



**MARANATHA**  
BAPTIST UNIVERSITY

## GNT 517, Greek Reading Fall 2021

**Course meeting times:** MWF, 12:30-1:20 PM

**Course location:** OM 302

**Instructor name:** Mr. Benjamin Flegal

**Instructor contact info:**

Name:	Mr. Benjamin Flegal
Office:	OM 228; MWF 2:30-5:00pm, TR 10:00-5:00pm ( <a href="#">Zoom</a> ; p/w: office)
E-mail (best):	<a href="mailto:Benjamin.Flegal@mbu.edu">Benjamin.Flegal@mbu.edu</a>
Text/Call:	484-643-8360

**Course Description:** A study of the Greek New Testament emphasizing extensive reading in selected passages throughout the New Testament. The reading and class discussions are designed to review Greek grammar and vocabulary and to introduce Greek syntax of conjunctions, prepositions, infinitives, and participles. Semantic analysis of Greek readings will also be taught using phrase diagramming. Prerequisite: one year of beginning Greek or its equivalent (3 credit hours)

**Textbook Information:** *Resources marked with "\*" are on course reserve in the library.*

Required:

1. [Basics of New Testament Syntax](#), by Daniel Wallace (Zondervan), ISBN-13: 978-0310232292.
2. [Koine Greek Reader](#), by Rodney Decker (Kregel), ISBN-13: 978-0825424427.

B. Recommended:

1. [Basics of Biblical Greek: Grammar, 4th ed.](#), William D. Mounce (For review)
2. [Going Deeper with New Testament Greek](#), Köstenberger, Merkle, Plummer\*
3. [The Greek New Testament, UBS 5th ed.](#) Published by the United Bible Society
4. [A Greek-English Lexicon of the New Testament, 3rd ed.](#) (BDAG)
5. [Greek Grammar Beyond the Basics](#), Daniel Wallace\*



### **MBU Institutional Outcomes supported by this course:**

1. **Critical Analysis.** Students will evaluate concepts from a biblical worldview with logical reasoning and intellectual honesty.
2. **Biblical Interpretation.** Students will interpret Scripture using the historical-grammatical method with careful attention to the immediate and broad biblical context.

### **Course Objectives:** By the end of the course, the student should be able to:

1. Translate the Greek New Testament with a minimum of English helps.
2. Parse each noun, adjective, and verbal form in the New Testament with minimal helps.
3. Explain all elements of 1<sup>st</sup> year *Koinē* Greek grammar.
4. Know and utilize all words occurring 50 times or more in the Greek New Testament.
5. Explain the functions of Greek conjunctions, prepositions, infinitives, and participles in the clause.
6. Produce accurate phrase diagrams of the Greek NT with semantic tags.

### **General Academic Policies**

1. Academic honesty statement (see [Appendix A](#))
2. Grading policy (see [Appendix B](#))
3. Attendance policy (see [Appendix B](#))
4. STRONGER TOGETHER: COVID-19 Response (see [Appendix D](#))

### **Major Course Assignments and Projects:**

1. Reading Assignments (10%)
  - a. Read the assigned chapters from Wallace's *Basics of New Testament Syntax* (hereafter abbreviated *Syntax*) and other works according to the course schedule.
  - b. You must type out the list of categories in each chapter with a definition of that category written in your own words. You must upload your summary of this reading in MyMaranatha.
  - c. You will not get credit for the reading without the summary.
  - d. You may use these summaries on your quizzes.
2. Translation/Exegetical Questions Assignments (40%)
  - a. See [Appendix C](#) for the rubric
  - b. Each student is required to translate the assigned NT passages from Decker's *Koine Greek Reader* according to the schedule.
  - c. On the last page of the translation/diagram, the student must answer the questions from Decker's *Koine Greek Reader* for the passage in question.
  - d. An English Bible may not be used.



