

NT5101 ELEMENTS OF GREEK GRAMMAR SYLLABUS

I. COURSE DESCRIPTION

This course is a study of the basic morphology (form) and syntax (function) of New Testament Greek for students who have not had Greek or who need an extensive review in the elements of the language.

II. COURSE OBJECTIVES

A. The Aim of the New Testament Studies Department

The purpose of this department is to equip you to do accurate exegetical work in the Greek NT so that you can expound and apply it effectively in your Christian ministry.

The required courses help you to develop the skills necessary for this work in the following areas: New Testament introduction, Greek grammar and syntax, textual criticism, lexical and literary analysis, use of interpretive tools, exegetical problem-solving, and the movement from exegesis to theology and exposition. The elective courses allow you to advance your skills in these areas and in the exegesis of New Testament books.

B. The Purpose of This Course

In pursuing the departmental aim given above, the purpose of NT5101–5102 is to equip you with a detailed knowledge of the basic elements of New Testament Greek grammar as the necessary foundation for subsequent study in syntax and exegesis.

This course will focus on giving you: (1) a knowledge of the morphological patterns and grammatical structures that are most important in New Testament Greek, (2) a basic vocabulary of most frequently occurring words, (3) experience in translating simple Greek sentences, and (4) an acquaintance with basic grammatical and lexical reference works for New Testament Greek.

The emphasis throughout the course will be on features that occur frequently in the New Testament rather than on rare uses. Our aim is not to have you sight-read Greek or have a specialist's knowledge but to give you a working knowledge of Greek so you can use it readily and competently in your ministry.

Throughout the course simple sentences from the New Testament will be incorporated into the course assignments to give you experience in working with the New Testament itself.

To develop your ability to work with verb-forms in the New Testament, you will be expected to maintain your knowledge of the paradigms of the regular verb (those like the verb λύω) and assigned vocabulary in all of the subsequent required courses in this department.

III. COURSE TEXTBOOKS

A. Required

1. Aland, Kurt. *The Greek New Testament*. Reader's Edition. 5th Revised Edition. Stuttgart: Deutsche Bibelgesellschaft, 2014.

2. Braun, Frank X. *English Grammar for Language Students*. Eugene, OR: Wipf & Stock, 2013.
3. Voelz, James W. *Fundamental Greek Grammar*. 4th ed. revised. St. Louis: Concordia, 2019. Please have this exact edition.

B. Suggested

No additional Greek resources are recommended. They tend to confuse rather than to clarify or simplify.

IV. COURSE REQUIREMENTS

C. Reading Assignments

You will be expected to read and study chapters from the textbook by Voelz. Chapters 1–24 will be covered during this semester. Class handouts should also be read and studied. As you study through the chapters, you should take notes, underline significant points, outline the material, or organize it differently in your own words to help you understand and learn it better.

D. Written Assignments

You will be expected to complete *exercises and practice sentences* from the text and other written assignments designed to give you practice in working with the language. These exercises will not be collected or graded, unless otherwise indicated by the professor, but you must be prepared to give your answers to the exercises in class.

When you complete the exercises, you may consult the textbook and class notes freely. Please read the instructions for each exercise carefully.

C. Memorization

You will be asked to memorize the Greek alphabet, the most important paradigms of Greek nouns, verbs, adjectives, and so forth, as well as the English meanings of a basic vocabulary list of Greek words (from Greek to English). A substantial amount of memorization will be required and *all memory work will be cumulative* (i.e., once it has been assigned, you are responsible for it throughout the course).

It is essential for you to set up a systematic review program early in the course so that you can go over all the material periodically. It is also essential to keep up with the memory work day by day; if you fall behind, it is very difficult to catch up.

D. Daily Quizzes

A quiz will be given in 12 class sessions (75 minute period) covering the material assigned for that class (memory work and basic grammatical concepts from the reading assignment) as well as memory work assigned for previous sessions. Fifteen to twenty minutes will be allotted to complete each quiz.

The *two* lowest or missing quiz grades will be dropped from the final grade computation. Make-up quizzes will not be given. Students should use their “drops” judiciously.

