NT5103 INTERMEDIATE GREEK SYLLABUS

I. COURSE DESCRIPTION

A. The New Testament Department at Dallas Seminary aims to equip the student to do accurate exegetical work in the Greek New Testament as a basis for lucid exposition. To this end instruction is given in the historical-conceptual background of the New Testament, in Greek grammar and syntax, and in the principles and practice of sound exegetical methods.

B. Intermediate Greek (NT5103) is a course in Koine (Hellenistic) Greek grammar with special emphasis on the analysis of grammar and syntax with selected readings from the Greek New Testament, and an introduction to New Testament textual criticism. The professor assumes that the student has a working knowledge of the elements of Greek morphology and syntax. This course is designed to increase the student’s ability to read the Greek text of the New Testament, analyze it syntactically, and gain a basic understanding of how to determine its original wording.

C. By far the major emphasis of this course is on syntax. Syntax may be defined as the way words are put together to form phrases, clauses, or sentences and the way each of these is arranged to express meaning in a given language. The study of syntax orients the student to the range of usage (function) that the form of a word (or words) may have and helps him/her to discern its most probable use or uses in a given context. Syntactical analysis is an essential step in the exegetical process which the student will learn and practice in the following course, NT5104 Introduction to New Testament Exegesis.

II. COURSE OBJECTIVES

As a result of this course of study, the diligent student should be able to do the following:

A. Translate and read part of the Greek New Testament with proficiency, confidence, and reasonable speed.

B. Understand the important role that grammar and syntax play in doing exegesis from the Greek New Testament.

C. Use basic Greek grammatical tools in New Testament exegesis.

D. Gain an elementary understanding of New Testament textual criticism and be able to read the textual apparatus of the Greek text and solve textual problems.

E. Recognize and parse important Greek grammatical forms including the paradigms of regular (-ω) verbs like λύω from the λύω verb chart.

F. Give at least one correct English meaning for each of the Greek words used 50 times or more in the Greek New Testament.

III. COURSE TEXTBOOKS

A. Required

Please note comments in bold with particular texts.


**B. Suggested**


* = It is suggested that the student buy one of these commentaries. All are available for purchase from Logos.

**C. Supplementary Bibliography**

An annotated bibliography of other important language tools for New Testament study is available as a separate classroom handout.

**D. Online Courses and Access to Books**

A constant challenge of online education is access to important class materials for research, study, and completion of class assignments. I encourage you to learn well the DTS Library website, as many resources can now be accessed online. Many important resources are not available freely online, however, so if necessary you will need to access them through a library or purchase. It is your responsibility to access the appropriate texts for this class; lack of online access does not remove that responsibility.
IV. COURSE REQUIREMENTS

A. Reading Assignments

1. The student is required to read *Ex. Syn.*, *TNT*, and additional readings as indicated on the assignment schedule. All reading is to be done at the time indicated on the schedule. The student will report the completion of this requirement on the unit exams.

2. The student is required to have a working knowledge of the major grammatical classifications and their descriptions from *Ex. Syn.* and other supplemental notes distributed by the professor. To some degree the main features of this material become part of the student's storehouse of knowledge in Greek grammar and syntax; thus he/she will be responsible for a working knowledge of it throughout the course.

3. As well, the student should have a general acquaintance with *TNT* and a working knowledge of the methods and materials of modern New Testament textual criticism.

B. Vocabulary and Forms of Regular Verbs

1. The student is required to know from memory an English meaning for the lexical forms of all the Greek words occurring 50 times or more in the New Testament as listed in Warren Trenchard’s *The Student’s Complete Vocabulary Guide to the Greek New Testament*, but they were also covered in NT5101-5102. Students are encouraged to use whatever resources are desired, such as software programs and apps, to review this vocabulary.

2. Vocabulary will be included on the written quizzes and exams. It will always be cumulative and will be given in list form apart from a literary context.

3. The student is also required to be able to reproduce the various paradigms of regular omega (-ω) verbs such as λύω as found on the λύω verb chart. The only forms the student is required to know are those that were to be memorized in NT5101-5102. Selections from these paradigms will be included on the written quizzes and exams in NT5103. To increase translation speed, the student is encouraged to review all irregular verbs that occur 50 times or more.

