

BGRK 612.W1 – Elementary Greek II (Online)

Graduate School of Theology

Abilene Christian University

Spring 2022

3 credit hours, prerequisite BGRK 611

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Virtual office hours: Wednesday 9:00-11:00, 2:00-5:00; Thursday 9:00-11:00

COURSE DESCRIPTION

This course continues the work of BGRK 611, with an emphasis on translation and exegetical skills.

TEXTBOOKS

The following books are required:

- Croy, N. Clayton. *A Primer of Biblical Greek*. Eerdmans, 1999.
- *Novum Testamentum Graece: Nestle-Aland* 28th edition. Deutsche Bibelgesellschaft, 2012.
- Mounce, William D. *The Analytical Lexicon to the Greek New Testament*. Zondervan, 1993.
- Burer, Michael H. and Jeffrey E. Miller. *A New Reader's Lexicon of the Greek New Testament*. Kregel Academic and Professional, 2008.

A bibliography of Greek tools is included at the end of this syllabus.

OUTCOMES

In keeping with the stated mission of the Graduate School of Theology at ACU (“to equip men and women for effective missional leadership for ministry in all its forms and to provide strong academic foundations for theological inquiry”), this course fulfills the following GST program outcomes:

SLOs	Competencies	Measures
GST Program Outcome #1 – Students will have knowledge of the content and theological shape of the Christian Scriptures.	• Exercises sound critical exegetical practices.	• translation exercises • exams
GST Program Outcome #3 – Students will demonstrate competency in languages appropriate for their degree.	• Demonstrated knowledge of Greek grammar, syntax, and vocabulary. • Able to translate elementary Greek sentences with the help of lexical aids.	• translation exercises • vocabulary quizzes • exams

COURSE REQUIREMENTS

Students must fulfill the following requirements in order to receive a passing grade:

- 1) Class Preparation and Participation: students must adequately demonstrate their understanding of the assigned material by submitting weekly translation and participating in assigned discussions.
- 2) Vocabulary Quizzes: students must master vocabulary (both noun and verb forms) as soon as possible to facilitate completion of assignments.
- 3) Exams: students must pass three cumulative, written examinations covering vocabulary, grammar, and translation speed/accuracy. Students will be notified in advance of the material to be covered on a particular exam.

GRADING

Course grades will be based on the following:

- 1) Translation Exercises – 25%
- 2) Discussions – 10%
- 3) Quizzes – 15%
- 4) Exams – 50%
 - a. Vocabulary Exams – 15%
 - b. Translation Exams – 35%

The grading scale and standards utilized in this course are provided below.

A = 90-100	Excellent – covers full range of material, displays depth of comprehension. Translation is perfect or nearly perfect in grammar, spelling, and usage.
B = 80-89	Good – but not superior, reflects comprehension of most crucial aspects of material only. Very few grammar, spelling, or usage errors.
C = 70-79	Decent – competent in most aspects but with significant lapses. Multiple grammar, spelling, or usage errors.
D = 60-69	Uh-Oh – some effort shown but overwhelmed by flaws in thinking. Major mistakes in grammar, spelling, or usage.
F = <59	No – don't make me go here.

THE WEEKLY ROUTINE

Sunday: New module begins. (Please work steadily through the assigned lessons and translations *throughout* the week. If you wait until the end of the week, you will find language learning very frustrating and will risk not finishing the assignment in time.)

By Monday at 11:59 pm: Check the previous week's homework and post your corrections and questions on the discussion board.

Midweek: Zoom webinar at an agreed upon time (optional). For more information, see #2 under Course Policies. Instructor's feedback on the previous week's assignment available to view.

By Friday at 11:59 pm: Weekly vocabulary quiz due. I have provided flashcard decks for each lesson which can be used online or on the smart phone app Quizlet. The quiz may be taken as many times as desired, and it will save the most recent grade. Most of the quiz will cover new

vocabulary, but at least five questions will be cumulative. Continuing to practice vocabulary from previous weeks is imperative.

By Saturday at 11:59 pm: Weekly translation assignment deadline. The assignment receives full credit for completion and timely submission, but points will be deducted for incomplete or late work. Once you have turned in your translation assignment, the next week's module will unlock.

Exam Weeks: The whole week is reserved for review and exam preparation. There will be optional Zoom webinar reviews at an agreed upon time. The first two exams are due by 11:59 on Saturday night; the final exam is due at the same time on Friday night. It has two parts: vocabulary and translation.

