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Dallas Theological Seminary

NT103 Intermediate Greek (3 hrs)

Fall 2018

Wednesday 18:00–20:50

NT103 Intermediate Greek Course Syllabus

Modified 22 Feb 2018

§1. Course Description

The New Testament Department at Dallas Seminary aims to equip the student to do accurate exegetical work in the Greek New Testament as a basis for lucid exposition. To this end instruction is given in the historical-conceptual background of the New Testament, in Greek grammar and syntax, and in the principles and practice of sound exegetical methods.

Intermediate Greek (NT103) is a course in Koine (Hellenistic) Greek grammar with special emphasis on the analysis of grammar and syntax with selected readings from the Greek New Testament, and an introduction to New Testament textual criticism. The professor assumes that the student has a working knowledge of the elements of Greek morphology and syntax. This course is designed to increase the student's ability to read the Greek text of the New Testament, analyze it syntactically, and gain a basic understanding of how to determine its original wording.

By far the major emphasis of this course is on syntax. Syntax may be defined as the way words are put together to form phrases, clauses, or sentences and the way each of these is arranged to express meaning in a given language. The study of syntax orients the student to the range of usage (function) that the form of a word (or words) may have and helps him/her to discern its most probable use or uses in a given context. Syntactical analysis is an essential step in the exegetical process which the student will learn and practice in the following course, NT104 Introduction to New Testament Exegesis.

§2. Course Objectives

As a result of this course of study, the diligent student should be able to do the following:

- Translate and read part of the Greek New Testament with proficiency, confidence, and reasonable speed.
- Understand the important role that grammar and syntax play in doing exegesis from the Greek New Testament.
- Use basic Greek grammatical tools in doing New Testament exegesis.

- Gain an elementary understanding of New Testament textual criticism and be able to read the textual apparatus of the Greek text and solve textual problems.
- Recognize and parse important Greek grammatical forms including the paradigms of regular (-ω) verbs like λύω from the λύω verb chart.
- Give a correct English meaning for the Greek words used 50 times or more in the Greek New Testament.

§3. Course Textbooks

§3.1. Required

Abbreviations used elsewhere in the syllabus (esp. the course schedule) appear in parentheses after bibliography entries. A double dagger symbol (‡) following an entry in the textbooks means that it is normally included in the DTS Logos package. Many of these textbooks are available in Logos format; acquiring them in that format is highly recommended.

Aland, Barbara, Kurt Aland, Johannes Karavidopoulos, Carlo M. Martini and Bruce M. Metzger, eds. *Novum Testamentum Graece*. 28th rev. ed., ed. Holger Strutwolf. Stuttgart: Deutsche Bibelgesellschaft, 2012. (NA28) ‡

Bauer, Walter. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Revised and edited by Frederick W. Danker. 3rd ed. Chicago: University of Chicago Press, 2000. (BDAG) ‡

Bock, Darrell L., and Buist M. Fanning, eds. *Interpreting the New Testament: Introduction to the Art and Science of Exegesis*. Wheaton: Crossway, 2006. (INTT)

Burer, Michael H., and Jeffrey E. Miller. *A New Reader's Lexicon of the Greek New Testament*. Grand Rapids: Kregel, 2008. (Burer-Miller)

McKnight, Scot, ed. *Introducing New Testament Interpretation*. Grand Rapids: Baker, 1990.

Metzger, Bruce M. and Bart Ehrman. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. 4th ed. New York: Oxford University Press, 2005. (TNT)

Trenchard, Warren C. *The Student's Complete Vocabulary Guide to the Greek New Testament*. 2d. ed. Grand Rapids: Zondervan, 1998. (Trenchard)

Wallace, Daniel B. *Greek Grammar beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996. (ExSyn)

Wallace, Daniel B. and Grant R. Edwards. *Workbook for New Testament Syntax*. Grand Rapids: Zondervan, 2007. (WNTS)

§3.2. Suggested

Aland, Kurt and Barbara Aland. *The Text of the New Testament: An Introduction to the Critical Editions and to the Theory and Practice of Modern Textual Criticism*. Translated by Erroll F. Rhodes. 2d revised and enlarged ed. Grand Rapids: Eerdmans, 1989.

