

REFORMED THEOLOGICAL SEMINARY

GLOBAL



GREEK II Dr. Gregory R. Lanier

Course Overview

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Course Description:

00NT5125 Greek II, 3 hours Lecturing Professor and Professor of Record: Dr. Gregory R. Lanier

This course continues the study of grammar, builds vocabulary, and develops techniques for the exposition of the Greek text. Prerequisite: NT5100.

Students have up to twelve weeks to complete the requirements for the course. In preparation for the three exams, students progress through a series of lectures, textbook readings, review quizzes, and translation diagnostic exercises that lay the foundation of content for each exam.

Course Objectives:

- · Continue to grow in appreciation for the importance of the study and use of the original biblical languages in lifelong and vibrant Christian ministry
- Develop greater proficiency with vocabulary and grammar as a foundation for further study
- · Understand some of the recent developments in the study of New Testament Greek

Required Textbooks:

- 1. William D. Mounce, Basics of Biblical Greek Grammar (4th ed.: Zondervan, 2019).
- 2. William D. Mounce, Basics of Biblical Greek Workbook (4th ed.; Zondervan, 2019).

Note: previous editions are not permitted.

3. Critical edition of the Greek New Testament: (Two Options)

Novum Testamentum Graece with Dictionary (28th ed.; Stuttgart: Deutsche Bibelgesellschaft, 2012). ISBN 978-1619700468. a.k.a. NA-28 ("blue" one)

UBS Greek New Testament with Dictionary (5th ed.; Stuttgart: Deutsche Bibelgesellschaft, 2012). ISBN 978-16197

Notes on these two editions:

Students are permitted to use NA-27 or UBS-4, if they have already purchased them. Note, however, that the critical text and apparatus(es) are different (esp. in the catholic epistles) relative to NA-28/UBS-5, which could introduce some discrepancy relative to lecture material (which will use NA-28/UBS-5). Other prior versions are not permissible.

The critical texts of each—NA-28 and UBS-5—are identical, but paragraph divisions, punctuation, capitalization, presentation of OT citations, and so forth occasionally vary. The major differences lie in the textual apparatus for each version. NA-28 offers more variants but a more compressed amount of detail for each; UBS-5 focuses on fewer variants but gives more detail.

The major differences lie in the textual apparatus for each version. NA-28 offers more variants but a more compressed amount of detail for each; UBS-5 focuses on fewer variants but gives more detail.

NA-28 is geared more towards academic/scholarly users, while UBS-5 is geared more towards translators/students/pastors.

4. Student Course Packet

Printed version available for purchase on **Amazon**

Digital version available on Canvas

Recommended Resources:

- · UBS Greek New Testament: A Reader's Edition (5th Edition; Stuttgart: Deutsche Bibelgesellschaft, 2015).
- · Highly recommended
- · However, cannot be used as a substitute for a proper critical edition
- · Numerous free resources on Mounce's website
- · William D. Mounce, Basics of Biblical Greek Vocabulary (Grand Rapids: Zondervan, 2006)—CD or downloadable edition.
- · William D. Mounce, Basics of Biblical Greek Vocabulary Cards (2nd ed.; Grand Rapids: Zondervan, 2019)—if you prefer flashcard method.
- · Various app-based flashcard tools (consult with 2nd and 3rd year students).
- · Bible software package: BibleWorks, Logos, or Accordance are all acceptable. You do not need to have software for Greek I, but it will become increasingly important as you progress through Greek and will be required for Greek Exegesis.
- Online edition of <u>Nestle-Aland 28th Edition</u>.

Online Student Handbook:

The Online Student Handbook (can be downloaded here) has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking

a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual.

Summary of Requirements:

- 1. Complete all Quizzes
- 2. Provide reasoned responses to five (5) Topical Discussion Questions
- 3. Participate in Forum Discussions (with other students and the professor)
- 4. Take Three (3) Examinations
- 5. Submit all Workbook Assignments
- 6. Submit Reading Report
- 7. Submit Mentor Report or Course Application Paper

Meet the Professor

Lecturing Professor:



Dr. Greg Lanier joined the faculty of RTS Orlando in 2016 and teaches courses related to New Testament exegesis and interpretation, Greek, and preaching. He is also an Associate Pastor (part-time) at River Oaks Church and is ordained in the PCA. He lives in Oviedo with his wife, Kate, who is an optometrist, and their three daughters. Before moving to Florida, the Laniers lived in Cambridge, England, where Greg finished his doctorate; while in England, they were actively involved in an evangelical Anglican church.

