

## NT103 INTERMEDIATE GREEK SYLLABUS

### I. COURSE DESCRIPTION

- A. 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.
- B. 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.
- C. 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.

### II. COURSE OBJECTIVES

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

- A. Translate and read part of the Greek New Testament with proficiency, confidence, and reasonable speed.
- B. Understand the important role that grammar and syntax play in doing exegesis from the Greek New Testament.
- C. Use basic Greek grammatical tools (either in paper copy or electronic format) in doing New Testament exegesis.
- D. 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.
- E. Recognize and parse important Greek grammatical forms including the paradigms of regular (-ω) verbs like λύω from the λύω verb chart.
- F. Give at least one correct English meaning for each of the Greek words used 50 times or more in the Greek New Testament.

### III. COURSE TEXTBOOKS

#### A. Required

1. Bauer, Walter, F. W. Danker, W. F. Arndt, and F. W. Gingrich. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3d ed., rev. and ed. Frederick William Danker based on Walter Bauer's *Griechisch-deutsches Wörterbuch zu den Schriften des Neuen Testaments und der übrigen urchristlichen Literatur*, 6<sup>th</sup> ed., ed. Kurt and Barbara Aland, with Viktor Reichmann, and on previous English editions by W. F. Arndt, F. W. Gingrich, and F. W. Danker. Chicago: University of Chicago Press, 2000. (abbreviated: BDAG) **[included in DTS Logos package]**
2. A Greek text: Any of the Nestle-Aland 28<sup>th</sup> edition texts (German Bible Society, 2012). **[included in DTS Logos package]**

3. Burer, Michael H., and Jeffrey E. Miller. *A Reader's Lexicon of the Greek New Testament*. Grand Rapids: Kregel, 2008.
4. Metzger, Bruce M., and Bart D. Ehrman. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. 4th edition. New York: Oxford University Press, 2005. (abbreviated: *TNT*)
5. Wallace, Daniel B. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996. (abbreviated: *Ex. Syn.*) [**not included in DTS Logos package but highly recommended as an add-on purchase**. Be sure to take advantage of your Academic Discount!]
6. Bock, Darrell L., and Buist M. Fanning, eds. *Interpreting the New Testament: Introduction to the Art and Science of Exegesis*. Wheaton: Crossway, 2006. (*INTT*) [also required for NT104]

#### **B. Suggested**

1. McKnight, Scot, ed. *Introducing New Testament Interpretation*. Grand Rapids: Baker, 1989.
2. Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. 2nd ed. New York: United Bible Societies, 1994. (abbreviated: *Textual Commentary*)
3. Rogers, Cleon L. Jr., and Cleon L. Rogers III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998.
4. Wallace, Daniel B., and Grant G. Edwards. *A Workbook for New Testament Syntax*. Grand Rapids: Zondervan, 2007.
5. Zerwick, Max, and Mary Grosvenor. *A Grammatical Analysis of the Greek New Testament*. 5th ed. Rome: Editrice Pontificio Instituto Biblico, 1996.
6. *New English Translation—Novum Testamentum Graece New Testament*. NA 27th ed.; NET Bible and notes edited by Michael H. Burer, W. Hall Harris III, Daniel B. Wallace. [**NOTE**: This is based on a previous edition of the Nestle-Aland text (27<sup>th</sup>), but the translators' notes and text critical notes are still valuable.]
7. \*Fee, Gordon D. *Paul's Letter to the Philippians*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1995.
8. \*Hawthorne, Gerald F., and Ralph Martin. *Philippians*. Revised and expanded ed. Word Biblical Commentary. Nashville: Thomas Nelson, 2004.
9. \*O'Brien, Peter. *The Epistle to the Philippians*. New International Greek Testament Commentary, ed. I. Howard Marshall and W. Ward Gasque. Grand Rapids: Eerdmans, 1991. [Out of print.]

\* = It is suggested that the student buy *one* of these three commentaries. All three are available in electronic form from **Logos Bible Software**. Be sure to take advantage of your Academic Discount!

#### **C. Supplementary Bibliography**

An annotated bibliography of other important language tools for New Testament study is available as a separate classroom handout.

### **IV. COURSE REQUIREMENTS**

#### **A. Reading Assignments**

1. The student is required to *read* Wallace's *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament (Ex. Syn.)*, Metzger's *Text of the New Testament (TNT)*, and additional readings as indicated on the assignment schedule. All reading is to be done at the time indicated on the schedule. The student will report the completion of this requirement on the unit exams.
2. The student is required to have a working knowledge of the major grammatical classifications and their descriptions from Wallace's *Ex. Syn.* and other supplemental notes distributed by the professor.