Fee, Gordon D. *Paul's Letter to the Philippians*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1995.

Hawthorne, Gerald F. *Philippians*. 2d ed., Revised and expanded by Ralph P. Martin. Word Biblical Commentary 43. Waco: Word, 2004.

Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. 2d ed. New York: United Bible Societies, 1994. (*Textual Commentary*)

O'Brien, Peter. *The Epistle to the Philippians*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1991.

Wallace, Daniel B. *Greek Syntax Laminated Sheets*. Grand Rapids: Zondervan, 2009.

§4. Course Requirements

All formal *written* requirements will be submitted in PDF format through the Seminary's online education portal. All Greek words should appear in a Unicode Greek font with all appropriate diacritical (i.e., accents and breathing) marks. Templates in Microsoft Word and PowerPoint will be distributed in the course files section online.

§4.1. Reading Assignments

You are required to read *ExSyn*, *TNT*, and additional readings as indicated on the assignment schedule. Report the completion of this requirement on the unit exams.

You must develop a working knowledge of the major grammatical classifications and their descriptions from *ExSyn* and other supplemental notes distributed by the professor. The main features of this material become part of your storehouse of knowledge in Greek grammar and syntax; thus you will be responsible for the material throughout the course.

For the text-critical portion of the course, you must develop a general acquaintance with Metzger and Ehrman's *Text of the New Testament*, and have a working knowledge of the methods and materials of modern New Testament textual criticism.

§4.2. Vocabulary and Forms of Regular Verbs

You must know from memory an English meaning for the lexical forms of all the Greek words occurring 50 times or more in the New Testament as listed in Trenchard.

Vocabulary will be included on the written quizzes and exams. It will always be cumulative and will be given in list form apart from a literary context.

You are required to be able to reproduce the various paradigms of regular (-ω) verbs such as λύω as found on the λύω verb chart. Selections from the required memorization in NT101–102 will be included on the written quizzes and exams. To increase translation speed, review all irregular verbs that occur 50 times or more.

§4.3. Translation of the Greek Text

You are required to translate the passages from the syntax workbook (*WNTS*; see below) and all of Philippians according to the assignment schedule. Some (about 40 verses) of Philippians is already included in

the syntax passages in the workbook. You must also complete a second translation of Philippians before the end of the semester.

From the passage(s) assigned for a given class day, be prepared to pronounce the Greek words correctly, translate accurately, define any word in its context, and parse all verbal forms.

In addition to translation, be prepared to classify syntactically any word listed in the workbook exercises either in class recitation or on written quizzes. Relevant syntactical classification will also be included on the two unit exams covering grammar and syntax.

You may use any grammatical or lexical aid in translating the Greek text except: (a) an English translation, (b) an interlinear Greek text, (c) an analytical Greek lexicon, or (d) the parsing information from a Bible software.

In addition to the required texts, freely consult the grammatical tools cited in *WNTS*. In particular, make frequent use of BDAG, Burer-Miller, Rienecker-Rogers, and Zerwick-Grosvenor. The NET Bible or other English translation may be consulted in a critical way as a check on your work—i.e., do not memorize the translation, but think through how the version you consult arrived at its translation.

If, however, you are still stumped on a particular question in the syntax assignment or translation after making a diligent search for the answer for more than five minutes, you are permitted to consult the off-limits aids mentioned above. As a matter of integrity and fairness for all concerned, please do not abuse this privilege.

§4.4. Syntax Assignments and Grammatical Diagrams

You will complete a series of syntax exercises designed to help you translate the assigned passage in the Greek text, parse the verb forms, and analyze the text syntactically. These exercises must be completed by the beginning of the class hour for which the passage is assigned.

§4.4.1. Syntax Assignments

The twenty assigned syntax workbook exercises should be used both as models and as aids in translation. Be sure to give complete answers and to put the elements of the answer in the order requested in the workbook instructions.

The four lowest or missing syntax assignments will be dropped from the grade computation (i.e., only the sixteen highest syntax assignments will be computed).

The syntactical analysis assignments correspond to chapters in *ExSyn*. As the course progresses, you will be required to classify more parts of speech and to explain your answers more ably.