- e. This assignment must be completed by the beginning of the class for which it is assigned; it will be turned in virtually at the end of class with comments/corrections from the class discussion. No credit is given for late assignments since they are the basis of class discussion.
  - f. You should be prepared to explain the following for each word in the text:
    - NOUNS: Lexical form, case, and use of case.
    - VERB: Lexical form, tense, voice, and mood.
    - ADJECTIVE: Parsing and use.
    - PARTICIPLE: Relevant verb and adjective questions.
    - INFINITIVE: Relevant noun and verb questions.
    - RELATIVE PRONOUN / ADJECTIVE: What is the antecedent? Also relevant noun or adjective questions.
    - CONJUNCTION / PARTICLE: What kind of clause does it introduce? What is the verb for that clause?
3. Grammar/Syntax Review (10%)

By each Friday, the student should spend 60 minutes reviewing vocabulary, Greek grammar concepts from Mounce's *Basics of Biblical Greek* and the material covered in *Syntax*. This review time will be reported on the Friday quizzes.
  4. Quizzes (25%)
    - a. Students are quizzed each Friday over vocabulary assigned from first year Greek. Vocabulary is cumulative, so it is imperative that students do not fall behind.
    - b. Students are quizzed every other Friday over first year grammar concepts included in the assigned Decker chapter and the *Syntax* material from the chapter.
  5. Final Exam (15%)

The final is the only exam in the course; it tests the student's proficiency in vocabulary, translating the Greek New Testament with a minimum of helps, and understanding Greek grammar and syntax.



### Class and Assignment Schedule by Date

	Monday	Wednesday	Friday
<b>Week 1</b> Aug.29	<i>Syllabus/Lecture</i>	<i>Diagramming</i> <b>Read: Young ch.18</b>	<i>Quiz/Diagramming</i> <b>Read: Syntax p.17-23</b> <b>Quiz 1: Vocab p.12</b>
<b>Week 2</b> Sep.5	<i>Decker ch.1</i> <b>John 7:25-29</b>	<i>Decker ch.1</i> <b>John 7:30-34</b>	<b>Quiz 2: Vocab p.11-12,</b> Diagramming Master case ending chart (Decker p.25)
<b>Week 3</b> Sep.12	<i>Decker ch.1</i> <b>John 7:35-39</b>	<i>Decker ch.1</i> <b>John 7:40-44</b>	<i>Quiz/Sentence Structure</i> <b>Read: Young ch.14</b> <b>Read: Syntax p.286-292</b> <b>Quiz 3: Vocab p.10-12</b>
<b>Week 4</b> Sep.19	<i>Decker ch.2</i> <b>Mark 9:30-34</b>	<i>Decker ch.2</i> <b>Mark 9:35-39</b>	<b>Quiz 4: Vocab p.9-12</b> Sentence structure Master verb ending chart (Decker p.33)
<b>Week 5</b> Sep.26	<i>Decker ch.2</i> <b>Mark 9:40-45</b>	<i>Decker ch.2</i> <b>Mark 9:46-50</b>	<i>Quiz/Conjunctions</i> <b>Read: Syntax p.293-302</b> <b>Quiz 5: Vocab p.8-12</b>
<b>Week 6</b> Oct.3	<i>Decker ch.3</i> <b>Matthew 18:1-5</b>	<i>Decker ch.3</i> <b>Matthew 18:6-9</b>	<b>Quiz 6: Vocab p.7-12</b> Conjunctions 1 <sup>st</sup> /2 <sup>nd</sup> person pronouns (Decker p.43)
<b>Week 7</b> Oct.10	<i>Decker ch.3</i> <b>Matthew 18:10-13</b>	<i>Decker ch.3</i> <b>Matthew 18:14-17</b>	<i>Quiz/Prepositions</i> <b>Read: Syntax p.160-173</b> <b>Quiz 7: Vocab p.6-12</b>
<b>Week 8</b> Oct.17	<i>Decker ch.4</i> <b>Romans 13:1-5</b>	<i>Decker ch.4</i> <b>Romans 13:6-10</b>	<b>Quiz 8: Vocab p.5-12</b> Prepositions Article chart (Decker p.53)
<b>Week 9</b> Oct.24	<i>Decker ch.4</i> <b>Romans 13:11-14</b>	<i>Participles</i> <b>Read: Syntax p.266-285</b>	<i>Quiz/Figurative Lang.</i> <b>Read: Young, ch.16</b> <b>Quiz 9: Vocab p.4-12</b>
<b>Week 10</b> Oct.31	<i>Decker ch.5</i> <b>Revelation 19:1-5</b>	<i>Decker ch.5</i> <b>Revelation 19:6-10</b>	<b>Quiz 10: Vocab p.3-12</b> Participles Figurative language
<b>Week 11</b> Nov.7	<i>Decker ch.5</i> <b>Revelation 19:11-14</b>	<i>Decker ch.5</i> <b>Revelation 19:15-21</b>	<i>Quiz/Infinitives</i> <b>Read: Syntax p.254-265</b> <b>Quiz 11: Vocab p.2-12</b>
<b>Week 12</b> Nov.14	<i>Decker ch.6</i> <b>James 4:13-5:3</b>	<i>Decker ch.6</i> <b>James 5:4-11</b>	<b>Quiz 12: Vocab p.1-12</b> Primary/secondary tenses (Decker p.63, 76)
<b>Thanksgiving Break (November 21-27)</b>			