E. Exams

There will be three unit exams and a final exam. See the assignment schedule for the dates of these exams. The format of the exams and how to prepare for them will be discussed in the class sessions preceding them. No make-up exams are allowed except in cases of illness or absence due to other extenuating circumstances.

F. Remedial Work

A working knowledge of English grammar and grammatical terminology is assumed in this course. If you are weak in these areas the text will help some, but it is also recommended you read the material in Braun, *English Grammar for Language Students* or consult some other work on English grammar available to you (e.g., an English grammar and composition book from a freshman college course).

A department tutor is available to answer questions and provide instruction to individuals or groups of students outside of the class sessions. This is provided at no charge to you. Details about how to contact the tutor will be given in class.

V. COURSE POLICIES AND PROCEDURES

A. Weight Given to Course Requirements for Grading

The grading scale given in the DTS Student Handbook (letter grades with numerical equivalents) will be used for this course. In computing the final grade, the professor will weigh the work of the course in the following proportions:

- 1) Quizzes, written exercises, and class recitation20%
- 2) Unit exams (3 of equal value)60%
- 3) Final exam 20%

B. Course Strategy

Since this is a language course on the graduate level, the responsibility for assimilating the material rests largely with you as the student. Class time is designed for supplementary explanation, review, and evaluation, but it assumes you have worked carefully on the material *before coming to class*. Please take personal responsibility to work diligently on the language.

C. Attendance Policy/Late Assignments

Regular attendance is essential in a language course. It is always to your advantage to come to class, even if you are unprepared. An exercise cut will allow you to follow the class discussion without being asked to recite.

You are allowed to miss class *only four times* (i.e., four 75 minute periods) without grade penalty. Please keep a record of your own attendance and report it on each exam.

Please be prompt to classes. Additional time on quizzes will not be allowed if you are late to class.

D. Letter/Numerical Grade Scale

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C- 78-79	D- 70-71	

VI. COURSE SUPPLEMENTAL INFORMATION

A. Assignment Preparation

It is expected that for the average student each assignment (per 75 minute class) can be completed in three to four hours. The work should be spaced out over several shorter segments rather than done in one long session the evening or morning before class. It takes time to learn a language. Be consistent in review. You cannot cram for quizzes and exams and expect to retain Greek in the long run.

B. Practical Helps for Memorizing Forms

- 1. Begin studying the material as soon as possible after it is assigned and pace yourself through it. Work on the memorization in several short sessions spread between classes. Putting the material on small flash cards or another format to be carried with you will enable you to

review on short breaks during the day.

2. Carefully note and catalogue differences and similarities between forms. Always build from the familiar to the unfamiliar, since many endings occur on several different forms and do not require learning a completely new pattern.
3. Use a combination of sight, sound, and written exposure to help learn the material. In addition to looking carefully at the forms, sound out the paradigms repeatedly and write out the forms periodically as a self-test. You should pronounce Greek words consistently and write them neatly. If your pronunciation varies, it is more difficult to remember the words.
4. You should be careful to observe English derivatives from Greek words as an aid in learning vocabulary. Some students use other types of word associations in English (e.g., mnemonic devices) or associate the Greek word with a familiar Scripture verse in which it occurs.
5. It may be helpful to find a regular study-partner with whom you can go over course material. The mutual accountability and encouragement built into such a relationship will help you with more than the Greek language! But the bottom line in language learning is personal self-discipline day by day.

C. Some Benefits of Learning Greek

1. It will enable you to use the Greek New Testament, the *primary* (original language) source for Christian doctrine and practice.
2. It will serve as an additional tool to enhance your ability to deal with the New Testament text correctly in your Christian ministry whether it is preaching, teaching, counseling, or writing.
3. It will enable you to interact effectively with a vast array of *secondary* literature related to the New Testament. Most of the best commentaries and study aids require knowledge of Greek.
4. It will help you evaluate modern English translations with regard to their faithfulness to the original text and, at the same time, their readability in English. This process will make you more sensitive to the problems that face Bible translators.