To some degree the main features of this material become part of the student's storehouse of knowledge in Greek grammar and syntax; thus he/she will be responsible for a working knowledge of it throughout the course.

3. As well, the student should have a general acquaintance with Metzger's *Text of the New Testament*, and have a working knowledge of the methods and materials of modern New Testament textual criticism.

#### **B. Vocabulary and Forms of Regular Verbs**

1. The student is required to 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 Warren Trenchard's *The Student's Complete Vocabulary Guide to the Greek New Testament*, but they were also covered in NT101-102. Students are encouraged to use whatever resources are desired, such as software programs, to review this vocabulary.
2. 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.
3. The student is also required to be able to reproduce the various paradigms of regular omega (-ω) verbs such as λύω as found on the λύω verb chart. *The only forms the student is required to know are those that were to be memorized in NT101-102.* Selections from these paradigms will be included on the written quizzes and exams in NT103. To increase translation speed, the student is encouraged to review all irregular verbs that occur 50 times or more.

#### **C. Written Assignments**

##### **Translation from the Greek Text**

1. The student is required to translate John 4:1-42 and all of Philippians according to the assignment schedule.
2. From the passage assigned for a given class day, the student should be prepared to *pronounce* the Greek words correctly, *translate* the passage accurately, *define* any word in its context, and *parse* all verb forms in the passage.
3. In addition to the above-mentioned requirements related to translation, the student will be required to analyze syntactically John 4:1-42 and all of Philippians. The student should be prepared to *classify* syntactically any word listed on the study guides either in class recitation or on written quizzes. Relevant portions of the above material will also be included on the two unit exams covering grammar and syntax.
4. The student may use any grammatical or lexical aid in translating the Greek text *except*: a) an English translation (with the exception of the NET in the diglot, though this should only be used sparingly—see points 5 and 6 below), b) an interlinear Greek text, c) an analytical Greek lexicon, and d) Han's *Parsing Guide* for the Greek NT.  
**Caution:** A few of Han's parsings are not correct because the form was not parsed in its NT context.
5. In addition to the required texts, the student is strongly encouraged to consult freely all the grammatical tools cited in the daily study guides as well as other helpful tools available to him/her. In particular, the student should make liberal use of BDAG, Burer-Miller, Rienecker-Rogers, and Zerwick-Grosvenor. The NET in the Greek-English diglot may be consulted in a critical way as a check on your work—i.e., do not memorize the translation, but think through why the NET has translated the Greek the way it has.
6. If, however, a student is still stumped on a particular question in the study guide after making a diligent search for the answer for more than five minutes, he/she may consult any of the aids that are normally off-limits (mentioned in #4 above) as a *last* resort. As a matter of integrity and fairness for all concerned, the student is asked not to abuse this privilege.

### Study Guides, Grammatical Diagrams, and Structural Layouts

1. The student is required to read and complete *a series of study guides* designed by the NTS Department to help him/her *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.
2. Twenty-four study guides will be distributed, but eight have already been completed and should be used both as models for completing the others and as aids in translation. The student is to complete the remaining *sixteen study guides*. *Instructions on how to complete the study guides correctly* will be given on a separate handout. Be sure to give complete answers and to put the elements of the answer *in the order requested* on the “instructions” handout.
3. The TWO lowest or missing study guides will be dropped from the grade computation (i.e., only the fourteen highest study guide grades will be computed).
4. The syntactical analysis on the study guides will proceed according to the translation of John 4:1-42 and Philippians as indicated on the assignment schedule. As the course progresses, the student will be required to classify more parts of speech and to explain his/her answers more thoroughly.
5. Most of the study guides are individual assignments. The study guide(s) due for each day must be completed *before* any other student is consulted regarding it. *A maximum of two answers per assignment* may be changed after discussing the question with other students. Variations on this policy (e.g., participation in study groups) are at the discretion of the individual professor.
6. Although the study guides typically focus on Greek grammar and syntax, occasionally the student will be asked a lexical, exegetical, or applicational question. In such cases he/she may use any legitimate resource tool at his/her disposal in answering the question.
7. The study guides, both the eight that are completed and the sixteen that the student is to complete, also contain tips and instructions on using **Logos Bible Software** to complete various types of questions asked on the study guides, as well as methods and procedures typically used in exegesis. The student should pay particular attention to these sections on all the study guides and practice the procedures they describe. This is essential if the student is to take full advantage of the Logos Bible Software provided by DTS. It will also save the student time both in completion of course assignments and in the exegesis of the Greek text of the New Testament for future ministry.
8. It is important that the student scan the study guide at least 24 hours before it is due. Some of the questions require the use of various tools—such as books on library reserve or reference books beyond the required or suggested texts. Be prepared early and avoid the rush to the library!
9. 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.
  - a. 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.
  - b. 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.
10. 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.
  - a. The student will first create a structural layout of the passage on their own, referencing only the reading assigned for this material.
  - b. The student will then annotate their 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 their outline functions as a structural layout in comparison with other tools.