The syntax assignment for each day must be completed before consulting other students. But you are allowed to change up to two answers per assignment after discussion with other students.

The student will be required to complete the following diagramming assignments. Completion of each is required (they may not be dropped), and each will be counted as a quiz grade.

§4.4.2. Grammatical Diagrams

A grammatical (or “mechanical”) diagram is a visual representation of the grammatical relationships between elements of a text. Producing a grammatical diagram allows the careful accounting for every detail in the text.

The student will be required to complete a diagram worksheet on Phil 1:3-8. The structure of the diagram will be created for the student. The student will be required to put all the words in the appropriate places on the diagram.

The student will be required to complete a diagram of Phil 2:5-11. The student will create the entirety of this diagram, including the structure and word placement.

The student will be required to create a structural layout of Phil 3:2-14 according to the following two steps. Completion is required (this may not be dropped), and it will be counted as a quiz grade.

§4.4.3. Structural Layouts

A structural layout is a kind of diagram involving the arrangement of a Greek text in successive levels of indentation with the intent to visualize the relationships between clauses.

The student will first create a structural layout of the passage referencing only the reading assigned for this material.

The student will then annotate that copy of the layout after comparing it with various tools, such as the Logos propositional outlines, the Lexham Clausal Outlines, any outlines in commentaries, etc. The goal of the student’s annotations is to assess how well the outline the student produced functions as a structural layout in comparison with those produced by other tools.

§4.5. Quizzes

There will be nine quizzes given in the course, all of which will be administered electronically. The material covered on each quiz is given in the assignment schedule. Each student is responsible to complete the quiz under “classroom conditions” according to the instructions and the time limit given on each quiz and to hand in the completed quiz on the date it is due. Do not discuss the quiz with other students.

The two lowest or missing quiz grades will be dropped from the grade computation. There will be no make-up quizzes except for extended illness or an emergency situation as approved by the professor after the student has already used the two available “drops.”

§4.6. Exams

Proficiency Exam: A 30-minute exam given in class early in the course as indicated on the assignment schedule. It is designed to test proficiency in the elements of Greek grammar, thus prompting an intensive review. Additional information describing this exam will be given in a class handout. A student who fails this exam (69% or lower) must retake it until achieving a passing grade (70% or higher). The grade recorded will be the original grade.

Unit 1 Exam—Syntax of the Noun: A 75-minute online exam. See the assignment schedule for a description of the exam and the date it is due. You are not permitted to discuss this exam with other students until after you have turned it in.

Unit 2 Exam—Syntax of the Verb: A 75-minute online exam. See the assignment schedule for a description of the exam and the date it is due. You are not permitted to discuss this exam with other students until after you have turned it in.

§4.7. Textual Criticism Paper

You are required to write a short paper (3 pages, single-spaced, typed) solving a given textual problem from the Greek New Testament. No late papers will be accepted.

The textual criticism material, learned both in the reading and in the classroom lectures, will be tested through the textual criticism paper.

§5. Course Policies and Procedures

§5.1. Course Requirements Grading

The grading scale given in the *DTS Student Handbook* (letter grades with numerical equivalents) will be used for this course. In computing the final grade, the professor will weigh the work of the course in the following proportions:

- Syntax Assignments30%
- Quizzes and Diagrams.....25%
- Textual Criticism Paper.....10%
- Exams (including completion of assigned reading).....35%
 - Proficiency:.....5%
 - Unit 1:.....15%
 - Unit 2:.....15%

§5.2. Class Participation

The class period will be devoted to recitation and interaction on the assignment due that hour as well as the introduction of new material. Attend class even if you have not prepared the assignment for that day.

Online quizzes and exams are to be submitted on the day they are due.

§5.3. Late Assignments

No late assignments will be accepted unless: (1) the assignment was completed before class time; (2) there is an extended period of illness; or, (3) an emergency situation judged to be valid by the professor.

§5.4. Attendance

Regular attendance is very important for the learning process in a language course. You are allowed to miss up to four class periods (75 minute periods) without a reduction in your course grade. Any exceptions must be approved by the professor.

Keep a record of your attendance and report it on the exams.