COURSE POLICIES & ADMINISTRATIVE INFORMATION

1. Getting in Touch

- a. Email is the easiest and preferred method of communication: kelli.gibson@acu.edu.
- b. Virtual office hours will be posted on the course website, and you can sign up for a Zoom meeting using the provided link. (If my usual office hours do not work with your schedule, email me to make an appointment.)

2. Optional Zoom webinars

At an agreed upon time during the week, there will be an optional Zoom webinar to discuss any questions that you have about old or new material or to practice translation together. You can use the link provided on the Canvas website to join. If you are unable to participate but have a question, email your question in advance, and I will address it in the webinar. Each webinar will be recorded and posted to the Canvas website so that those who are unable to participate can still access the conversation.

3. **Participation:** *The highly interactive nature of an online course makes regular, timely participation a must.* Students should check the course site frequently for any course announcements, feedback, or other pertinent information in addition to the time spent completing assignments. Students who will not have access to the class site for any given week of the term should contact the instructor *in advance* to notify her of their absence. Students whose participation is limited due to illness or other unforeseen circumstances should notify the instructor *as soon as possible* to make arrangements to complete assignments after the deadline.

4. **Inclusive Language:** Every attempt will be made to use inclusive language, as this concern influences not only classroom assignments but also our interpretation of the Bible. Exceptions to this policy will be made for translation accuracy only.

5. **Course Deadlines:** Quizzes and exams must be taken the week they are given to avoid falling behind. Language learning is cumulative and it snowballs quickly when one falls behind, so the late policy is intended to be beneficial, not punitive.
 - a. **Late translation assignments will lose one letter grade for each day that they are late.**

- b. **Late discussion posts will receive half credit up to five days after the due date. After five days, they receive no credit.**
 - c. **Late vocabulary quizzes** may only be taken once.
 - d. Any assignments submitted more than a week after the due date will not receive credit, except in extraordinary circumstances and by arrangement with the professor.
6. **GST Pathways:** a Pathways assignment is not applicable for this language-based course.
7. **Special Needs Policy:** ACU complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have a documented disability and wish to discuss academic accommodation, please contact the ACU Student Disability Services Office (a part of the Alpha Scholars Program). In order to receive accommodation, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodation. Call 325-674-2667 for an appointment with the Director of Disability Services.
8. **Academic Integrity Policy:** Students are expected to submit their own work for all assignments. Any attempt to pass off another's work as one's own, whether in part or in full, is considered plagiarism. This includes heavy dependence upon translation keys for the grammar or existing English translations of the Septuagint or New Testament. It is also cheating (and foolish) to use Google Translate, which only works for modern Greek anyway. In the first instance of suspected cheating, the instructor will request input from two faculty colleagues. If they agree that the work is suspicious, the professor will contact the student, and the assignment will receive zero credit. On the second instance of suspected cheating, the professor will further report to the associate dean, who will begin the university's official procedures for violations of academic integrity. The second violation may result in being dropped from the class with an F. The university's policy is posted at <http://www.acu.edu/academics/provost/documents/AcademicIntegrityPolicy.pdf>.
9. **This syllabus is subject to change** during the course of the semester. Students will be promptly notified if changes are made.
10. **Course Materials:** Course materials prepared by the instructor (including PowerPoint presentations, study guides, and handouts), together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

COURSE SCHEDULE

The course calendar below provides a brief overview of the subject(s) to be covered during the week of study. Specific grammar explanations, translation assignments, and items for quiz/exam preparation will be announced the week they are covered.

WEEK	TOPIC/TEXT	SUBJECT(S)
1	Review, Lesson 28	Grammar Review, Introduction to -μι verbs
2	Lessons 29-30	More -μι verbs
3	Lessons 31-32	Comparatives, Proper Names, Optative Mood
4	Exam 1	EXAM #1
5	John	Expectations, Translation Tools
6	Mark	
7	Matthew	
8	Synoptic Parallels	
9	Exam 2	EXAM #2
SPRING BREAK		
10	1 John	
11	Pauline epistles	
12	Pauline epistles	
13	Catholic epistles	
14	Final Exam	FINAL EXAM

GST Classroom Virtues

The GST invites students to participate in a process of theological and spiritual formation. Knowing how to think theologically comes by habit and by imitation, not simply by acquiring isolated facts. The assumption here is that books alone are insufficient for addressing difficulties of life and forming people into the image and likeness of God. Ultimately, we strive to form communities of inquiry, inviting you to inhabit a shared world of learning. Within such an environment, the goal is to cultivate critical skills of reflection, spiritual disciplines, interact authentically with one another, and learn to function as a community of inquiry. A large part of this involves connecting areas of life rather than pitting them against one another. Prayer, study, and other dimensions of life are all integral to the process of formation. Consequently, we invite you to participate in a set of practices; nurtured within this context, you pursue “intellectual, moral, spiritual excellence” the result of which is the formation of the whole person.

