

## NT512: New Testament Greek 1

FALL, 2022

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Office Hours By appointment (NOTE: I do not have an office at the seminary, so we will need to arrange time for a face to face or virtual meeting)

### DESCRIPTION

Introduces the Greek alphabet, vocabulary, and grammar in a systematic way using relevant examples from the New Testament. The goal of this course is for the student to learn fundamental Greek grammar, paradigms, and declensions.

### OUTCOMES

At the end of the course, the student will:

1. Understand the basic mechanics of Greek grammar
2. Recognize the most frequently occurring words in the New Testament
3. Memorize the most important Greek paradigms and declensions

### REQUIRED TEXTS

Dirk Jongkind et al., eds. *The Greek New Testament, Produced at Tyndale House, Cambridge*. Wheaton, IL: Crossway, 2017. We will use this as our primary Greek text

Decker, Rodney J. *Reading Koine Greek: An Introduction and Integrated Workbook*. Grand Rapids, MI: Baker Academic, 2014. We will use this as our primary Greek grammar. I have also built a set of vocabulary flashcards for Decker's textbook in [Quizlet](#), a free online vocab program with smart phone apps to help you review, if you so choose.

Lamerson, Samuel. *English Grammar to Ace New Testament Greek*. Grand Rapids: Zondervan, 2004. For many of us, learning Greek grammar is a chance to finally learn our English grammar. Lamerson's book will help you get your grammatical categories in place.

### REQUIRED READING

*\*\*This will be on reserve in the library.*

Warfield, B. B. "The Religious Life of Theological Students." Pages 411–425 in *Selected Shorter Writings of Benjamin B. Warfield*, vol. 1, ed. John E. Meeter (Nutley, NJ: P&R, 1970). This provides a good opportunity to pause and ask what we are doing.

## HELPFUL RESOURCES

*\*\*These are not required but may help you study.*

Berding, Kenneth. *Sing and Learn New Testament Greek: The Easiest Way to Learn Greek Grammar* (Audio CD). Grand Rapids: Zondervan, 2008. Possibly embarrassing if you're caught singing them in the car, but these quirky songs are just what some students need to remember paradigms.

[Biblingo.org](http://Biblingo.org). An online platform for learning koine Greek as a living language. Note they use a different pronunciation and it's not free.

Bowne, Dale Russell. *Paradigms and Principal Parts for the Greek New Testament*. Lanham, MD: University Press of America, 1987. This is a great resource and helpful because it's so brief. As an alternative, you might try William Mounce's *Morphology of Biblical Greek*.

[Dailydoseofgreek.com](http://Dailydoseofgreek.com). Helpful videos that guide you one verse at a time.

Greenwood, Kyle. *Dictionary of English Grammar for Students of Biblical Languages*. Grand Rapids: Zondervan, 2020. Very helpful dictionary for all the new terms you will encounter in learning Greek and Hebrew.

Merkle, Benjamin L. *Exegetical Gems from Biblical Greek: A Refreshing Guide to Grammar and Interpretation*. A book with very short studies illustrating the exegetical value of Greek grammar.

Mounce, William D. *Biblical Greek Laminated Sheet* and *Greek for the Rest of Us Laminated Sheet*. Grand Rapids: Zondervan. Handy summaries. But note that they are tied to Mounce's textbook.

Pennington, Jonathan A. *New Testament Greek Vocabulary* (Audio CD). Grand Rapids: Zondervan, 2014. Good for reinforcing vocab. Zondervan also has a pack of pre-printed vocab cards you can buy called *Basics of Biblical Greek Vocabulary Cards*.

## COURSE REQUIREMENTS

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<b>1. Reading</b> [Outcomes 1]	15%	The student is expected to master the material in the main textbook (Decker), as it will form the basis for quizzes, translations, and class discussion. <b><u>Please read the Decker introduction and chapter 1, and the introduction to Lamerson before the first class.</u></b> Thereafter, it is critical for students to read the assigned sections of Decker and Lamerson <b><u>before</u></b> the class session on which they are assigned and be prepared to ask questions and put the material into practice in class.
<b>2. Homework</b> [Outcomes 1–3]	25%	The chapter assignments from Decker are designed to offer practice on the material which was read before the class session. We will devote a significant amount of time in-class to work on these exercises in small groups (2-3 people) to allow time for discussion and questions to be answered. This is often referred to as a <b><u>“flipped” classroom modality</u></b> , where instruction is introduced at home (instead of primarily through in-class lecture) and class time is devoted to practice. Ideally, we will complete all of the assignments in class, so that students can use the notes they take from in-class discussion of assignments to prepare for quiz questions related to translation and parsing the following week. Assignments are to be completed and turned in at the start of the next class session.

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<b>3. Quizzes</b> [Outcomes 1–3]	30%	These one-page quizzes are taken and self-graded in class (so you will receive immediate feedback on your responses). They will cover the reading and discussion from the prior week, vocabulary words (as per the schedule in the syllabus, usually 8 words drawn from the current week and the remaining 2 drawn from all previous weeks), translation and parsing (drawn from the previous weeks' homework assignments), and paradigms (from memory). The lowest quiz score of the semester is dropped.
<b>4. Final Exam</b> [Outcomes 1–3]	30%	The exam is cumulative and will cover translation, vocabulary, parsing, and some paradigms.

#### GRADING INFORMATION

<i>Letter</i>	<i>Percentage</i>	<i>Points</i>	<i>Description</i>
A+	100–97	4.0	
A	96–93	4.0	Excellent; superior achievement.
A–	92–90	3.7	
B+	89–87	3.3	
B	86–83	3.0	Good; commendable achievement.
B–	82–80	2.7	
C+	79–77	2.3	
C	76–73	2.0	Satisfactory; acceptable achievement.
C–	72–70	1.7	
D+	69–67	1.3	
D	66–63	1.0	Poor; marginal achievement.
D–	62–60	0.7	
F	59–0	0.0	Failure to advance in the course. No credit earned. Computed in GPA.

