

Greek Readings/NT6100

Spring Term, 2026

I. Details

- A. Time: Wednesdays, 3:05-5:05 pm, Feb 4-May 6
- B. Professor: Michael J. Kruger
 - 1. Email: mkruger@rts.edu
 - 2. Office: E Building
 - 3. Office hours: Feel free to stop by, or make appointment.
 - 4. TA: Faith Key: fkey@rts.edu

II. Purpose

- A. To glorify God and enjoy Him.
- B. To appreciate the importance and role of biblical languages for pastoral ministry.
- C. To continue to learn the fundamentals of the Greek language in the context of NT books.
- D. To practice the task of translation and exegesis of the Greek New Testament.

III. Course Requirements

- A. Faithful class attendance
 - Attendance is vital to a language reading class.
 - To miss one day of class is to miss two periods.
- B. Class participation
 - Students must have adequately prepared their material ahead of time.
 - Students must fully engage in the class discussions (see below).
- C. Reading
 - Appropriate reading and preparation must be done before each class.

IV. Grading

There are no papers, quizzes, or exams. Grades are entirely determined by a student's preparation and class participation. The student must demonstrate that he has adequately prepared the Greek text (or reading assignment) and can competently interact with it in a classroom setting.

Definition of "prepared" for Kruger: During each class, students will be assigned a series of verses that will be discussed in the following class. The minimum amount of preparation that each student must achieve includes the following: (a) make your own translation from Greek to English, (b) be able to parse all the verbs/nouns, and (c) thoroughly read the relevant portions of Cranfield and be ready to interact with his views.

However, in addition to these minimum requirements, it is highly recommended that the students also consider doing the following: (a) assess the use/function of key verbs (e.g., Is the participle adjectival or adverbial? etc.), (b) analyze other grammatical constructions

(e.g., type of genitive, use/non-use of the definite article, etc.), (c) observe the flow and structure of the entire passage and how clauses relate to one another, and (d) begin the process of exegesis/interpretation by drawing some tentative conclusions concerning the meaning of the text. (Note: Many of these issues are addressed in critical commentaries; thus the student can accomplish most of these tasks by a thorough reading of Cranfield.)

Clarification about Grades: It is important for students to recognize that completing the basic requirements on a weekly basis will only secure a “B” grade for the class. A student must exhibit exceptional ability and understanding of the material in order to secure an “A” grade. Please keep in mind that there is an inevitable degree of grading subjectivity for a class structured in this manner.

V. Textbooks and Materials

A. Greek New Testament (UBS 5th ed.; or Nestle-Aland *Novum Testamentum Graece* 28th ed.).

D. C.E.B. Cranfield, *Romans*, ICC, 2 volumes (Edinburgh: T&T Clark, 1994).

VI. Tentative Schedule and Assignments

<p><u>Class 1—Feb 4</u> - Intro to Course - Intro to Romans</p>	<p><u>Class 8—March 25</u> - NO CLASS, Dr. Kruger in Egypt</p>
<p><u>Class 2—Feb 11</u> - Romans 1:1-25</p>	<p><u>Class 9—April 1</u> -Rom 5:1-25 (cont.)</p>
<p><u>Class 3—Feb 18</u> - Romans 1:1-25 (cont.)</p>	<p><u>Class 10—April 8</u> - Romans 7:7-25</p>
<p><u>Class 4—Feb 25</u> - Romans 3:19-31</p>	<p><u>Class 11—April 15</u> - Romans 7:7-25 (cont.)</p>
<p><u>Class 5—March 4</u> - Romans 3:19-31 (cont.)</p>	<p><u>Class 12—April 22</u> - Romans 9:6-24</p>
<p><u>Class 6—March 11</u> - Romans 5:1-25</p>	<p><u>Class 13—April 22</u> - NO CLASS, Dr. Kruger in NYC</p>
<p><u>Class 7—March 18</u> - NO CLASS, Spring Break</p>	<p><u>Class 14—April 29</u> - Romans 11:11-26</p>
	<p><u>Class 15—May 6</u> - Romans 11:11-26 (cont.)</p>

Appendix 2 RTS Artificial Intelligence Policy

Artificial Intelligence Policies for Use in Coursework

RTS has instituted the following policy pertaining to the use of AI-enabled tools (including, but not limited to, generative chatbots like ChatGPT and Claude, writing assistants like Grammarly, and other AI-enabled assistants like Google Gemini, Microsoft Copilot, and Apple Intelligence).