1. **Desire for truth in the context of love**—the aptitude to discern whether belief-forming processes, practices, and people yield true beliefs over false ones. People motivated by this desire will be more likely to conduct thorough inquiries, scrutinize evidence carefully, investigate numerous fields of study, and consider alternative explanations while respecting and caring for others.
2. **Humility**—the capacity to recognize reliable sources of informed judgment while recognizing the limits of our knowledge and the fallibility of our judgments. This is not created in isolation but takes into account feedback and correction from other sources of informed judgment.
3. **Honesty**—the capacity to tackle difficult questions without seeking simple answers. Ignoring complex and difficult questions only solidifies vices such as intellectual dishonesty, close-mindedness, and rash judgments. These vices preclude the possibility of refining our thinking and of participating in conversations with others.
4. **Openness**—the desire to engage in an open-ended search for knowledge of God, including receptivity to different ideas, experiences, and people. Listening becomes a discipline that acknowledges the other and respects diversity. The art of being a student and a teacher is an ongoing process that necessitates hospitality, patience, and love.
5. **Courage**—the ability to articulate one’s position while considering other perspectives. The aptitude to express convictions involves risk yet fosters opportunities for meaningful dialog. Responding to objections entails tenacity but should not be confused with close-mindedness.
6. **Wisdom**—the capacity to offer a synthetic discernment of knowledge on behalf of the community. The aim is not merely the dissemination of information but a pastoral implementation of faith for the building up of the community. It solidifies various pieces of data, practices, and experiences and aptly applies knowledge and faith to particular situations.
7. **Stewardship**—the commitment to one’s accountability to the gifts and responsibilities that one brings to the classroom. Classroom engagement includes proactively participating in the course goals, seeking mastery of course competencies, and collaborating with faculty and fellow students in the development of a learning environment. Committing oneself to spiritual and intellectual well-being and growth is a faithful response to the opportunities graduate education affords.
8. **Hopefulness**—the receptivity to the future possibilities of God. The cultivation of thankfulness for our heritages and expectation for our future ministries engenders a guard against cynicism and a spirit of perseverance during times of stress and disorientation.

BIBLIOGRAPHY

The items listed below by no means exhaust the multitude of resources available for Greek language work, but are intended as a starting point for those wishing to build upon the resources utilized in class. I have placed asterisks next to especially useful resources.

Greek Testaments

*Aland, Kurt, ed. *Synopsis of the Four Gospels: Greek-English Edition of the Synopsis Quattuor Evangeliorum*. (Stuttgart: German Bible Society, 1993)

Aland, Kurt, et al., eds. *Greek-English New Testament*. (Stuttgart: German Bible Society, 1994)

*_____. *Novum Testamentum Graece: Nestle-Aland 28th edition*. Deutsche Bibelgesellschaft, 2012.

Douglas, J.D., ed. *The New Greek-English Interlinear New Testament*. Robert K. Brown and Philip W. Comfort, trans. (Wheaton, IL: Tyndale House, 1990)

*Rahlfs, Alfred, ed. *Septuaginta*. (Stuttgart: Deutsche Bibelgesellschaft, 1979)

Textual Criticism

Aland, Kurt and Barbara. *The Text of the New Testament: An Introduction to the Critical Editions and to the Theory and Practice of Modern Textual Criticism*. Erroll F. Rhodes, trans. (Grand Rapids: William B. Eerdmans, 1987)

Epp, Eldon Jay and Gordon D. Fee. *Studies in the Theory and Method of New Testament Textual Criticism*. (Grand Rapids: William B. Eerdmans, 1993)

Metzger, Bruce M. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*, 3rd enlarged ed. (New York: Oxford University Press, 1992)

Metzger, Bruce M. *A Textual Commentary on the Greek New Testament: A Companion Volume to the United Bible Societies' Greek New Testament (Third Edition)*. (New York: United Bible Societies, 1975)

Swanson, Reuben J., ed. *New Testament Greek Manuscripts: Variant Readings Arranged in Horizontal Lines Against Codex Vaticanus – John*. (Pasadena, CA: William Carey International University Press, 1995)

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_____. *New Testament Greek Manuscripts: Variant Readings Arranged in Horizontal Lines Against Codex Vaticanus – Mark*. (Pasadena, CA: William Carey International University Press, 1995)

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Greek Lexicons

Abbott-Smith, G. *Manual Greek Lexicon of the New Testament*, 3rd ed. (Edinburgh: T. & T. Clark, 1954)

