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REFORMED  THEOLOGICAL SEMINARY  
GLOBAL

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GREEK II  
DR. MARK HOUSE

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# Course Overview

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## *Course Description:*

00NT5125 Greek II, 3 hours  
Lecturing Professor and Professor of Record:  
Dr. Mark House

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 review quizzes 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:*

Greenlee, J. Harold. *Introduction to New Testament Textual Criticism*. Rev. ed. Grand Rapids, MI: Baker Academic, 1993.

Mounce, William D. *Basics of Biblical Greek: Grammar*. Third ed.; Grand Rapids, MI: Zondervan, 2003.

\_\_\_\_\_. *Basics of Biblical Greek: Workbook*. Third ed.; Grand Rapids, MI: Zondervan, 2003.

### *Recommended Resources*

Aland, Kurt et. al., eds., *UBS Greek New Testament: Reader's Edition with Textual Notes*. Stuttgart, DEU: German Bible Society, 2014.

Mounce, William D. *Biblical Greek Survival Kit*. Grand Rapids, MI: Zondervan, 2007.

### *Online Student Handbook:*

The Online Student Handbook (can be [downloaded here](#)) 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.

### *Summary of Requirements:*

1. Complete all [Review Quizzes](#)
2. Complete a [Textual Criticism Assignment](#)
3. Provide reasoned responses to five (5) [Topical Discussion Questions](#)
4. Participate in [Forum Discussions](#) (with other students and the professor)
5. Take three (3) [Examinations](#)
6. Submit three (3) Translation Diagnostic Assignments (ungraded)
7. Submit [Mentor Report or Course Application Paper](#)

# Meet the Professor

## *Lecturing Professor:*



**Dr. Mark House** is the Adjunct Professor of New Testament and works with RTS Distance Education to develop and support courses. 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.

# Grades

## *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.

## *Review Quizzes (30%):*

Review quizzes covering each of the sixteen chapters of the Mounce text (chapters 20-36) 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 Assignment (10%):*

You will be asked 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 demonstrate an ability to evaluate and articulate the evidence for a particular variant in the New Testament text.

### *Mentor Report OR Course Application Paper (5%):*

If you are enrolled in an **RTS Global** degree or certificate program, you are required to submit a mentor report at the end of the course. Every portion of the form (goals, summaries, assessments, and signatures) should be filled out completely by both the student and the mentor to receive full credit. You can download the Mentor Report form in your Canvas classroom.

If you are receiving your degree through another **RTS campus** (Orlando, Jackson, Charlotte, et. al.) or special student (e.g. from another seminary), 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. Course Application Papers (CAP) that fall well-short of 200 words will receive a grade deduction.

### *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.

### *Contact Information:*

Reformed Theological Seminary, Distance Education  
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Charlotte, NC 28226  
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1-855-854-6920  
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E-mail: [dess@rts.edu](mailto:dess@rts.edu)  
Web site: [www.rts.edu/global](http://www.rts.edu/global)

# Lessons

## Week One

Instructor Notes, Mounce 21:  
Imperfect Indicative

## Week Three

Instructor Notes, Mounce 24:  
Aorist and Future Passive Indicative

## Week Five

Instructor Notes, Mounce 26-27:  
Introduction to Participles, Present  
Adverbial Participles

## Week Seven

Instructor Notes, Mounce 29:  
Adjectival Participles  
Instructor Notes, Mounce 30:  
Perfect Participles and Genitive Absolutes

## Week Nine

Instructor Notes, Mounce 32:  
Infinitive

## Week Eleven

Instructor Notes, Mounce 34:  
Athematic Verbs, Indicative  
Instructor Notes, Mounce 35:  
Additional Athematic Verbs, Nonindicative

## Week Two

Instructor Notes, Mounce 22:  
Second Aorist Active & Middle Indicative  
Instructor Notes, Mounce 23:  
First Aorist Active & Middle Indicative

## Week Four

Instructor Notes, Mounce 25:  
Perfect Indicative

## Week Six

Instructor Notes, Mounce 28:  
Aorist Adverbial Participles

## Week Eight

Instructor Notes, Mounce 31:  
Subjunctive

## Week Ten

Instructor Notes, Mounce 33:  
Imperative

**Course Objectives Related to Student Learning Outcomes**

Course: NT 504 Greek II  
 Professor: Dr. Mark House

<b>Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<i>In order to measure the success of the 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 outcomes.</i>		<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.	Moderate	- Knowledge of grammar and syntax of biblical language  - Knowledge of textual criticism and ancient manuscripts; ready book by Metzger  - Paper on textual criticism
<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	- Knowledge of original languages  - Introduction to exegesis and heremeneutics
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	- Exegesis and discussion of biblical texts that cover Reformed doctrines  - Discuss Reformed view of original languages and their importance
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	- Prayer before class  - Biblical passages discussed are applied to the life of the student
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	None	
<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.)	Minimal	- Discussion of appropriate behavior for new seminary students
<b>Teach</b>	Ability to teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Minimal	- Occasionally discuss the way a particular Greek text could be taught
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	None	
<b>MAR Specific SLO</b>	An ability to integrate such knowledge and understanding into one's own calling in society	None	