D. Early Registration for NT5102

Since NT5101 and NT5102 are contiguous courses, students are automatically registered for the same section of NT5102 in the spring semester when they register for NT5101 in the fall (e.g., if you are in NT5101A in the fall you will be automatically registered for NT5102A with the same professor in the spring). Any student who wishes to change to a different section (either a different time slot or a different professor) for NT5102 in the spring will automatically forfeit his/her priority standing in the NT5102 section for which he/she is registered, and will be enrolled in NT5102 on a space available, first-come first-served basis.

E. Disability Notice

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 (<https://students.dts.edu/studentlife/disability-services/>). 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.

F. Emergency Texting Service

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

VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

“Putting time and effort into Greek language study is like putting money in the bank. As your capital increases, so does the interest.”

The date listed is the day on which the assignments given below are *due*. You are responsible to read and follow the assignment schedule.

No.	Date	Exams-Quizzes	Assignments
1.	8-25 (Tu)		Introduction to the Course
2.	8-27 (Th)		<u>Textbook</u> : Chapter 1. <u>Exercises</u> :
3.	9-1 (Tu)	Quiz 1	<u>Textbook</u> : Chapter 2. <u>Exercises</u> :
4.	9-3 (Th)		<u>Textbook</u> : Chapter 3. <u>Exercises</u> :
5.	9-8 (Tu)	Quiz 2	<u>Textbook</u> : Chapter 4. <u>Exercises</u> :
6.	9-10 (Th)		<u>Textbook</u> : Chapter 5. <u>Exercises</u> :
7.	9-15 (Tu)	Quiz 3	<u>Textbook</u> : Chapter 6. <u>Exercises</u> :
8.	9-17 (Th)		<u>Textbook</u> : Chapter 7. <u>Exercises</u> :
9.	9-22 (Tu)	Quiz 4	<u>Textbook</u> : Chapter 8. <u>Exercises</u> :
10.	9-24 (Th)	FIRST UNIT EXAM, (20% of the course grade)	<u>Exam</u> covers chapters 1–8.
11.	9-29 (Tu)	Quiz 5	<u>Textbook</u> : Chapter 9. <u>Exercises</u> :

No.	Date	Exams-Quizzes	Assignments
12.	10-1 (Th)		<u>Textbook:</u> Chapter 10. <u>Exercises:</u>
13.	10-6 (Tu)	Quiz 6	<u>Textbook:</u> Chapter 11. <u>Exercises:</u>
14.	10-8 (Th)		<u>Textbook:</u> Chapter 12. <u>Exercises:</u>
15.	10-13 (Tu)	Quiz 7	<u>Textbook:</u> Chapter 13. <u>Exercises:</u>
16.	10-15 (Th)		<u>Textbook:</u> Chapter 14. <u>Exercises:</u>
17.	10-20 (Tu)	Quiz 8	<u>Textbook:</u> Chapter 15. <u>Exercises:</u>
18.	10-22 (Th)	SECOND UNIT EXAM (20% of the course grade)	Exam covers chapters 9–15.
19.	10-27 (Tu)	Quiz 9	<u>Textbook:</u> Chapter 16. <u>Exercises:</u>
20.	10-29 (Th)		<u>Textbook:</u> Chapter 17. <u>Exercises:</u>
21.	11-3 (Tu)	Quiz 10	<u>Textbook:</u> Chapter 18. <u>Exercises:</u>
22.	11-5 (Th)		<u>Textbook:</u> Chapter 19. <u>Exercises:</u>
23.	11-10 (Tu)	Quiz 11	<u>Textbook:</u> Chapter 20. <u>Exercises:</u>

No.	Date	Exams-Quizzes	Assignments
24.	11-12 (Th)		<u>Textbook</u> : Chapter 21. <u>Exercises</u> :
	Nov. 16-20	Reading Week – No Classes	
	Nov. 23-27	Thanksgiving Recess – No Classes	
25.	12-1 (Tu)	Quiz 12	Review.
26.	12-3 (Th)	THIRD UNIT EXAM (20% of the course grade)	Exam covers chapters 16–21
27.	12-8 (Tu)		Diagramming
28.	12-10 (Th)	Quiz 13	Diagramming
28.	12/14-17	Final Exam Week	Final Exam covers chapters 1–21 (20% of course grade).

Revised 8/6/20 - jes