### **Textual Criticism Worksheet plus Summary**

1. The student is required to complete a short **worksheet** in which he/she solves an assigned textual problem from the Greek New Testament and then write a **summary** of the problem appropriate for inclusion in a commentary. He/she should be prepared to discuss aspects of the method of textual criticism in class in tandem with completion of the worksheet and summary.
2. The textual criticism material, learned both in the reading and in the classroom lectures, will be tested by means of three quizzes as indicated on the Assignment Schedule (see below).

### **D. Quizzes and/or Exams**

#### **Quizzes**

1. There will be NINE take-home quizzes given throughout the course. The material covered on each quiz is given in the Assignment Schedule (see below). Each student is responsible to complete the quiz under “classroom conditions” according to the instructions on the quiz and to hand in the completed quiz on the date it is due. Do not discuss the quiz with other students.
2. The TWO lowest or missing quiz grades will be dropped from the grade computation. This includes absences. 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.”

#### **Exams**

1. Proficiency Exam

This is a *30 minute* exam completed *in class* during the third class period as indicated on the Assignment Schedule. It is designed to encourage an intensive review of the elements of Greek grammar and test the student’s proficiency in them. Additional information describing this exam will be given in a class handout.

2. Unit I Exam: Syntax of the Verb

This is a *75 minute* take-home exam. See the Assignment Schedule (below) 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.

3. Unit II Exam: Syntax of the Noun

This is a *75 minute* take-home exam. See the Assignment Schedule (below) 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.

## **V. COURSE POLICIES**

### **A. Weight Given to Course Requirements for Grading**

- |   |     |
|---|-----|
| 1. Study Guides                                   | 30% |
| 2. Quizzes, Diagrams, and Layouts                 | 25% |
| 3. Textual Criticism Worksheet and Summary        | 10% |
| 4. Exams including Completion of Assigned Reading | 35% |
| (Proficiency — 5%, Unit I — 15%, Unit II — 15%)   |     |

### B. 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 by the professor. *The student is encouraged to attend every class even if he/she is not prepared to recite on the assignment for that day.*

Take-home quizzes and exams are to be handed in at the beginning of the class hour in which they are due unless directed otherwise by the professor.

### C. Gender-Inclusive Language

All written submissions should strive to use gender-inclusive language. While this has become standard academic practice, this request is not merely an attempt at “political correctness.” As a gospel-shaped, gospel-centered community of learning, we have compelling reasons to think, write, and speak in such a way as to ensure that none are either intentionally or inadvertently excluded by our use of language. Consider using “humans,” “persons,” “humanity,” or “humankind” rather than “man” or “men” when referring to human beings in general. Consider alternating between the use of “he” and “she” as generic pronouns or substituting the use of the plural (“they,” “them,” “their”) when appropriate.

### D. Late Assignments

NO late assignments will be accepted except:

- a) in the case where the assignment was completed *before* class time;
- b) in the event of illness or other extenuating circumstances judged to be valid by the professor.

The student must notify the professor as soon as possible when such circumstances occur.

### E. Absences

Regular attendance is very important for the learning process in a language course. The student is allowed to miss up to FOUR class periods (75 minute periods) without grade penalty. Any exceptions to this limit must be approved by the professor.

The student is to keep his/her own record of attendance and report it on the two unit exams. If a student accumulates more than *four* class period (75 minute) absences he/she will receive a grade reduction for each additional absence unless the absence is excused by the professor.