§5.5. Assignment Preparation

Since this is a language course on the graduate level, the responsibility for assimilating the material rests largely with you as the student. Class time is designed for supplementary explanation, review, and evaluation, but it assumes you have worked carefully on the material before coming to class. Please take personal responsibility to work diligently on the language.

It is expected that for the average student each class assignment (75 minute period) can be completed in an average of 3 to 4 hours. It is best to divide this time into reasonable segments rather than to attempt to do all the work at one sitting—especially the evening before it is due!

The normal procedure for translating the Greek text should be to translate the passage using only a reader's lexicon. Then, for a second pass, you should consult BDAG for any tentative spots in your translation. Simultaneously with your consultation of BDAG, you should examine the assignment in *WNIS* and diagrams (where applicable) for help. If that is not satisfactory (and many times it will not be), consult Rienecker-Rogers or Zerwick-Grosvenor. If the translation is still unsatisfactory, you may wish to consult (in order): Wallace's *ExSyn* (both topically and via the scripture index), one or two other grammars, a critical commentary (for Philippians, e.g., O'Brien or Fee), or, as a last resort, an English translation (NET Bible is often very helpful here). If you are still stuck as to the translation of a given passage, note it for class discussion. You are on your honor to follow this procedure. Taking repeated shortcuts simultaneously erodes one's ability and confidence in handling the Greek text.

Review your translation at least once before you come to class. Many students find it helpful to write out their translation with various grammatical, syntactical and lexical notes in the margins.

Use *WNIS* and the diagrams both as sources of information and as assignments on which you may wish to work ahead, especially on the diagrams.

For the grammar and syntax assignments, do the assigned reading first (about 60–90 minutes); review vocabulary and regular verb paradigms (about 30 minutes); and then consult the workbook exercise, review the translation of the assigned passage in the Greek text, and complete the exercise (about 90 to 120 minutes).

Resist the temptation to skip the assigned reading when the going gets tough. Skipping the reading will only slow down the rest of the process and increase your frustration.

Early in the course set up a systematic review program that will take you back over all the material covered each weekend. Do not allow yourself to get behind in your reading or in the translation of the Greek text. Catching up later is very difficult.

§6. Course Supplemental Information

§6.1. Disability Notice

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

§6.2. Receive Alerts by Text Message

DTS also wants you to be aware of our emergency texting service. We strongly urge to sign up to receive emergency texts at <https://www.dts.edu/account/alerts/> regarding emergency or weather-related closings.

§7. Course Lectures and Assignment Schedule

Putting time and effort into Greek language study is like putting money in the bank. As your capital increases, so does the interest.

The date listed is the day on which the assignments given below are due. You are responsible to read and follow the assignment schedule. Numbers in the “exercise” section refer to required items from *WNTS* for that lesson. Be ready to discuss anything in the passages or the exercises, but a formal written response is required only for those items listed in the assignment schedule. In the “Assignments” column, an asterisk next to a Philippians passage indicates it is covered by the syntax assignment for that period.

<i>Date</i>	<i>Cls</i>	<i>Topics</i>	<i>Reading and Exercise Assignments</i>
29 Aug	1	Introduction and Overview of the Course; Introduction to Philippians	
	2	Nominative and Vocative	Skim: <i>ExSyn</i> 1–35; Read: <i>ExSyn</i> 36–71; Complete: <i>WNTS</i> Exercise 1 (3, 4, 5, 11, 15, 17, 18, 19, 20, 29)
5 Sep	3	Genitive	Prepare for: Proficiency Exam (30 min. exam online; within 24 hours of this class session); Read: <i>ExSyn</i> 72–136; Complete: <i>WNTS</i> Exercise 2 (8, 11, 15, 16, 18, 19, 20, 21, 22, 23)
	4	Dative	Read: <i>ExSyn</i> 137–175; Complete: <i>WNTS</i> Exercise 3 (7, 11, 14, 17, 18, 21, 23, 24, 25, 29)