Prior to their overseas sojourn, Greg and his family lived in Charlotte, NC, where he attended RTS Charlotte, served as teaching assistant to Dr. John Oliver (now retired), and served as a pastoral intern at Uptown Church PCA under Dr. Michael Kruger (campus president at RTS Charlotte). Before discerning the Lord's calling into pastoral and academic ministry, Greg worked in various professional roles in Charlotte, Birmingham, and Atlanta, ranging from management consulting to private equity investing.

His research interests include the Synoptic Gospels, canon and textual criticism, the use of the OT in the NT, the Pauline epistles, and the Septuagint. He also serves on the editorial board of the Journal of Biblical and Theological Studies, and he maintains a blog.

Publications:

Old Made New: A Guide to the New Testament Use of the Old Testament. Wheaton: Crossway, 2022.

The Septuagint: What It Is, and Why It Matters (with William A. Ross). Wheaton: Crossway, 2021.

Corpus Christologicum: Texts and Translations for the Study of Jewish Messianism and Early Christology. Peabody, MA: Hendrickson, 2021.

Studies on the Intersection of Text, Paratext, and Reception: A Festschrift in Honor of Charles E. Hill (with Nicholas Reid). Texts and Editions for New Testament Studies 15. Leiden: Brill, 2021.

Is Jesus Truly God? How the Bible Teaches the Divinity of Christ. Wheaton: Crossway, 2020.

A Book-by-Book Guide to Septuagint Vocabulary (with William A. Ross). Peabody, MA: Hendrickson, 2019.

How We Got the Bible: Old and New Testament Canon and Text. Christian Pocket Guides. Fearn, Ross-shire: Christian Focus, 2018.

Septuaginta: A Reader's Edition (with William A. Ross). Peabody, MA: Hendrickson, 2018.

Old Testament Conceptual Metaphors and the Christology of Luke's Gospel. Library of New Testament Studies 591. London: T&T Clark, 2018.

Grades

Forum Discussions (15%):

The student is required to interact in two (2) forums:

- 1. Student-Professor Posts (15 total posts)
 - A. Personal Introduction Forum: The student is required to post a brief personal introduction to the professor/class. 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. 5 Topical Discussion Q&A Forums: The student is required to answer each topical discussion question with one (1) 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 (1) response. Each topical discussion question, therefore, requires two (2) total posts/responses from the student (Total of 5 forums x 2 posts =10 total posts).
 - C. Student-Professor Forum: The student is required to post four (4) times in this forum. Posts in this forum 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-Student Forum (5 total posts)
 A post may be either a new topic or a response to an already existing topic.

Examinations (45%): (Exam 1: 10%, Exam 2: 15%, Exam 3: 20%)

While the exams are cumulative, each exam focuses on the material presented in the three course blocks. Unless explicitly stated, no helps (textbook, notes, workbook, etc.) are allowed. The exams for this course are to be taken online in the Learning Management System (LMS). After clicking on the exam link you, will be given detailed instructions about the exam. Please read these instructions carefully before entering the exam. Please note that you are required to have a proctor for all exams. Please see the proctor policy in the Global Student Handbook.

Weekly Quizzes (30%):

Each week's lesson will have a quiz covering the textbook materials, including vocabulary, covered previously. As with mathematics or any other subject, language study is cumulative, so all quizzes by definition are cumulative. However, there will be a general emphasis on more recent content. Unless explicitly stated, no helps (textbook, notes, workbook, etc.) are allowed. Quizzes will be graded according to the 90% rule: 90% correct = 100%.

Quizzes will be self-graded by the student then reviewed by the TA for any oversight. Here is the way quizzes will work: The first question will provide the quiz itself in PDF format which you will download and complete (either by hand on the printed out quiz or on your computer in a fillable PDF document).

You will then take the quiz.