Bauer, Walter, F. W. Danker, William F. Arndt and F. Wilbur Gingrich, eds. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd ed. (Chicago: University Press, 2002) [The premier Greek-English lexicon for NT and early Christianity. Pricey, but worth every penny. Greek nerd slang: **BDAG]

Kubo, Sakae. *A Reader's Greek-English Lexicon to the New Testament*. (Grand Rapids: Zondervan, 1975)

A Lexicon: Abridged from Liddell and Scott's Greek-English Lexicon. (Oxford: Clarendon Press, 1989)

*Liddell, Henry George and Robert Scott. *A Greek-English Lexicon, With Supplement.* (Oxford: Clarendon Press, 1968) [note: see abridged edition, above; the essential Classical Greek lexicon, includes selective NT references. Searchable online at <http://www.perseus.tufts.edu/hopper/morph>]

Luow, Johannes P. and Eugene A. Nida, eds. *Greek-English Lexicon of the New Testament Based on Semantic Domain, 2 vols, 2nd ed.* (New York: United Bible Societies, 1989)

Lust, J., E. Eynikel and K. Hauspie, comp. *A Greek-English Lexicon of the Septuagint.* (Stuttgart: Deutsche Bibelgesellschaft, 1992. *The best lexicon for the Greek OT.*)

Moulton, Harold K., ed. *The Analytical Greek Lexicon, Revised ed.* (Grand Rapids: Zondervan, 1978)

Perschbacher, Wesley J., ed. *The New Analytical Greek Lexicon.* (Peabody, MA: Hendrickson Publishers, 1990)

Thayer, Joseph H., ed. *Greek-English Lexicon of the New Testament, 4th ed.* (Edinburgh: T. and T. Clark, 1901)

Greek Grammars

*Blass, F. and A. Debrunner. *A Greek Grammar of the New Testament and Other Early Christian Literature.* Robert W. Funk, trans. (Chicago: University of Chicago Press, 1961)

Conybeare, F.C. and St. George Stock. *Grammar of Septuagint Greek, With Selected Readings from the Septuagint According to the Text of Swete.* (Peabody, MA: Hendrickson Publishers, 1988)

Dana, H.E. and Julius R. Mantey. *A Manual Grammar of the Greek New Testament.* (New York: Macmillan, 1955)

Kubo, Sakae. *A Beginner's New Testament Greek Grammar.* (New York: University Press of America, 1979)

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Robertson, A.T. *A Grammar of the Greek New Testament in the Light of Historical Research.* (Nashville: Broadman Press, 1934)

Greek Syntaxes

Brooks, James A. and Carlton L. Winbery. *Syntax of New Testament Greek.* (New York: University Press of America, 1979)

Burton, Earnest De Witt. *Syntax of the Moods and Tenses in New Testament Greek, 3rd ed.* (Grand Rapids: Kregel Publications, 1900)

Moulton, James Hope. *A Grammar of New Testament Greek: Volume 3 – Syntax.* (Edinburgh: T. & T. Clark, 1963)

Greek Concordances

Borgen, Peder, Kare Fuglseth and Roald Skarsten. *The Philo Index: A Complete Word Index to the Writings of Philo of Alexandria.* (Grand Rapids: William B. Eerdmans, 2000)

- Clapp, Philip S., Barbara Friberg and Timothy Friberg, eds. *Analytical Concordance of the Greek New Testament*, 2 vols. (Grand Rapids: Baker Books, 1991)
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- Rengstorff, Karl Heinrich, ed. *A Complete Concordance to Flavius Josephus*, 4 vols. (Leiden: Brill, 1983)
- Wigram, George V. and Jay P. Green, Sr. *The New Englishman's Greek Concordance and Lexicon*. (Peabody, MA: Hendrickson Publishers, 1982)

Statistical Aids

- Metzger, Bruce M. *Lexical Aids for Students of New Testament Greek*, enlarged ed. (Princeton, NJ: Bruce M. Metzger, 1957)
- Voorst, Robert E. Van. *Building Your New Testament Greek Vocabulary*. (Grand Rapids: William B. Eerdmans, 1990)

Hermeneutics

- Achtemeier, Paul J. *An Introduction to the New Hermeneutic*. (Philadelphia: Westminster Press, 1969)
- Coggins, R.J. and J.L. Houlden, eds. *A Dictionary of Biblical Interpretation*. (Philadelphia: Trinity Press International, 1990)
- Countryman, L. William. *The New Testament Is In Greek: A Short Course for Exegetes*. (Grand Rapids: William B. Eerdmans, 1993)
- Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. (Philadelphia: Westminster Press, 1983)
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