

# NT5100: Remote Residential Greek I

## 3 Hours – Summer 2020

*Professor* Dr. William A. Ross (wross@rts.edu)  
*TA* Ryan Kaufman (kaufman79@gmail.com )  
*Class Time* M–F 7:00–9:00PM, 13 July – 7 August 2020



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?), read Frank Braun, *English Grammar for Language Students* before the beginning of the course. It is very brief and affordable.

#### CLASS FORMAT & SCHEDULE

This is a remote residential course. Students will meet virtually for two hours of live instruction on Zoom, every weekday, for the duration of the course. Except for individual study, all other course activity will take place on Canvas. Details are provided below.

This is also a summer intensive course. Most students – especially those with little previous experience learning a foreign language – find the material challenging, even when it is in the usual live, on-campus format. You are encouraged to reduce other obligations as much as possible and to take advantage of tutoring resources and the optional Study Lab regularly (more below).

The daily schedule will typically be as follows:

*Quiz Review* – (~30 min.) You will take ten quizzes over the duration of the course. Note that quizzes are not given every day, but group chapters together strategically and be given according to the schedule below. *You must take the quiz prior to the class meeting time.* We will grade the quizzes together as corporate review.

---

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

*New Material* – (~1.5 hrs.) The bulk of class time will be devoted to discussing new material each day, working closely with the grammar, exercises, and examples as time allows. Students are expected to participate and will be called on at random.

We will take one short break after the first hour of class. The schedule will differ slightly on the first day and on exam days.

## **B. ΔΙΑΒΟΛΑΙ** (Obligations)

### **REQUIRED TEXTS –**

*WARNING:* Do not use an earlier 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.

Either of the following – *WARNING:* Do not use an earlier edition than those listed here

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

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

### **ASSIGNMENTS**

#### *Pre-Course Assignments (1%)*

You must complete the following tasks *before* the first class meeting on Zoom:

1. (5pts) Access the course module on Canvas and set up your profile with your preferred name and a clear picture of yourself
2. (10pts) Sign Honor Statement and upload on Canvas
3. Complete your Personal Introduction (see Canvas Discussions below)

#### *Quizzes (30%)*

You will have ten quizzes covering new vocabulary and grammatical concepts from the previous classes, plus a small and randomized selection of material you should already know. The material is always cumulative. Vocabulary comes directly from the lists at the end of each chapter in the *Grammar* (BBGG). Whatever chapter(s) is/are discussed in class each day, the corresponding vocabulary is due for the next quiz. The 90% rule applies. Your lowest quiz score will be dropped.

You will be able to access the quizzes on Canvas on the day they are scheduled. You will print the quiz and take it by hand in either pencil or black pen within the time limit. You will grade your work in class, using a red or blue pen, and then upload it to Canvas. *If you do not use a different color to grade the quiz you receive a zero.*

Obviously this approach presents ample opportunity for cheating. You are in seminary and presumably planning to enter pastoral ministry. Do not cheat. The Honor Code applies (see below).

*Midterm Exams (30%)*

You will have two 1.5-hour midterm exams that will cover everything in the course up to that point (See the schedule below). **You must take the exams prior to class time on the day they are scheduled.** You must have a proctor during the exam, for which details will be provided. We will then grade the exams during class meeting time as a form of corporate review. These two exams are weighted increasingly heavily in your overall grade.

*Final Exam (30%)*

The final exam will be taken outside of the schedule provided below (details to follow). It is cumulative and will thus include material from all topics covered in the course, including vocabulary, grammar, and translation. The exam will be made available on Canvas and can be taken at any point during the test day, but it must be taken continuously (i.e., no breaks except use the restroom, as is typical of a final exam setting). You must have a proctor during the exam, for which details will be provided.

*“Fake” Paper (2%)*

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.

*Canvas Discussions (2%)*

All remote residential courses at RTS must include student and professor interactions via Canvas. These are not meant to be difficult, but rather to engage each other in thoughtful discussion. There are two discussion forums:

1. Student-to-Professor Discussion

- a. *Personal Introduction Forum* (1×) – You are required to post a brief personal introduction to the professor and classmates. 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. *Topical Discussion Questions* (10×) – You are required to answer five topical discussion questions with one 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 response. Each topical discussion question, therefore, requires two total posts/responses from the student (5 questions, 2 responses each = 10 total posts). These discussions must be complete prior to the day of the final exam.

- c. *Student to Professor Forum (4×)* – You are required to post four times in this forum. Your posts 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-to-Student Discussion

You are required to post five times. A post may be either a new topic or a response to an already existing topic. Use this forum to ask one another questions, seek advice, offer encouragement, etc.

## C. ΠΑΡΑΓΓΕΛΙΑΙ (Instructions)

### OTHER IMPORTANT COURSE INFORMATION AND RESOURCES

#### *Printing and Uploading Files to Canvas*

You are required to turn in numerous assignments in this course, which must be done digitally. This obviously requires both printing and scanning. If you do not have a normal scanner, you can use your phone with a decent scanning app (e.g., FineScanner, Adobe Scan, etc.) or – as a last resort – simply take a picture on your phone. Quizzes and midterm exams may also be taken digitally on a tablet with a stylus. **If you do not own a printer or scanner and to not have the means of obtaining printing or scanning in any of these ways, you must contact me well in advance of the course to make alternative arrangements.**

#### *Homework: Workbook and Reading*

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 with TA*

Students have the option of meeting with the TA on Zoom prior to class to review homework assignments and help you prepare for the quiz with extra examples. These 60-minute sessions are an addition to the daily two-hour Zoom 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. Scheduling details will be distributed in early July.