Click the "Next" button to move to question #2.

The second question will provide a self-grading video that you are to watch and self-grade your completed quiz.

Once you have self-graded your completed quiz, upload your self-graded quiz in question 2. Once uploaded, you may click the "Submit Quiz" button for the TA to audit and finalize your grade.

Reading and Workbook Exercises (5%):

Students are responsible for reading the assigned Grammar pages and completing the workbook exercises per the schedule below. You will complete the Grammar reading for a given subject in Mounce after watching the weekly video lecture, and the associated Workbook assignments are to be completed before moving on to the next lesson. At the end of the course, you will be asked to indicate the percentage of the Grammar reading you have completed.

Mentor Report OR Course Application Paper (5%):

If you are enrolled in an **RTS Global** degree or certificate program submit a mentor report. Every portion of the form (goals, summaries, assessments, and signatures) should be filled out completely by both the student and the mentor to receive full credit. You can download the Mentor Report form in your Canvas classroom. See specific instructions for this assignment in Canvas.

If you are receiving your degree through another **RTS campus** (Orlando, Jackson, Charlotte, et. al.), or special student (e.g. from another seminary), submit a 250-word summary of how you perceive what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life. Course Application Papers (CAP) that fall well-short of 250 words will receive a grade deduction. See specific instructions for this assignment in Canvas.

Assignments:

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

Contact Information:

Reformed Theological Seminary, Global Education

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Charlotte, NC 28226

Campus: (704) 366-4853 Toll Free: (800) 227-2013

E-mail: dess@rts.edu

Web site: rts.edu/campuses/online/

Lessons

Week 1				
Verbal Roots (ch. 20)	Grammar/Workbook ch. 20	Quiz 1		
Week 2		•		
Imperfect Indicative (ch. 21)	Grammar/Workbook ch. 21	Quiz 2		
Week 3				
First Aorist Active/Middle	Grammar/Workbook ch. 23	Quiz 3		
Indicative (ch. 23)				
Week 4				
Second Aorist Active/Middle	Grammar/Workbook ch. 22, 24	Quiz 4		
Indicative (ch. 22)				
Aorist and Future Passive				
Indicative (ch. 24)				
Week 5				
Perfect Indicative (ch. 25)	Grammar/Workbook ch. 25			
Exam 1				
Week 6				
Introduction to Participles and	Grammar/Workbook ch. 26-28	Quiz 5 and		
Adverbial Participles (ch. 26-28)		Quiz 6		
Week 7				
Adjectival Participles (ch. 29)	Grammar/Workbook ch. 29	Quiz 7		
Week 8				
Perfect Participles and Other	Grammar/Workbook ch.30			
Participial Uses (ch. 30)				
Exam 2				
Week 9				
Subjectives (ch. 31)	Grammar/Workbook ch. 31	Quiz 8		
Week 10				
Infinitives (ch.32)	Grammar/Workbook ch.32	Quiz 9		
Week 11				
Imperatives (ch. 33)	Grammar/Workbook ch.33	Quiz 10		
Week 12				
Conditionals and - µ1 verbs (ch. 34-36)	Grammar/Workbook ch.34-36			
Exam 3				

Course Objectives Related to Student Learning Outcomes

Course: Greek I

Professor: Dr. Greg Lanier

In order to measu following as the inte contributes to these	* Student Learning Outcomes re the success of the MDiv curriculum, RTS has defined the nded outcomes of the student learning process. Each course overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes. e core degree at RTS, the MDiv rubric will be used in this syllabus.	Rubric 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.	Minimal	Short writing assignment Increased knowledge of Greek grammar helps with understanding English better
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	Working with NT Greek Basics of exegesis
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Modeling the Reformed tradition's emphasis on studying the original languages
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	Discipline of daily study under challenging time pressures
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Minimal	Ability to conduct close study of the Word of God in its original language
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.)	None	
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	Instructor will make efforts to indicate why/how Greek should impact sermon preparation
Worship	Knowledgeable of historic and modern Christian- worship forms; and ability to construct and skill to lead a worship service.	None	
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Minimal	Use of original languages daily should benefit the student's ministry long-term
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Greek-related issues underly significant contemporary church issues