### F. Letter/Numerical Grade Scale

<b>A+</b>	<b>99-100</b>	<b>B+</b>	<b>91-93</b>	<b>C+</b>	<b>83-85</b>	<b>D+</b>	<b>75-77</b>	<b>F</b>	<b>0-69</b>
<b>A</b>	<b>96-98</b>	<b>B</b>	<b>88-90</b>	<b>C</b>	<b>80-82</b>	<b>D</b>	<b>72-74</b>		
<b>A-</b>	<b>94-95</b>	<b>B-</b>	<b>86-87</b>	<b>C-</b>	<b>78-79</b>	<b>D-</b>	<b>70-71</b>		

## VI. COURSE SUPPLEMENTAL INFORMATION

### A. Assignment Preparation: Suggestions on How to Prepare the Daily Assignments

1. 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!
2. The normal procedure for translating the Greek text should be: first, translate the passage using only Burer-Miller. 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 study guide and diagram 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 *Ex. Syn.* (both topically and via the scripture index), one or two other grammars, a critical commentary (e.g., O’Brien or Fee), or, as a last resort, the NET translation. If you are still stuck as to the translation of a given passage, note it for class discussion. The student is on his/her 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 (although submission of a written translation is not required).

**NOTE:** You are encouraged to use the study guides and the diagrams both as sources of information and as assignments on which you may wish to work ahead. At least, you could be parsing the verbs requested on the study guides.

3. 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 study guide, review the translation of the assigned passage in the Greek text, and complete the questions on the study guide (about 90 to 120 minutes).

**NOTE:** 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 since the reading will generally be of significant benefit in completing the study guides and other assignments.

4. 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!

#### **B. Students with Disabilities**

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.

#### **C. Emergency Texting Service**

DTS wants you to be aware of our emergency texting service. We strongly urge you to go to <https://www.dts.edu/account/alerts/> and sign up to receive emergency communication related to weather or disaster school closing.

### **VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE**

Abbreviations used:

*Ex. Syn.* = Wallace's *Greek Grammar beyond the Basics: An Exegetical Syntax of the New Testament*

*TNT* = Metzger's *Text of the New Testament*

*SG* = Study Guide

*\*SG* = *Completed* Study Guide (all answers filled in) [available for download from class website]

Consult each study guide in advance for the required use of language tools *in addition* to the required texts for the course. These tools are available in the reference section of Turpin Library.

The date listed is the day on which the assignments given below are *due* unless specified otherwise. You are responsible to read and follow the assignment schedule.

Lect.	Date	Lecture Topic	Assignments
1	Sat., Aug. 25	<b>Introduction and Overview of the Course</b>	<i>Read:</i> "NT103 Intermediate Greek Syllabus"
2	Sat., Aug. 25	<b>Person, Number, Voice</b>	<i>Read:</i> <i>Ex. Syn.</i> , preface, pp. ix-xix (10 pp.) and pp. 390-441 <i>Read:</i> "Instructions for Grammatical/Syntactical Analysis in NT 103" (handout) <i>Translate:</i> John 4:1-6 <i>Exercise:</i> *SG #1, John 4:1-6
3	Sat., Sept. 8	<b>Mood: Indicative/ Subjunctive/ Optative/ Imperative</b>	<i>Read:</i> <i>Ex. Syn.</i> , 442-493 <i>Translate:</i> John 4:7-15 <i>Exercise:</i> *SG #2, John 4:7-15 <b>**Prepare For: Proficiency Exam</b> (30 minutes, taken during class)
4	Sat., Sept. 8	<b>Tense: Introduction, Present/ Imperfect</b>	<i>Read:</i> <i>Ex. Syn.</i> , 494-553 <i>Translate:</i> John 4:16-24 <i>Exercise:</i> SG #3, John 4:16-24 <i>Review:</i> Vocabulary (50xs +) and λύω paradigms
5	Online (Due on Sept. 15)	<b>Tense: Aorist/Future/Perfect/ Pluperfect</b>	<i>Read:</i> <i>Ex. Syn.</i> , 554-586 <i>Translate:</i> John 4:25-33 <i>Exercise:</i> SG #4, John 4:25-33 <b>**Turn In: Quiz #1</b> (take-home), covers vocabulary (50xs +), λύω paradigms, and grammar/syntax ( <i>Ex. Syn.</i> , 390-553)
6	Online (Due on Sept. 15)	<b>Volitional Clauses: Commands and Prohibitions</b>	<i>Read:</i> <i>Ex. Syn.</i> , 713-725 <i>Translate:</i> John 4:34-42 <i>Exercise:</i> SG #5, John 4:34-42 <i>Review:</i> Translation and parsing of John 4:1-42
7	Online (Due on Sept. 22)	<b>Infinitives</b>	<i>Read:</i> <i>Ex. Syn.</i> , 587-611 <i>Translate:</i> Philippians 1:1-8 <i>Exercise:</i> *SG #6, Phil 1:1-4 and SG #7, Phil 1:5-8 <b>**Turn In: Quiz #2</b> (take-home), covers translation and parsing from John 4:1-42
8	Online (Due on Sept. 22)	<b>Participles: Part I</b>	<i>Read:</i> <i>Ex. Syn.</i> , 612-639 <i>Translate:</i> Philippians 1:9-17 <i>Exercise:</i> *SG #8, Phil 1:9-11 and SG #9, Phil 1:12-17
9	Online (Due on Sept. 22)	<b>Participles: Part II Conjunctions</b>	<i>Read:</i> <i>Ex. Syn.</i> , 640-655, 667-678 <i>Translate:</i> Philippians 1:18-26 <i>Exercise:</i> SG #10, Phil 1:18-22 and SG #11, Phil 1:23-26 <b>**Turn In: Quiz #3</b> (take-home), covers vocabulary (50xs +), λύω paradigms, and grammar/syntax ( <i>Ex. Syn.</i> , 554-611, 713-725)
10	Sat., Sept. 29	<b>Review for Unit Exam I</b>	<i>Review:</i> Grammar and syntax (Unit I), translation and syntactical analysis of John 4 and Phil 1:1-26 <i>Read:</i> John 4 and Phil 1 in the Greek text (in class) Questions and answers on grammar and syntax
11	Sat., Sept. 29	<b>Word Order; Review of Sentence Diagramming</b>	<i>Read:</i> "Greek Word Order and Style" (handout) <i>Read:</i> "Sentence Diagramming" (Bock & Fanning, <i>INTT</i> §4.1; pp. 75-90)