C. Written Assignments

Translation from the Greek Text

1. The student is required to translate John 4:1-42 and all of Philippians according to the course schedule.

2. The student should *pronounce* the Greek words correctly, *translate* the passage accurately, *define* any word in its context, and *parse* all verb forms in the passage.

3. In addition to the above-mentioned requirements related to translation, the student will be required to *analyze* syntactically John 4:1-42 and all of Philippians. The student should be prepared to *classify* syntactically any word listed on the study guides on quizzes and exams.

4. The student may use any grammatical or lexical aid in translating the Greek text *except:* a) an English translation (with the exception of the NET in the diglot, though this should only be used sparingly—see points 5 and 6 below), b) an interlinear Greek text, and c) an analytical Greek lexicon.

5. In addition to the required texts, the student is strongly encouraged to consult freely all the grammatical tools cited in the daily study guides as well as other helpful tools. In particular, the student should make liberal use of BDAG, Burer-Miller, Rienecker-Rogers, and Zerwick-Grosvenor. The NET in the Greek-English diglot may be consulted in a critical way as a check on your work—i.e., do not memorize the translation, but think through why the NET has translated the Greek the way it has.

6. If, however, a student is still stumped on a particular question in the study guide after making a diligent search for the answer for more than five minutes, he/she may consult any of the aids that are
normally off-limits (mentioned in #4 above) as a last resort. As a matter of integrity and fairness for all concerned, the student is asked not to abuse this privilege.

**Study Guides, Grammatical Diagrams, and Structural Layouts**

1. The student is required to read and complete a series of study guides designed by the NTS Department to help him/her translate the assigned passage in the Greek text, parse the verb forms, and analyze the text syntactically.

2. Twenty-four study guides will be distributed, but eight have already been completed and should be used both as models for completing the others and as aids in translation. The student is to complete the remaining sixteen study guides. Instructions on how to complete the study guides correctly will be given on a separate handout. Be sure to give complete answers and to put the elements of the answer in the order requested on the “instructions” handout.

3. The TWO lowest or missing study guides will be dropped from the grade computation (i.e., only the fourteen highest study guide grades will be computed).

4. The syntactical analysis on the study guides will proceed according to the translation of John 4:1-42 and Philippians as indicated on the assignment schedule. As the course progresses, the student will be required to classify more parts of speech and to explain his/her answers more thoroughly.

5. The study guides must be completed before any other student is consulted regarding it. A maximum of two answers per assignment may be changed after discussing the question with other students and viewing the video lectures.

6. Although the study guides typically focus on Greek grammar and syntax, occasionally the student will be asked a lexical, exegetical, or applicational question. In such cases he/she may use any legitimate resource tool at his/her disposal in answering the question.

7. It is important that the student scan the study guide a few days before it is due. Some of the questions require the use of various tools—such as reference books or computer tools.

9. The student will be required to complete the following diagramming assignments. Completion of each is required (they may not be dropped), and each will be counted as a quiz grade.

   a. The student will be required to complete a diagram worksheet on Phil 1:3-8. The structure of the diagram will be created for the student. The student will be required to put all the words in the appropriate places on the diagram.

   b. The student will be required to complete a diagram of Phil 2:5-11. The student will create the entirety of this diagram, including the structure and word placement.

10. The student will be required to create a structural layout of Phil 3:2-14 according to the following two steps. Completion is required (this may not be dropped), and it will be counted as a quiz grade.

   a. The student will first create a structural layout of the passage on their own, referencing only the reading assigned for this material.

   b. The student will then annotate their copy of the layout after comparing it with various tools, such as the Logos propositional outlines, the Lexham Clausal Outlines, any outlines in commentaries, etc. The goal of the student’s annotations is to assess how well their outline functions as a structural layout in comparison with other tools.

**Textual Criticism Worksheet plus Summary**

The student is required to complete a short worksheet in which he/she solves an assigned textual problem from the Greek New Testament and then write a summary of the problem appropriate for inclusion in a commentary. He/she should be prepared to discuss aspects of the method of textual criticism in class in tandem with completion of the worksheet and summary.
Discussion

The student will be required at various points to contribute to class discussion through the class website. This promotes individual and group learning and enables the professor to give feedback and further instruction throughout the course.