#### WRITING CENTER

The Phoenix Seminary Writing Center exists to help students become better writers who communicate biblical truth with clarity. The Writing Center provides one-on-one consultations with students at any stage in the writing process. In addition to giving feedback on papers, tutors can also help students define a research topic, navigate sources, or learn SBL citation style. Appointments are available in-person or online and can be booked by visiting <https://ps.edu/writing-center/>. If you would like a consultant to review a paper, please send a copy of your draft at least 24 hours in advance to [writingcenter@ps.edu](mailto:writingcenter@ps.edu) with your name and appointment time in the subject line.

## SEMINARY ACADEMIC POLICIES

All Seminary policies affecting student work, appeals, and grievances, as outlined in the Student Handbook and/or Seminary Catalog will apply, unless otherwise indicated in this syllabus. See the respective sections of the [Student Handbook](#).

### ATTENDANCE POLICY

One of the strengths of Phoenix Seminary is the classroom interaction between instructors and students. Attendance and participation are essential components of the training process. **An absence is defined as when a student does not attend a class period whether it be for an on campus or an online course. Watching a recorded lecture in lieu of attending class does not constitute attendance.** When a student is going to be absent, it is important that the student consult with the instructor in advance about work to be missed. In the case of extenuating circumstances, students may request an exception to this policy by submitting a petition to the Academic Petition Committee.

Excessive absences may result in grade reduction or course failure as indicated on the following chart:

COURSE FORMAT	REDUCED GRADE	COURSE FAILURE
15-week	2nd missed class	4th missed class

### LATE WORK

I am usually generous with late work. Do not test my generosity as I reserve the right to dock points for it.

### USE OF TECHNOLOGY

Phoenix Seminary considers a student's character to be evidenced in part by their respect for their classmates, professors, and their valuable time in class. Please consider *how not to be rude* in the use of your technology by bearing in mind the following:

- a. Laptops and tablets are welcome in class to take notes and to access readings we're discussing. Using them for anything else (social networking, accessing non-course related websites, checking email) is discourteous and distracting to others.
- b. Phones must be silenced in class and stowed. That includes turning off the vibrate function. (We can hear it buzzing.) Is texting ok? No. If an emergency situation exists out of which you feel you must use your phone you should quietly step out of class to do so.

## COURSE SCHEDULE

Course schedule, topics, evaluation, and assignments may be changed at the professor's discretion to responsively meet the needs of this class.

	<i>Class</i>	<i>Topic</i>	<i>Assignments</i>
1	15-Aug	The Language of Koine Greek, Alphabet, Punctuation, Accents,	Decker, Introduction-ch. 1; Lamerson, Introduction; Warfield, "Religious Life"
2	22-Aug	Nouns - 1st and 2nd Declensions	<b>Quick Quiz 1</b> [incl. vocab words: 1-18]; Decker, chs. 2-3; Lamerson, chs. 1-3
3	29-Aug	Personal Pronouns, Verbs - Present Active Indicative & Infinitive	<b>Quick Quiz 2</b> [incl. vocab words: 19-36]; Decker, chs. 4-5; Lamerson, chs. 5-7
	<b>5-Sep</b>	<b>Labor Day Holiday (no class)</b>	
4	11-Sep	Adjectives, Adverbs	<b>Quick Quiz 3</b> [incl. vocab words: 37-54]; Decker, ch. 6; Lamerson, ch. 4
5	19-Sep	Verbs - 1st Aorist Active Indicative & Infinitive, Conjunctions	<b>Quick Quiz 4</b> [incl. vocab words: 55-72]; Decker, chs. 7-8; Lamerson, ch. 13
6	26-Sep	Prepositions, Pronouns (Demonstrative, Relative, Reflexive, Reciprocal, Possessive)	<b>Quick Quiz 5</b> [incl. vocab words: 73-90]; Decker, chs. 9-10
7	3-Oct	3rd Declension Nouns, Adjectives, and Pronouns	<b>Quick Quiz 6</b> [incl. vocab words: 91-108]; Decker, chs. 11-12
8	10-Oct	Verbal Semantics, Middle Voice & Present Middle Indicative	<b>Quick Quiz 7</b> [incl. vocab words: 109-126]; Decker, chs. 13-14
9	17-Oct	Present Passive Indicative, Middle-Only, Imperfect Indicative	<b>Quick Quiz 8</b> [incl. vocab words: 127-144]; Decker, chs. 15-16; Lamerson, chs. 9-10, 12
10	24-Oct	1st and 2nd Aorist Indicative	<b>Quick Quiz 9</b> [incl. vocab words: 145-162]; Decker, chs. 17-18
11	31-Oct	Future Indicative	<b>Quick Quiz 10</b> [incl. vocab words: 163-180]; Decker, ch.19; Lamerson, ch. 11
12	7-Nov	Perfect & Pluperfect Indicative, Contract & Liquid Verbs	<b>Quick Quiz 11</b> [incl. vocab words: 181-198]; Decker, chs. 20-21; Lamerson, chs. 14, 8
	<b>14-Nov</b>	<b>Reading Week (no class)</b>	
	<b>21-Nov</b>	<b>Thanksgiving Break (no class)</b>	
13	28-Nov	Infinitives	<b>Quick Quiz 12</b> [incl. vocab words: 199-216]; Decker, ch. 22; Lamerson, ch. 17
14	5-Dec	FINAL EXAM WEEK	<b>Final Exam</b> [incl. vocab words: 217-234]