#### *Tutoring*

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

*The 90% Rule*

Long, long ago, our great forefather in Greek pedagogy, Dr. Bob Cara, invented the 90% Rule, an ancient and highly revered tradition at RTS Charlotte. The rule is as simple as it is generous: If you score a 90% or higher on a quiz, it is automatically rounded up to 100%. That's right. You're welcome. Note that this rule *does not* apply to exams.

*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, Lectures, Note-Taking, and Laptops*

You are expected to be at full focus in class and to participate by responding to my questions and asking your own. We will rehearse Greek pronunciation and paradigms aloud during class, even though we won't be able to hear each other do so in unison. You may ask questions for clarification in class, preferably using the Chat feature of Zoom as I will explain on the first day. The class lectures will mostly occur with my screen being shared, showing a slide show that I will discuss and annotate. We will spend time going over examples as things progress, and I will call on individuals to respond to questions, translate, etc.

Obviously we will all be using computers for the entirety of every class meeting. However, **you are not permitted to use your computer for anything other than Zoom during class.** Do not check email, browse social media, or play Minecraft until after class – You *do* have the willpower to do this. Note too that *you are not allowed to use Bible software for any part of this course.*<sup>2</sup> Learning the biblical languages well is an analog process: Physical books, physical paper, and a good pencil.<sup>3</sup>

Since you are not allowed to use your laptop for anything else (and because you will need to see the screen to follow the lectures), **I will provide you with detailed, color note packets for you to during in class time.** These packets will be made available digitally in advance. You may print them out on your own or obtain a physical copy (details to come).

---

<sup>2</sup> I consider digital tools for vocabulary acquisition (e.g., Quizlet, Anki, etc.) an exception to this policy.

<sup>3</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).

## 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 in that sense (and will continue to be, even in Greek Exegesis).

I do not care how you learn and review your vocabulary – textbook, flashcards, audio, Quizlet, whatever.<sup>4</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.
- David Alan Black and Benjamin L. Merkle, eds., *Linguistics and New Testament Greek: Key Issues in the Current Debate*. Baker Academic, 2020.

---

<sup>4</sup> With that said, I am always happy to discuss learning strategies and options if you have concerns.

NT5100 Greek I

**D. NOMOI** (Ordinances)

**COURSE SCHEDULE<sup>5</sup>**

	<i>Date</i>	<i>Cover in Class</i>	<i>Workbook Due</i>	<i>Testing</i>
	13 <sup>th</sup>	BBGG 1–3	<i>none</i>	
	14 <sup>th</sup>	BBGG 4–5	BBGW 3	
	15 <sup>th</sup>	BBGG 6	BBGW 4–5 & Review 1	Quiz 1
	16 <sup>th</sup>	BBGG 7	BBGW 6	Quiz 2
	17 <sup>th</sup>	BBGG 8	BBGW 7	
	20 <sup>th</sup>	Review Exam	BBGW 8	<b>Exam 1</b>
<i>July</i>	21 <sup>st</sup>	BBGG 9	<i>none</i>	
	22 <sup>nd</sup>	BBGG 10	BBGW 9 & Review 2	Quiz 3
	23 <sup>rd</sup>	BBGG 11	BBGW 10	Quiz 4
	24 <sup>th</sup>	BBGG 12	BBGW 11	
	27 <sup>th</sup>	BBGG 13	BBGW 12	Quiz 5
	28 <sup>th</sup>	BBGG 14	BBGW 13	Quiz 6
	29 <sup>th</sup>	Review Exam	BBGW 14 & Review 3	<b>Exam 2</b>
	30 <sup>th</sup>	BBGG 15	<i>none</i>	
	31 <sup>st</sup>	BBGG 16	BBGW 15	Quiz 7
<i>August</i>	3 <sup>rd</sup>	BBGG 17	BBGW 16	
	4 <sup>th</sup>	BBGG 18	BBGW 17	Quiz 8
	5 <sup>th</sup>	BBGG 19	BBGW 18	Quiz 9
	6 <sup>th</sup>	BBGG 20	BBGW 19	Quiz 10
	7 <sup>th</sup>	General Review	BBGW 20 & Review 4	
	10 <sup>th</sup>	<b>Final Exam</b>		
	14 <sup>th</sup>	<b>“Fake” Paper Due</b>		

<sup>5</sup> All parts of this syllabus are subject to change. Any and all such changes will be communicated in advance.

**GRADING POLICY & SCALE**

1%	Pre-Course Assignments	A	100-97	C	82-80
2%	“Fake” Paper	A-	96-94	C-	79-78
2%	Canvas Discussions	B+	93-91	D+	77-75
30%	Quizzes	B	90-88	D	74-72
15%	Exam 1	B-	87-86	D-	71-70
20%	Exam 2	C+	85-83	F	69-0
30%	Final Exam				

**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 2020

<b><u>MDiv* Student Learning Outcomes</u></b> <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. *As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<b><u>Rubric</u></b> ➤ Strong ➤ Moderate ➤ Minimal ➤ None	<b><u>Mini-Justification</u></b>
<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.