Lect.	Date	Lecture Topic	Assignments
12	Sat., Oct. 6	<b>Case: Introduction, Nominative/ Vocative</b>	<i>Read: Ex. Syn.</i> , 31-71 <i>Translate:</i> Philippians 1:27-30 <i>Exercise:</i> *SG #12, Phil 1:27-30 <b>**Turn In: Unit Exam I</b> (take-home), covers vocabulary (50xs +), λύω paradigms, grammar/syntax ( <i>Ex. Syn.</i> , all readings to date-except preface in class no. 2), translation, parsing, and syntactical analysis from John 4:1-42 and Phil 1:1-26
13	Sat., Oct. 6	<b>Case: Genitive, Part I</b>	<i>Read: Ex. Syn.</i> , 72-106 <i>Translate:</i> Philippians 2:1-4 <i>Exercise:</i> SG #13, Phil 2:1-4
14	Online (Due on Oct. 13)	<b>Case: Genitive, Part II</b>	<i>Read: Ex. Syn.</i> , 107-136 <i>Translate:</i> Philippians 2:5-8 <i>Exercise:</i> SG #14, Phil 2:5-8 <b>**Turn In: Diagram of Phil 1:3-8.</b> On this diagram you only put the words in the proper places.
15	Online (Due on Oct. 13)	<b>Case: Dative</b>	<i>Read: Ex. Syn.</i> , 137-175 <i>Translate:</i> Philippians 2:9-13 <i>Exercise:</i> SG #15, Phil 2:9-13 <b>**Turn In: Quiz #4</b> (take-home), covers vocabulary (50xs +), λύω paradigms, and grammar/syntax ( <i>Ex. Syn.</i> , 31-136)
16	Online (Due on Oct. 20)	<b>Case: Accusative</b>	<i>Read: Ex. Syn.</i> , 176-205 <i>Translate:</i> Philippians 2:14-30 <i>Exercise:</i> SG #16, Phil 2:14-21 and *SG #17, Phil 2:22-30
17	Online (Due on Oct. 20)	<b>Greek Clauses; Introduction to Structural Layouts</b>	<i>Read: Ex. Syn.</i> , 656-665, 679-701 <i>Read:</i> “The Structural Layout of Greek Clauses” (Bock & Fanning, <i>INTT</i> §4.2; pp. 90–100) <b>**Turn In: Diagram of Phil 2:5-11.</b> On this diagram you must create everything.
18	Sat., Oct. 27	<b>Adjectives and Pronouns</b>	<i>Read: Ex. Syn.</i> , 291-354 <i>Translate:</i> Philippians 3:1-6 <i>Exercise:</i> SG #18, Phil 3:1-6
19	Sat., Oct. 27	<b>Prepositions</b>	<i>Read: Ex. Syn.</i> , 355-389 <i>Translate:</i> Philippians 3:7-12 <i>Exercise:</i> SG #19, Phil 3:7-12 <b>**Turn In: Quiz #5</b> , covers vocabulary (50xs +), λύω paradigms, and grammar/syntax ( <i>Ex. Syn.</i> , 137-205, 291-389)
20	Sat., Nov. 3	<b>The Article: Part I</b>	<i>Read: Ex. Syn.</i> , 206-254 <i>Translate:</i> Philippians 3:13–4:4 <i>Exercise:</i> SG #20, Phil 3:13-19 and *SG #21, Phil 3:20–4:4 <b>**Turn In: Structural Layout Assignment on Phil 3:2-14</b>
21	Online (Due on Nov. 10)	<b>The Article: Part II</b>	<i>Read: Ex. Syn.</i> , 255-290 <i>Translate:</i> Philippians 4:5-9 <i>Exercise:</i> SG #22, Phil 4:5-9 <b>**Turn In: Quiz #6</b> (take-home), covers translation and parsing from Phil 2:1–3:21

