

## NT513: New Testament Greek 2

SPRING, 2023

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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

This course is a continuation of NT512, completing the elementary Greek grammar sequence. It completes the introduction to grammar, paradigms, and declensions and introduces the student to read the Greek New Testament.

### OUTCOMES

At the end of the course, the student will:

1. Understand the basic mechanics of Greek grammar.
2. Learn all vocabulary words that occur 50 times or more in the Greek New Testament.
3. Memorize the language's most important paradigms and declensions.
4. Translate select portions of the New Testament using a grammar and a standard Greek lexicon.
5. Be able to introduce the need for and basic principles of textual criticism.

### REQUIRED TEXTS

Dirk Jongkind et al., eds. *The Greek New Testament, Produced at Tyndale House, Cambridge*. Wheaton, IL: Crossway, 2017.

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.

Jongkind, Dirk. *An Introduction to the Greek New Testament, Produced at Tyndale House, Cambridge*. Wheaton, IL: Crossway, 2019.

Kubo, Sakae. *A Reader's Greek-English Lexicon of the New Testament*. Grand Rapids: Zondervan, 1975; — or— Christopher J. Fresch, *A Book-by-Book Guide to New Testament Greek Vocabulary*. Peabody, MA: Hendrickson, 2019. We will use these for reading 1 John — or— the Tyndale Greek NT reader's edition

Lee, John A. L. *Basics of Greek Accents*. Grand Rapids: Zondervan, 2017.

## REQUIRED READING

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

Gurry, Peter J. "Myths about Variants: Why Most Variants Are Insignificant and Why Some Can't Be Ignored." Pages 191–210 in *Myths and Mistakes: Correcting Common Misconceptions about the Text of the New Testament*. Edited by Elijah Hixson and Peter J. Gurry. Downers Grove, IL: InterVarsity, 2019.

Prothro, James B. "Myths about Classical Literature: Responsibly Comparing the New Testament to Ancient Works." Pages 78–89 in *Myths and Mistakes*.

Warfield, B. B. "The Purpose of the Seminary." Pages 374–378 in *Selected Shorter Writings of Benjamin B. Warfield*, vol. 1, ed. John E. Meeter (Nutley, NJ: P&R, 1970). A short essay on what is—and isn't—our goal in seminary.

## HELPFUL RESOURCES

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

Bauer, Walter, Frederick W. Danker, W. F. Arndt, and F. W. Gingrich, eds. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago, 2000. This is the standard dictionary for the New Testament.

Culy, Martin M. *I, II, III John: A Handbook on the Greek Text*. Baylor Handbook on the Greek New Testament. Waco, TX: Baylor, 2004. A very helpful book for tricky Greek.

Greenwood, Kyle. *Dictionary of English Grammar for Students of Biblical Languages*. Grand Rapids: Zondervan, 2020. A short, handy guide to grammatical terms, with illustrations covering both Greek and Hebrew.

*Greek Scripture Journal: 1–3 John*. Wheaton, IL: Crossway, 2020. A nice, small edition of these books from the Tyndale Edition GNT but with space to write.

## COURSE REQUIREMENTS

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<b>Reading</b> <i>Outcomes 1, 2, 3</i>	15%	The student is expected to master the material in the main textbook (Decker). The readings will form the basis for quizzes, translations, and class discussion. <b><u>Please read Decker chapter 23, and the Warfield article before the first class.</u></b> Thereafter, it is critical for students to read the assigned sections of Decker <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. In addition to Decker, this semester includes reading most of <b><u>John Lee's book on accents</u></b> , all of <b><u>Dirk Jongkind's book on textual criticism</u></b> , and some additional readings.
<b>Homework and translation</b> <i>Outcomes 1, 4</i>	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)

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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.

The **translations of 1 John** will need to be completed by the start of class on the due date using the translation sheet provided. You must translate the assigned verses using only Decker and either a Reader’s lexicon (e.g. Kubo, Fresch, or a Reader’s edition NT text), or a standard Greek lexicon (e.g. BDAG)—absolutely no Bible software or English Bibles!—and are required to parse all the verbs in the translation. We will devote class time to discuss translation issues in the text.

For the **Lee homework**, you need to read the chapter and do the “Homework” exercises at the end. (Note the answer key starting on p. 73).

<b>Quizzes</b> <i>Outcomes 1, 2, 3</i>	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>Final Exam</b> <i>Outcomes 1–5</i>	30%	The exam will cover translation, parsing, vocabulary, grammar questions, and English to Greek. It will be cumulative and character-building.

**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.

### 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	23-Jan	Imperfective Adverbial Participles	Decker, ch. 23; (opt. Lamerson, ch. 15); Warfield, "Purpose of the Seminary"
2	30-Jan	Perfective Adverbial Participles, Adjectival Participles	<b>Quick Quiz 1</b> [incl. vocab words: 235-252]; Decker, chs. 24-25
3	6-Feb	Stative & Future Participles, Genitive Absolutes, Periphrastics	<b>Quick Quiz 2</b> [incl. vocab words: 253-270]; Decker, chs. 26-27
4	13-Feb	Subjunctive Mood	<b>Quick Quiz 3</b> [incl. vocab words: 271-288]; Decker, ch. 28
5	20-Feb	Imperative Mood and Optative Mood	<b>Quick Quiz 4</b> [incl. vocab words: 289-306]; Decker, ch. 29; (opt. Lamerson, ch. 18)
6	27-Feb	Formal & Informal Conditions, Direct & Indirect Discourse	<b>Quick Quiz 5</b> [incl. vocab words: 307-324]; Decker, chs. 30-31; (opt. Lamerson, ch. 16)
	<b>6-Mar</b>	<b>SPRING BREAK (no class)</b>	
7	13-Mar	μ Verbs in the Indicative	<b>Quick Quiz 6</b> [incl. vocab words: 325-342]; Decker, ch. 32; Lee, ch. 1
8	20-Mar	Non-Indicative μ Verbs; 1 John 1	<b>Quick Quiz 7</b> [incl. vocab words: 343-360]; Decker, ch. 33; Lee, ch. 2; translate 1 John 1:1-4
9	27-Mar	Textual Criticism; 1 John 1-2	<b>Quick Quiz 8</b> [incl. vocab words: 361-378]; Lee, ch. 3; Jongkind, chs. 1-3; translate 1 John 1:5-2:2
10	3-Apr	Textual Criticism (cont'd); 1 John 2	<b>Quick Quiz 9</b> [incl. vocab words: 379-396]; Lee, ch. 4; Jongkind, chs. 4-8; translate 1 John 2:3-14
11	10-Apr	Textual Criticism (cont'd); 1 John 2	<b>Quick Quiz 10</b> [incl. vocab words: 397-414]; Lee, ch. 5; Gurry & Prothro articles; translate 1 John 2:15-27
12	17-Apr	Greek resources; 1 John 2-3	<b>Quick Quiz 11</b> [incl. vocab words: 415-432]; Lee, ch. 6; translate 1 John 2:28-3:10
13	24-Apr	Greek resources (cont'd); 1 John 3	<b>Quick Quiz 12</b> [incl. vocab words: 433-450]; Lee, chs. 7-8; translate 1 John 3:11-24
14	1-May	FINAL EXAM WEEK	<b>Final Exam</b> [incl. vocab words: 451-468]