12 Sep	5	Accusative	Read: <i>ExSyn</i> 176–205; Complete: <i>WNTS</i> Exercise 4 (4, 12, 13, 15, 16, 18, 23, 24, 25, 28); Turn in: Quiz 1 (online), covers vocabulary (50xs +), λύω paradigms, and grammar/syntax (<i>ExSyn</i> 1–175)
	6	Article (Part I)	Read: <i>ExSyn</i> 206–254; Complete: <i>WNTS</i> Exercise 5 (5, 7, 10, 11, 12, 13, 23, 30, 32, 33); Translate: Phil 1:2–6
19 Sep	7	Article (Part II)	Read: <i>ExSyn</i> 255–290; Complete: <i>WNTS</i> Exercise 6 ([John] 3, 5, 6, 8, 9, 13, [Luke] 17, 19, 24, 26, 33); Translate: Phil 1:7–8; Submit: Quiz 2 (online), covers vocabulary (50xs +), λύω paradigms, and grammar/syntax (<i>ExSyn</i> 176–290)
	8	Adjective	Read: <i>ExSyn</i> 291–314; Skim <i>ExSyn</i> 315–389; Complete: <i>WNTS</i> Exercise 7 ([Matt 5] 9, 11, 12, 14 [Matt 12] 16, 21, [Titus 3] 27, 32, 30); Translate: Phil 2:1–5
26 Sep	9	Person and Number; Active Voice	Read: <i>ExSyn</i> 390–414; Complete: <i>WNTS</i> Exercise 8 (1, 2, 3, 6, 8, [Phil 2] 9, 10, 13, [Col 1] 15, 16, 20); **Complete: Unit Exam 1 (covers grammar and syntax from Unit 1)
	10	Middle and Passive Voice	Read: <i>ExSyn</i> 414–441; Complete: <i>WNTS</i> Exercise 9 (4, 6, 8, 9, 11, 13, 16, 17, 18, 22)
3 Oct	11	Indicative	Read: <i>ExSyn</i> 442–461; Complete: <i>WNTS</i> Exercise 10 (2, [1 Jn] 4, 5–6, 8, 12, 13, [John 8] 16, 18, [John 9] 22, 26); Translate: Phil 2:12–16 Submit: Quiz 3 (online), covers vocabulary (50xs +), λύω paradigms, and grammar/syntax (<i>ExSyn</i> 390–461)
	12	Subjunctive	Read: <i>ExSyn</i> 461–481; Complete: <i>WNTS</i> Exercise 11 ([Matt 5] 9, 12, 14, 15, 16, [John 11] 21, 25, 27, 28, 29); Translate: Phil 2:17–22
10 Oct	13	Optative and Imperative [Phil 1-2 synthetic review]	Read: <i>ExSyn</i> 481–493; Complete: <i>WNTS</i> Exercise 12 ([Matt 14] 8, 9, 10, 12, 14, [Rom 11] 15, 20, 21 [Matt 8] 24, 26); Translate: Phil 2:23–27; Submit: Quiz 4 (online), covers vocabulary (50xs +), λύω paradigms, and grammar/syntax (<i>ExSyn</i> 461–93)
	14	Present Tense	Read: <i>ExSyn</i> 494–539; Complete: <i>WNTS</i> Exercise 13 ([Mark 14] 9, 11–12, 23, 24, 27, [Mark 2] 29, 30, 31, 32, 35); Submit: Diagram of Phil 1:3–8. On this diagram you only put the words in the proper places.; Translate: Phil 2:28–30

