

Greek I

NT 5100– Fall 2021

Reformed Theological Seminary (NYC)

Instructor: Dr. Benjamin White

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Class Sessions: 5:30-6:50PM Thursdays, plus weekly work on Canvas

COURSE DESCRIPTION

This course introduces students to the basic grammar and dynamics of New Testament Greek in a manner that is accessible yet rigorous. The main focus is gaining the necessary skills for reading the New Testament in its original language and developing attitudes and habits that will lead to skill retention and application in life and ministry. Throughout the course students will be shown how learning Greek can impact their sermons and bible studies. Students should proceed to Greek II in the second semester, which completes the basic overview of Greek grammar and appropriately prepares one for Greek Exegesis.

REQUIRED TEXTS

1. *Novum Testamentum Graece: Nestle-Aland* (28th ed.)
2. Bill Mounce, *Basics of Biblical Greek Grammar* (4th ed.)
3. Bill Mounce, *Basics of Biblical Greek Workbook* (4th ed.)

COURSE FORMAT

This is a ‘hybrid’ class in which we meet face-to-face and, separately, you also complete work on Canvas outside of class (the latter will be at least 51% of your ‘class time’). Generally, a language class is different than most classroom settings. Our focus is less on theory or various theological movements and more on skill/knowledge acquisition for the practical task of reading the New Testament. Our mixed modality class will facilitate this kind of learning by providing the opportunity to interact in class with me, and to work through drills and other tasks that are posted online and can be completed at your own pace. I employ a variety of mnemonic devices to aid in learning the language including singing, speaking aloud, acronyms, etc. Class sessions are meant to be encouraging yet realistic.

ABOUT THE PROFESSOR

I am a full-time professor at The King’s College, located in the Financial District, where I teach courses in Bible and Theology. I started teaching courses at RTS NYC shortly after arriving in the NYC area. I have previously taught Greek at institutions in Canada and the UK. I completed a Ph.D. on the strength-in-weakness paradox in 2 Corinthians at Durham University (UK) and, prior to that, I served in pastoral ministry at a church near Toronto. I am a Fellow of the Center for Pastor Theologians and I welcome conversation with you, in class or outside of it, about anything related to theology and ministry.

ASSIGNMENTS

10%	Paper
10%	Workbook
30%	Quizzes
<u>50%</u>	<u>Exams</u>
100%	Total

Luther Reflection Paper – October 7th (10%)

Some of the greatest advocates for learning the biblical languages were the sixteenth century Protestant Reformers who leaned on their grammatical knowledge to challenge conventional Christian wisdom and re-focus the church on biblical words as God's Word.

This assignment requires you to read Martin Luther's treatise "To the Councilmen of All Cities in Germany that They Establish and Maintain Christian Schools"(1524) (posted on Canvas). This work, among other things, has Luther making his case for learning the biblical languages (p. 714ff) and stating "in proportion to how we value the gospel, let us zealously hold to the languages." In 800-1000 words, respond to the following:

- 1) What was your view on the original biblical languages before entering this class?
- 2) What did you like/dislike about Luther's argument about biblical languages?
- 3) How do you anticipate your language work being useful in your ministry context?

Workbook – December 10th (10%)

This is a participation grade. You sign a declaration stating the percentage of exercises you completed prior to the deadline and submit your workbook for review in class.

Quizzes – Weekly (30%)

There will be a quiz each week unless otherwise noted. These will focus on the vocabulary for that week and, from time to time, include pre-announced noun, pronoun or verbal paradigms. Your worst score will be dropped.

Exams – Midterm: October 28; Final: TBA (50% total [25% x 2])

Both exams will be cumulative and contain questions relating to vocabulary, paradigms, and translation. We will review material together before each exam and more guidance on content will be provided at that time.

***A note on readings: the textbook reading should be completed *before* class; the workbook should be completed *afterwards* (but before the next class).**

COURSE CALENDAR

Date	Topic	Readings
Sept. 9	Intro/Syllabus/Orientation to Greek Language	None (though you could begin practicing vocab words at end of chs. 4 & 5 if you wish)

Sept. 16	Alphabet, Pronunciation, Punctuation & Syllabification	Text: Chs. 3 & 4 Wkbk: Ex. 3 & 4
Sept. 23	English Nouns, Nominative & Accusative	Text: Chs. 5 & 6 Wkbk: Ex. 5 & 6
Sept. 30	Genitive & Dative, Prepositions and εἰμί	Text: Chs. 7 & 8 Wkbk: Ex. 7 & 8
Oct. 7	Adjectives (Luther Reflection Due)	Text: Ch. 9 Wkbk: Ex. 9
Oct. 14	Third Declension	Text: Chs. 10 Wkbk.: Ex. 10
Oct. 21	1 st + 2 nd Person Pronouns & αὐτός	Text: Chs. 11 & 12 Wkbk.: Ex. 11 & 12
Oct. 28	Midterm	<i>None—Study!!</i>
Nov. 4	Demonstrative Pronouns	Text: Ch. 13 Wkbk: Ex. 13
Nov. 11	Relative Pronouns	Text: Ch. 14 Wkbk.: Ex. 14
Nov. 18	Intro to Verbs and Present Active Indicative	Text: Ch. 15 & 16 Wkbk.: Ex. 15 & 16
Nov. 25	NO CLASS – Thanksgiving Recess	Enjoy!
Dec. 2	Contract Verbs	Text: Ch. 17 Wkbk.: Ex. 17
Dec. 9	Review	Start Studying!

COURSE PROTOCOLS

A. Late & Missing Assignments, and Exams

Assignments will be due at the very beginning of the class period. **Written assignments are not optional. Failure to turn in a written assignment without notifying the professor IN ADVANCE is grounds for failure of the assignment.** The same is true for in-class quizzes and exams.

If you cannot help but miss a class that has an in-class quiz, it is possible to arrange an alternative date for the quiz with the professor. However, this is only offered on a one-time basis. Any future absence that is legitimate may be given an exception (i.e. no mark). This means your other quizzes will be worth more of your grade.

B. Course Attendance

Attendance will be taken at the beginning of class. **If a student arrives late, leaves during class, or uses electronic devices during class, that student may be counted as absent.** It is the student's responsibility to obtain the notes or additional handouts from the missed class. Of course, momentary absences from class are sometimes necessary, but it is my expectation that you will be physically and emotionally present for the vast majority of our time together. A failure to do this at any time is grounds for receiving an absence on behavioral grounds. Students who miss 25% of their class sessions **for any reason** are administratively withdrawn from the course (calculated as an F in the GPA).

ET CETERA

The professor reserves the right to emend or amend this document per the needs of the course. Only questions about how to interpret this document are appropriate to ask the professor. All questions about course content should be directed to the syllabus.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: NT5001 – Greek I

Professor: Dr White

Campus: NYC

Date: June 11, 2021

<u>MDiv* Student Learning Outcomes</u> <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> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<u>Rubric</u> <ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	<u>Mini-Justification</u>
Articulation (oral & written)	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	Students submit a reflection paper on one of Luther's treatises
Scripture	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	Students gain first-hand knowledge of NT Greek, its grammar, and begin translation
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	Students interact briefly with Luther, receive informal instruction on importance of Scripture in Reformed tradition
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	The inherent nature of the course promotes discipline and perseverance; students receive devotional thoughts based on grammar they're learning
Worldview	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.	None	
Winsomely Reformed	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	Students receive instruction from a Canadian, via Britain, living in America and with experience worshipping in Baptist, Anglican, and Reformed churches 😊
Pastoral Ministry	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	Students will have one class dedicated to Greek and preaching implications

