you will be expected to know *all* the vocabulary that has already been covered. Quizzes will always be “cumulative” (and will continue to be, even in Greek II and Greek Exegesis).

I do not care how you learn and review your vocabulary – textbook, flashcards, audio, whatever.<sup>7</sup> But I do expect you to know it well. Any of the following resources will work, depending on your study preferences, though none are strictly required:

Bruce M. Metzger, *Lexical Aids for Students of New Testament Greek*. 3<sup>rd</sup> edition. Baker Academic, 1998.

Warren C. Trenchard, *Complete Vocabulary Guide to the Greek New Testament*. Revised ed. Zondervan, 1998.

William D. Mounce, *Basics of Biblical Greek Vocabulary Cards*. 2<sup>nd</sup> ed. Zondervan, 2019.

**OTHER RECOMMENDED TEXTS**

a. Grammar Resources:

- William D. Mounce, *Greek for the Rest of Us Laminated Sheet*. Zondervan, 2013.
- Gregory K. Beale, Daniel J. Brendsel, and William A. Ross, *An Interpretive Lexicon of New Testament Greek: Analysis of Prepositions, Adverbs, Particles, Relative Pronouns, and Conjunctions*. Zondervan, 2014.
- Steven E. Runge, *Discourse Grammar of the Greek New Testament: A Practical Introduction for Teaching and Exegesis*. Hendrickson, 2010.

b. Reading Resources:

- Charles L. Irons, *A Syntax Guide for Readers of the Greek New Testament*. Kregel Academic, 2016.
- Gregory R. Lanier and William A. Ross, *Septuaginta: A Reader's Edition*. Hendrickson, 2018.

c. Other

- Benjamin L. Merkle and Robert L. Plummer, *Greek for Life: Strategies for Learning, Retaining, and Reviving New Testament Greek*. Baker Academic, 2017.
- Benjamin L. Merkle, *Exegetical Gems from Biblical Greek: A Refreshing Guide to Grammar and Interpretation*. Baker Academic, 2019.
- Constantine R. Campbell, *Advances in the Study of Greek: New Insights for Reading the New Testament*. Zondervan, 2015.

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<sup>7</sup> With that said, I am always happy to discuss learning strategies and options if you have concerns.

## **RTS CHARLOTTE CLASSROOM TECHNOLOGY USAGE**

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.



**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: NT5100 Greek I  
 Professor: Ross  
 Campus: Charlotte  
 Date: Summer 2021

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv 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 MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Minimal	Writing assignment and grammatical instruction facilitates better grasp of language in general.
<b>Scripture</b>	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	Basic skills taught for reading, understanding, and thus interpreting Scripture through the use of Greek.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	None	
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	Open class with prayer.
<b>Worldview</b>	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Encouragement to build lifetime habits of reading the NT in the original Greek.
<b>Winsomely Reformed</b>	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.)	None	
<b>Pastoral Ministry</b>	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Minimal	Equips students with foundational skillset for later refinement.