17 Oct	15	Imperfect	Read: <i>ExSyn</i> 540–553; Complete: <i>WNIS</i> Exercise 14 ([John 5] 2, 3, 6–7, 8, [Acts 3] 9–10, 11–12, 13, 19); Translate: Phil 3:12–15
	16	Aorist and Future	Read: <i>ExSyn</i> 554–571; Complete: <i>WNIS</i> Exercise 15 ([Luke 19] 8, 9–10, 14, 15–18, [Matt 21 (19)] 19, 21, 27, 28); Translate: Phil 3:16–21
24 Oct	17	Perfect and Pluperfect [Phil 3 synthetic review]; Greek Clauses; Introduction to Structural Layouts	Read: <i>ExSyn</i> 572–586; Complete: <i>WNIS</i> Exercise 16 (1–3, 8, 10 [cf. 26], 14, 17, 18, 23, 25, 29); Submit: Diagram of Phil 2:5–11. On this diagram you must create everything; Read: J. Smith, “The Structural Layout of Greek Clauses” (<i>INTT</i> §4.2; pp. 90–100); Translate: Phil 4:1–5
	18	Infinitive	Read: <i>ExSyn</i> 587–611; Complete: <i>WNIS</i> Exercise 17 ([Mark 4] 10, 12, 15, 16, 18, [1 Thess 4] 20, 24–25, 27, 29, 32); Translate: Phil 4:6–10; Submit: Quiz 5 (online), covers vocabulary (50xs +), λύω paradigms, and grammar/syntax (<i>ExSyn</i> 494–611)
31 Oct	19	Participle (Part I)	Read: <i>ExSyn</i> 612–640; Complete: <i>WNIS</i> Exercise 18 ([Phil 2] 4, 6, 7, 8, [Eph 2] 14, 17, 18, 20 (cf. 23), 25); Translate: Phil 4:11–16
	20	Participle (Part II)	Read: <i>ExSyn</i> 640–655; Complete: <i>WNIS</i> Exercise 19 ([Acts 13] 11, 12, 14, 15, 17, 23, 26, 31, 35, 38); Submit: Structural Layout Assignment on Phil 3:2–14; Translate: Phil 4:17–21
7 Nov	21	Conditional Sentences [Phil 4 synthetic review]	Skim: <i>ExSyn</i> 656–665; Read: <i>ExSyn</i> 679–701; Skim: <i>ExSyn</i> 701–712; Complete: <i>WNIS</i> Exercise 20 ([Mark 13] 1, 2, [Luke 17] 5, 6–7, 10 [John 8] 12, 13); Translate: Phil 4:22–23; Submit: Quiz 6 (online), covers vocabulary (50xs +), λύω paradigms, and grammar/syntax (<i>ExSyn</i> 612–701)
	22	Introduction and Overview of NT Textual Criticism	Skim: Daniel B. Wallace, “Laying a Foundation: New Testament Textual Criticism,” in <i>INTT</i> , 33–56; Read: Michael W. Holmes, “New Testament Textual Criticism,” in <i>Introducing NT Interpretation</i> , ed. Scot McKnight (Grand Rapids: Baker, 1989), 53–74; Complete: Unit Exam 2 (online) covers vocabulary (50xs +), λύω paradigms, grammar and syntax of the verb system (Unit 2), and translation, parsing, and syntactical analysis from the assigned exercises.

28 Nov*	23	Materials, History, Methods of Textual Criticism	Skim: <i>TNT</i> , 3–51, 197–214; Read: <i>TNT</i> , 52–194, 205–49; **Complete: Quiz 7 (online), covers assigned readings in textual criticism.
	24	Practice of Textual Criticism: External Evidence	Read: <i>TNT</i> , 300–43; Read: “TC Procedure Using NA27” (handout) and “Greek Manuscripts for Ephesians” (handout); Skim: “Introduction” of UBS4 (pp. 1*–52*, note headings) and of NA27 (pp. 1*–40*), but read carefully pages 6*–16* of NA27; List: Plot external evidence (according to text-type and date) in chart form from the NA27 apparatus for the textual problem in Eph 1:1; **Complete: Quiz 8 (online), covers assigned readings in textual criticism
5 Dec	25	Practice of Textual Criticism: Solving Problems	Review: “Format for a Textual Criticism Paper” (handout) Complete: Quiz 9 (online), covers assigned readings in textual criticism
	26	Review of NT Textual Criticism	Read: <i>TNT</i> , 250–71; Read: Wallace, “The Majority Text and the Original Text: Are They Identical?” <i>BSac</i> 148 (1991): 151–69 (handout); Read: Wallace, “Why I Do Not Think the KJV is the Best Translation Available Today” (handout)
12 Dec	27	Selected Problems in NT Textual Criticism (Part 1)	Exercise: Solve the textual problem in Eph 2:21 and write the textual criticism paper (3 pages)
	28	Selected Problems in NT Textual Criticism (Part 2)	**Submit: Textual Criticism Paper (3 pages); **Report: Second Philippians Reading

* Class does not meet 14, 21 Nov because of Reading Week and Thanksgiving Break.