<b>Week 13</b> Nov.28	<i>Decker ch.7</i> <b>1 Peter 5:1-7</b>	<i>Decker ch.7</i> <b>1 Peter 5:8-14</b>	<i>Quiz/Special Clauses</i> <b>Read: Syntax p.303-321</b> <b>Quiz 13: Vocab p.1-12</b> Infinitive forms (Decker p.76)
<b>Week 14</b> Dec.5	<i>Decker ch.8</i> <b>Acts 14:1-9</b>	<i>Decker ch.8</i> <b>Acts 14:10-18</b>	<b>Final Exam, Part 1:</b> <b>Vocabulary</b>
<b>Open Finals (December 13-15)</b>			



**Bibliography:** The following additional resources will be of use to you in this course or as further study to move beyond this course if you do not take a second year of Greek:

***Grammar/Vocabulary Resources***

1. [English Grammar to Ace New Testament Greek](#), by Samuel Lamerson – If you struggle with basic concepts and definitions in English grammar, this book is designed to use your natural grasp of English to lead you grasp their parallels in Greek.
2. [Lexical Aids for Students of New Testament Greek](#), by Bruce Metzger – A helpful vocabulary-building resource, *Lexical Aids* lists all NT vocab by both frequency and root to expose students to vocabulary naturally in a memorable way.
3. [Beginning with New Testament Greek](#), by Benjamin Merkle and Robert Plummer – This is the text we use for first-year Greek; it is a simple and straightforward approach to NT Greek that does not dwell long on forms or charts but instead encourages interaction with the text.
4. [Basics of Biblical Greek](#), 4<sup>th</sup> ed., by William Mounce – This resource contains many more in-depth charts than our first-year textbook which may be helpful for difficult forms.
5. [The Morphology of Biblical Greek](#), by William Mounce – Keyed to his grammar *Basics of Biblical Greek*, Mounce's *Morphology* is an even more in-depth study of the reasons behind many of the seemingly random changes in the spelling of Greek words.

***Reader's Greek New Testaments***

1. [United Bible Society's 5<sup>th</sup> Edition Reader's Edition](#) – The UBS-5 text is nearly identical to the NA-28; includes vocab occurring less than 30 times in footnotes. It is my preference because the layout of the footnotes and it includes a reduced critical apparatus.
2. [Tyndale House's The Greek New Testament](#) – The text of the THGNT is a new, alternate eclectic text published at Cambridge in 2017 with the intent of representing early texts (pre 5<sup>th</sup> century); includes vocab occurring less than 25 times in footnotes.
3. [Zondervan's 3<sup>rd</sup> Edition Reader's Greek New Testament](#) – This Greek text reflects the textual-critical decisions made by the translation committee of the NIV translation; this edition includes vocab occurring less than 30 times in footnotes below the text.