B. Quizzes and/or Exams

Quizzes

1. There will be six quizzes given throughout the syntax portion of the course. The material covered on each quiz is given in the instructions for the quiz. Each student is responsible to complete the quiz under “classroom conditions” according to the instructions. Do not discuss the quiz with other students.

2. The lowest or missing quiz grade will be dropped from the grade computation. There will be no make-up quizzes except for extended illness or an emergency situation as approved by the professor after the student has already used the available drop.

Exams

1. Proficiency Exam

   This is a 30 minute online exam completed by the evening of the third class period as indicated on the Assignment Schedule. It is designed to encourage an intensive review of the elements of Greek grammar and test the student’s proficiency in them. Additional information describing this exam will be given in a class handout.

2. Unit I Exam: Syntax of the Verb

   This is a 75 minute online exam. See the course schedule for a description of the exam and the date it is due. You are not permitted to discuss this exam with other students.

3. Unit II Exam: Syntax of the Noun

   This is a 75 minute online exam. See the course schedule for a description of the exam and the date it is due. You are not permitted to discuss this exam with other students.

V. COURSE POLICIES

A. Weight Given to Course Requirements for Grading

   1. Reading Completion 2.5%
   2. Video Completion 2.5%
   3. Study Guides 20%
   4. Quizzes and Diagrams 20%
   5. Textual Criticism Worksheet and Summary 10%
   6. Translation, Discussion, and other assignments 15%
   7. Proficiency exam 5%
   8. Unit Exams 1 and 2 (Grammar and Syntax) 25%

B. Late Assignments

Assignments are due at 11:59 pm CDT of the day indicated on the course website, which is not necessarily your local time. Any work submitted late is subject to a 5% penalty per day late. This applies to all work, including quizzes and exams. The only reason to contact the professor to discuss a late submission is if there were difficult and unusual circumstances which could justify no late penalty at all (e.g., a sudden, severe illness). Anything foreseen or on the calendar (e.g., a church ministry trip) is not grounds for removing the late penalty.
VI. COURSE SUPPLEMENTAL INFORMATION

A. Assignment Preparation: Suggestions on How to Prepare the Daily Assignments

1. It is expected that for the average student each week’s work can be completed in an average of 6 to 8 hours. It is best to divide this time into reasonable segments rather than to attempt to do all the work at one sitting—especially the day it is due!

2. The normal procedure for translating the Greek text should be: first, translate the passage using only Burer-Miller. Then, for a second pass, you should consult BDAG for any tentative spots in your translation. Simultaneously with your consultation of BDAG, you should examine the study guide and diagram for help. If that is not satisfactory (and many times it will not be), consult Rienecker-Rogers or Zerwick-Grosvenor. If the translation is still unsatisfactory, you may wish to consult (in order): Wallace’s *Ex. Syn.* (both topically and via the scripture index), one or two other grammars, a critical commentary (e.g., Fee), or, as a last resort, the NET translation. If you are still stuck as to the translation of a given passage, note it for class discussion. The student is on his/her honor to follow this procedure. Taking repeated shortcuts simultaneously erodes one’s ability and confidence in handling the Greek text. Many students find it helpful to write out their translation with various grammatical, syntactical and lexical notes in the margins.

   Note: You are encouraged to use the study guides and the diagrams both as sources of information and as assignments on which you may wish to work ahead. At least, you could be parsing the verbs requested on the study guides. If there is time, you may also wish to begin working ahead on the diagrams.

3. Early in the course set up a systematic review program. Do not allow yourself to get behind in your reading or in the translation of the Greek text. Catching up later is very difficult!

B. Students with Disabilities

Dallas Theological Seminary works to provide reasonable and appropriate accommodations to students with psychological, medical, physical, and learning disabilities. A student desiring or needing accommodations on the basis of such disabilities or of medical incidents such as hospitalization or severe injury is to contact the Director of Services for Students with Disabilities. If the student is aware of a condition that may impact his/her studies, the student should contact the Director of Services for Students with Disabilities at prior to the beginning of the semester or at the onset of a crisis.

C. Emergency Texting Service

DTS wants you to be aware of our emergency texting service. We strongly urge you to go to https://www.dts.edu/account/alerts/ and sign up to receive emergency communication related to weather or disaster school closing.

VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

Consult the course schedule online at http://online.dts.edu.