It is noted that the policy below does allow for a limited use of AI. This will be the default RTS policy. *A professor, however, has the right to modify this policy, including denying the use of AI altogether. Any modifications to these policies by a professor for a specific RTS course will be explicitly noted by the professor.*

Gathering research leads: AI-enabled tools may be employed in a manner similar to using Wikipedia, blogs, social media, or other online sources in generating basic raw material (e.g., “What verses in the Old Testament use the word ‘covenant?’”) or leads for further reading (e.g., “What recent books deal with the topic of divine simplicity?”). Such uses *do not generally have to be disclosed*, but the student is encouraged to consult with the professor of record if there are any questions or doubts. Note: even the best AI tool is not infallible and often generates junk data; the student is, therefore, fully responsible for vetting the accuracy or validity of any such information generated.

Generating or analyzing content: AI-enabled tools may be used to generate small portions of content that would be used in a manner equivalent to quoting a commentary or other written or digital sources. Any use of such information in an assignment, either through direct quotation or indirect summarization, must be fully disclosed in keeping with the guidance provided by the Chicago Manual of Style and APA. The following examples illustrate appropriate methods of citation.

Footnoting direct usage (e.g., quotation) of the result generated by an AI tool:

1. Text generated by ChatGPT, Open AI, March 7, 2024 (<https://chat.openai.com>).
2. Text generated by Claude, Anthropic, March 20, 2024 (<https://claude.ai>).

Footnoting indirect use of AI results that are further modified/summarized by student:

3. ChatGPT, response to “What are the differences between Calvinists and Arminians concerning regeneration?” OpenAI, March 12, 2024.
4. When given a prompt of “What is the traditional Reformed view of church discipline,” the Claude-generated text outlined three reasons: “Obedience to God’s word,” “protection of the church,” and “restoration of the sinner” (<https://claude.ai>, April 2, 2024; see Appendix A for the full transcript).

Bibliographic entry

CMS/SBL: OpenAI, ChatGPT [large language model]. March 7, 2024.
<https://chat.openai.com>.

APA: OpenAI (2024). ChatGPT (March 7 version). [Large language model]. <https://chat.openai.com>.

Proofreading: AI writing assistants (e.g., Grammarly) may be used for standard help with basic spellchecking and grammatical proofreading; such uses *do not have to be disclosed*. However, AI *may not* be used to *fully rewrite* sentences or paragraphs.

Creative process and textual composition: All writing in every course assignment must be, for all intents and purposes, the original work of the student. Thus, AI *may not* be used to generate key components of a writing project that are aimed at cultivating certain competencies in the student, such as thesis/topic sentences, outlines, critical engagement with other views, and so forth. In addition, AI may not be used to write full sentences or paragraphs.

Other: AI-enabled tools may not be used in any way for online-discussion forum posts (e.g., TDQs), response papers, quizzes, and examinations.

Penalties

Illegitimate uses of AI are subject to penalties in line with the severity of the violation, ranging from letter-grade reductions, a grade of F for a course, or academic probation.

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: NT6100 Greek Readings
 Professor: Dr. Michael J. Kruger
 Campus: Charlotte
 Date: Spring 2026

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><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></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
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.	Moderate	Reading NT
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	Reading NT in original language
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	NA	
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Reading the Bible
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.	NA	
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.)	NA	
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.	Moderate	Learning NT in original language