***Additional Study (Beyond first-year Greek)***

1. [Greek Grammar: Beyond the Basics](#), by Daniel Wallace – Widely renown as Wallace's *magnum opus*, this volume is an in-depth study of word usage in NT Greek that goes beyond the pastoral level to the level of a scholarly, academic reference resource.
2. [Going Deeper with New Testament Greek](#), by Andreas Köstenberger Ph.D., Benjamin Merkle, and Robert Plummer – Designed as the follow-up to our first-year course text, *Going Deeper* forces students to interact with the specific usage of NT Greek forms in an inductive manner, giving multiple examples, further vocabulary, and reading exercises.
3. [Basics of Greek Accents](#), by John Lee – For students who desire to go beyond the simplistic definitions in this course's approach to Greek accents.



## Appendix A: Academic Policies

**Academic Dishonesty.** Academic dishonesty is a serious offense, and it can exist in many forms. For example, the following would be considered a sample of academically dishonest activities that might occur in this class:

- ◆ Sharing advance information regarding the content or answers for a test or quiz.
- ◆ Receiving advance information regarding the content or answers for a test or quiz.
- ◆ Using a previous student's old tests or quizzes as a study guide for this semester's tests and quizzes.
- ◆ Handing in the same paper or substituting a similar paper in more than one class without permission.
- ◆ Plagiarism. Representing the words or unique thoughts of another as your own.
- ◆ Submitting as your own, materials that have been enhanced by another.

Academic penalties for academic dishonesty range from an F grade on the particular evaluation, to an F grade in the course. Also, a range of serious disciplinary penalties may apply.

**Academic Success Center.** One source for academic help in any course is the Academic Success Center. If you require specific targeted academic help for any reason contact the Academic Success Center located in the Cedarholm Library. If you would like more information regarding targeted academic help, please contact the Academic Success Center director at [academicsuccess@mbu.edu](mailto:academicsuccess@mbu.edu).

**ADA Policy.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the law requires that all students with disabilities be given a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Academic Success Program Director, in the Library, (ph. 920/206-2340) or email [academicsuccess@mbu.edu](mailto:academicsuccess@mbu.edu).

**Electronic Devices.** Laptops, tablets, and smartphones can be great tools in the classroom, but they may also be an enormous distraction to you and your fellow students. The use of electronic equipment in the classroom is a privilege, not a right. If you are found to be misusing that privilege, you will lose it for the remainder of the semester. Misuse could include using the device for anything other than course-related applications. It is expected that electronic communication devices be **muted and out of sight** for the class period unless an application is being used for a course activity. Suitable behavior regarding electronic devices is one way to show appropriate consideration to your fellow students and instructor.

Examples of inappropriate use of electronic devices:

- Texting
- Taking photos
- Web browsing
- Reading or writing an email
- Using an application that does not apply to the classroom experience

Students joining the class virtually must have a computer (check with the MBU IT department for minimum system requirements), a video camera, and a microphone. A headset is also recommended.



## Appendix B: Grading Policy

At the completion of the semester, your grade will be computed as follows:

Reading	10%
Translation/Worksheets	40%
Grammar/syntax review	10%
Quizzes	25%
Final Exam	15%

### Grading Scale:

A	94-100	C+	81-82
A-	92-93	C	75-80
B+	90-91	C-	73-74
B	85-89	D	64-72
B-	83-84	F	0-64

**Late Work.** All work is due on the scheduled date at the time indicated on the LMS. Since it is important to keep up, no late work will be accepted in this course aside from emergencies or unforeseen circumstances at the discretion of the professor.



## Appendix C: Translation Diagram & Worksheet Rubric

The rubric which will be used in this class to evaluate your diagrammed translations and worksheet questions. The division of your grade between the parts is such:

- Translation - 35 pts.
- Diagram - 30 pts.
- Questions - 20 pts.
- In-class corrections - 10 pts.

