

Greek II
NT 5125– Spring 2023
Reformed Theological Seminary (NYC)

Instructor: Dr. Benjamin White
Phone: (212) 659-7280
Email: bwhite@tkc.edu
Class Sessions: 5:30-6:50PM, Thursdays
TA: Matthew Korman (matt@cpcfairfield.org)

COURSE DESCRIPTION

This course introduces students to the basic grammar and dynamics of New Testament Greek. Our focus is gaining the skills necessary 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. Greek II builds upon the basic knowledge learned in Greek I (nouns, adjectives, pronouns etc.) by broadening one's exposure to the vocabulary and grammar of the New Testament, especially verbs and participles. By the conclusion of this course, students have the theoretical knowledge to read the New Testament (with assistance) and to engage in a study of 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

A language class is different than most classroom settings. Our focus is skill/knowledge acquisition for the practical task of reading the New Testament. While this goal will usually be pursued through 'normal' means, I do employ a variety of mnemonic devices in class to aid in learning the language including singing, speaking aloud, acronyms, etc.

ABOUT THE PROFESSOR

I am a full-time professor at The King's College, located in NYC's Financial District, where I teach courses in Bible and Theology. I hold a Ph.D. from Durham University that focused on the strength-in-weakness paradox in 2 Corinthians. Prior to completing my schooling, I served on a pastoral staff in a suburb of Toronto, Canada. I am a Fellow of the Center for Pastor Theologians and passionate about teaching that communicates the transformative significance of biblical texts for our lives and those whom we serve.

ASSIGNMENTS

10%	Workbook
40%	Quizzes
50%	Exams
100%	Total

Workbook – May 4th (10%)

This is a participation grade. You sign a declaration stating the percentage of exercises you completed prior to the deadline.

Quizzes – Weekly (30%)

There will be a weekly quiz (with some exceptions) that is to be completed asynchronously between Wednesday and Friday of each week. These quizzes will focus on the vocabulary for that week and, from time to time, include pre-announced paradigms or translation questions. Your worst score will be dropped.

Exams – Midterm: Mar. 16; 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.

ASYNCHRONOUS WORK

Several components of this course will be completed outside of class and are considered ‘class time’ rather than ‘prep time’. Much of the former is regular and consistent week to week rather than specific tasks due on certain dates. You will complete quizzes outside of class between Wednesday and Friday and email them to the TA (details to be discussed in class). You will also regularly review videos by Bill Mounce and engage in mnemonic exercises that are accessed online. The enrichment elements of this course, including material on preaching and NT manuscripts, will also be completed asynchronously. On average, you should budget 100 minutes for asynchronous work per week (excluding Midterm Week and Thanksgiving) in addition to prep work such as reading/studying.

***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
Feb. 2	Present Middle/Passive Indicative	Text: Ch. 18 Wkbk: Ex. 18
Feb. 9	Future Active Indicative (and other Future forms)	Text: Chs. 19-20 Wkbk: Ex. 19-20

Feb. 16	Imperfect Indicative & Second Aorist Active/Middle Indicative	Text: Ch 21-22 Wkbk: Ex. 21-22
Feb. 23	First Aorist Active/Middle Indicative Aorist and Future Passive Indicative	Text: Ch. 23-24 Wkbk.: Ex. 23-24
Mar. 2	Perfect Indicative	Text: Ch. 25 Wkbk.: Ex. 25
Mar. 9	Intro. to Participles/Present Adverbial Participles <i>Asynchronous: Aorist Adverbial Participles</i>	Text: Ch. 26-27 Wkbk: Ex. 27 Text: Ch. 28 Wkbk.: Ch. 28
Mar. 16	Midterm	
Mar. 23	Adjectival Participles	Text: Ch. 29 Wkbk.: Ex. 29
Mar. 30	Perfect Participles and Genitive Absolutes	Text: Ch. 30 Wkbk.: Ex. 30
Apr. 6	Subjunctive Mood	Text: Ch. 31 Wkbk.: Ex. 31
Apr. 13	NO CLASS – Easter	None
Apr. 20	Infinitive	Text: Ch. 32 Wkbk.: Ex. 32
Apr. 27	Imperative	Text: Ch. 33 Wkbk.: Ex. 33
May 4	μι Verbs	Text: Ch. 34 Wkbk.: Ex. 34
May 11	Review	None!

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 may 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** may not be able to continue the course.

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: NT5125 – Greek II

Professor: Dr White

Campus: NYC

Date: Nov. 30, 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.	None	
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 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 having held membership 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