Lect.	Date	Lecture Topic	Assignments
22	Online (Due on Nov. 10)	Review for Unit Exam II	<i>Translate:</i> Philippians 4:10-23 <i>Exercise:</i> SG #23, Phil 4:10-16 and *SG #24, Phil 4:17-23
	Nov. 12-16	Reading Week – No Classes	
	Nov. 19-23	Thanksgiving Break – No Classes	
23	Online (Due on Nov. 17)	Introduction and Overview of NT Textual Criticism	<i>Read:</i> Michael W. Holmes, “New Testament Textual Criticism,” in <i>Introducing New Testament Interpretation</i> (ed. Scot McKnight; Guides to New Testament Exegesis; Grand Rapids: Baker, 1989), 53-74 <b>**Turn In: Unit Exam II</b> (take-home), covers vocabulary (50xs +), λύω paradigms, grammar and syntax (Unit II), and translation, parsing, and syntactical analysis from Phil 2:1–4:20
24	Online (Due on Nov. 17)	Materials/History/ Methods of Textual Criticism	<i>Skim:</i> TNT, 3-51, 197-204 <i>Read:</i> TNT, 52-194, 205-49 <b>**Turn In: Quiz #7</b> (take-home), covers assigned readings in textual criticism
25	Sat., Dec. 1	Practice of Textual Criticism: External Evidence	<i>Read:</i> TNT, 300-43 <i>Read:</i> “TC Procedure Using NA27” (handout) and “Greek Manuscripts for Ephesians” (handout) <i>Skim:</i> “Introduction” of UBS4 (pp. 1*-52*, note headings) and of NA28 (pp. 46*-88*), but <i>read</i> carefully pages 54*-61* of NA28. <i>List:</i> The <i>external</i> evidence (according to text-type and date) in chart form from the NA27 apparatus for the textual problem in Eph 1:1. <b>**Turn In: Quiz #8</b> (take-home), covers assigned readings in textual criticism
26	Sat., Dec. 1	Practice of Textual Criticism: Internal Evidence	<i>Read:</i> TNT, 250-71 <i>Read:</i> Wallace, “A Textual Problem in 1 Thess 1:10,” <i>BSac</i> 147 (1990): 470-79 (handout) <i>Read:</i> “Textual Criticism Worksheet plus Summary” (handout) <i>Exercise:</i> Using <i>internal</i> and <i>external</i> evidence, outline a solution to the ἐν Εφεσῶ textual problem in Eph 1:1. <b>**Turn In: Quiz #9</b> (take-home), covers assigned readings in textual criticism
27	Sat., Dec. 8	Practice of Textual Criticism: Solving Problems	<i>Review:</i> “Textual Criticism Worksheet plus Summary”
28	Sat., Dec. 8	Review and discussion of NT Textual Criticism	<i>Read:</i> Wallace, “The Majority Text and the Original Text: Are They Identical?” <i>BSac</i> 148 (1991): 151-169 (handout) <i>Read:</i> Wallace, “Why I Do Not Think the KJV is the Best Translation Available Today” (handout) <i>Exercise:</i> Solve the textual problem in Eph 2:21 and complete the Textual Criticism Worksheet plus Summary. <b>Hand In: Textual Criticism Worksheet plus Summary</b>
	Dec. 17-20	EXAM WEEK	No final exam in NT103!