All criteria are based upon the level to which the class has discussed the material in question (*e.g.* the translation will not be evaluated on uses of verbal tenses until we have discussed those in class).

<b>Translation – 35 pts.</b>						
<u>Content</u> (10 pts.) All words in the original text are represented in the target language translation.	5	4	3	2	1	0
<u>Understanding</u> (10 pts.) Translation demonstrates knowledge of the inflectional endings of nouns and verbs, grammatical concepts, and idiomatic expressions to date AND shows the student consulted commentaries and Wallace’s <i>Syntax</i> for textual and translation issues.	10	8	6	4	2	0
<u>Clarity</u> (10 pts.) Translation conveys the meaning of the text while avoiding generic expressions and using natural and proper English.	10	8	6	4	2	0
<u>Analysis</u> (5 pts.) All verbal forms are correctly parsed in footnotes. <ul style="list-style-type: none"> <li>• <i>Finite verbs</i>: person, number, tense, voice, mood, lexical</li> <li>• <i>Participles</i>: case, number, gender, tense, voice, mood, lexical</li> <li>• <i>Infinitives</i>: tense, voice, mood, lexical</li> </ul>	5	4	3	2	1	0
<b>Diagram – 30 pts.</b>						
<u>Logic</u> (10 pts.) The type of diagram is suited to the genre of the passage in question, and the student has correctly diagrammed the text based upon parts of speech, references, and clausal relationships.	15	8	6	4	2	0
<u>Organization</u> (5 pts.) The diagram is easy to follow, with elements of the same level of discourse/ subordination appearing on the same line.	15	8	6	4	2	0
<b>Questions – 20 pts.</b>						
<u>Completion</u> (5 pts.) The student has made an effort to answer all of the questions listed in Decker’s <i>Koine Greek Reader</i> for the assigned passage.	5	4	3	2	1	0
<u>Depth</u> (15 pts.) The student has answered the questions to a sufficient level of depth, not leaving out any steps, key sources, or relevant information.	15	8	6	4	2	0
<b>Corrections – 10 pts.</b>						
The student made note of errors and oversights in their original translation and/or diagram in response to class discussion of the passage, and these corrections are clearly indicated as such.	10	8	6	4	2	0



## Appendix D: STRONGER TOGETHER

At MBU, we have a shared commitment to maintaining a safe and healthy campus. Such a commitment has made it possible to provide face-to-face instruction in spite of COVID since Fall 2020. Your acceptance of personal responsibility for your health (through consistent patterns of individual behavior and hygiene) and your learning (through diligent effort) are essential to advance your education, even amid the inconveniences and sacrifices we are often called on to make.

Please note the following course policies related to personal safety and health:

- If you are showing any symptoms of illness, do not leave your room or come to class. Instead, immediately contact the Student Health Center for instructions and assistance.
- If you cannot attend class in person due to symptoms of illness, please feel free to participate virtually. However, you must notify the instructor well before class starts to begin the Zoom meeting and activate the camera. A link is provided in your MyMaranatha course. If you contact the instructor before class, a Zoom session can be started, and a recording will be made available even if you cannot attend live.
- You can only be counted as present for live attendance (in-class attendance or live virtual attendance, i.e., with your live face showing on the screen). Unless you are enrolled as a virtual student, virtual attendance will only count in the case of illness, symptoms, or quarantine that is verified. The Student Health Center does this verification, so you must contact them for your virtual attendance to count. Delayed viewing of the recording does not count as being present for attendance purposes but will help you keep on track academically.
- Please feel free to use a sanitary wipe to clean your desk or table surface before class. Classrooms are cleaned each day, but you may want to wipe off the surfaces you will touch before taking your seat.

If you are diagnosed as COVID-positive and required to isolate while you recover, don't worry! You will be well-supported. Please let me know, and we will make every effort to help you keep up academically until you are released to rejoin the class.