



## **Intermediate Greek Grammar (NTGK6300)**

New Orleans Baptist Theological Seminary

Biblical Studies Division—Spring 2017

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### **I. MISSION STATEMENT**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

### **II. CORE VALUE FOCUS**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course supports these five core values of the seminary.

1. *Doctrinal Integrity:* We believe, teach, proclaim, and submit to the Bible as the Word of God. This course addresses Doctrinal Integrity specifically by equipping students to understand and gain ability to articulate biblical, theological, and historical truths.
2. *Spiritual Vitality:* We emphasize both personal spirituality as a worshipping seminary family gathering together for the praise and adoration of God and instruction in his Word. Spiritual Vitality is addressed by challenging students to grow in spiritual and moral integrity through biblical study and spiritual and ethical practices.
3. *Mission Focus:* We purpose to change the world by fulfilling the Great Commission and the Great Commandment through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and Great Commandment.
4. *Characteristic Excellence:* We aim for characteristic excellence to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to understand and interpret Scripture, which is foundational to effective ministry.
5. *Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment and lifestyle patterns.

*The core value emphasis for this academic year is: Characteristic Excellence.*

### **III. COURSE PURPOSE**

This purpose for this course is to consolidate translating skills gained in the introductory course and to develop exegetical skills for studying the Greek New Testament.

### **IV. CURRICULUM COMPETENCIES**

All ministers need to develop specific competencies to have effective ministries. The seminary has developed a competency-based curriculum centered on seven essential competencies for effective ministry: Biblical Exposition, Christian Theological Heritage,

Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses six competencies directly.

1. *Biblical Exposition*: by preparing students to understand, interpret, and communicate the Bible accurately.
2. *Christian and Theological Heritage*: by reminding students of the Christian theological heritage of the Old and New Testament and Baptist polity for the church
3. *Discipleship Making*: by stimulating church health through mobilizing the church for missions, evangelism, discipleship, and church growth through modeling the principles of discipleship through classroom deportment.
4. *Interpersonal Skills*: by performing pastoral care effectively with skills in communication and conflict management through interaction among students in the class and in small group activities.
5. *Servant Leadership*: by serving churches effectively in team ministry through modeling and reflecting the attitude of Christ in the life of a disciple.
6. *Spiritual and Character Formation*: by providing moral leadership and modeling and mentoring Christian character and devotion through discussion and modeling of spiritual disciplines as a normal part of class discussion and activity.

#### V. COURSE DESCRIPTION:

This course is designed to augment the student's grasp of Greek grammar as presented in the introductory course and to advance the student's understanding of syntactical features of New Testament Greek. The course also will strengthen additional exegetical skills by sentence-flow diagraming. Intermediate Greek, while helpful to any student wishing to go further in understanding New Testament Greek, is required for language track students. Intermediate Greek Grammar is prerequisite for Greek Exegesis; Advanced Greek Grammar; Readings in Hellenistic Literature; and Textual Criticism of the Greek New Testament. A video describing the course is here:

<http://drkoine.com/classes/intergk/index.html>

#### VI. STUDENT LEARNING OUTCOMES:

##### *Knowledge*

Students who complete this course successfully should:

- Master Greek morphology regarding verb and noun systems and the connection between morphology and grammar
- Increase vocabulary acquisition to words occurring 15 or more times in the New Testament to facilitate reading and use of the Greek New Testament
- Apply Greek grammar and syntax principles that lead interpreters to discover the meaning intended by the biblical author
- Analyze translations according to major translation theories and the basic principles of moving words and ideas from the original language to the receptor language
- Apply understanding of vocabulary, morphology, grammar, syntax, and translation to selected New Testament passages

##### *Attitudes*

Students who complete this course successfully should:

- Appreciate the significance of Greek grammar for translation of the New Testament
- Appreciate the richness of the Greek language for the inspired text
- Recognize the importance of original language study for sound exegesis

- Be more confident in interpreting biblical texts

#### *Skills*

Students who complete this course successfully should:

- Translate selected portions of the Greek New Testament covering a wide range of genres and authors using appropriate translation aids
- Grasp more deeply grammatical issues in translation that affect an understanding of the biblical text
- Incorporate Greek studies in support of the exegetical and hermeneutical tasks of ministry
- Use critical commentaries based upon the Greek text, in so far as discussion pertains to issues of the Greek language and translation
- Be prepared for taking advanced Greek classes, including syntax and textual criticism, and for taking advanced Greek exegesis classes

### **VII. TEACHING METHODOLOGY:**

- Class sessions will consist of presentations previewing upcoming units of study followed by review of homework exercises of assigned units. Students will lead in presentations in Greek grammar analysis of a New Testament book.
- Class preparation will consist of memorizing assigned vocabulary, reading textbook assignments, preparing presentations, and preparing homework exercises.
- Class units presented are: nine units on the Greek substantive system, five units on the indicative Greek verb, two units on the non-indicative Greek verb, and two units on the mi-verb.

### **VIII. REQUIRED TEXTS:**

- Stevens, Gerald L. *New Testament Greek Intermediate*. Eugene, Ore: Cascade Books, 2008.
- Yarbrough, Robert W. *1–3 John BECNT*. Grand Rapids: Baker Academic, 2008.
- *The Greek New Testament*, 5th. rev. Edited by Babara Aland, *et al.* Stuttgart: Deutsche Bibelgesellschaft, 2014.

### **IX. OTHER RESOURCES:**

- *The course professor is Dr. Gerald L. Stevens, and his personal website is:*

<http://www.drkoine.com>

This website is for students in classes taught by Dr. Stevens. The site has a three-fold purpose: (1) to provide personal information to get to know the professor beyond the classroom in the areas of background, family, music and photography, (2) to provide professional information to get to know the professor within the academic guild in the areas of publications, presentations, and sermons, and (3) to provide educational information in support of his teaching career in the areas of classes, travel, and museums.

- To go straight to the Classes page for information about any of Dr. Stevens's classes, use the following link:

<http://drkoine.com/classes/index.html>

- To go straight to the Intermediate Greek Grammar course page with a brief course description, introductory video, syllabus, textbooks used, and related course files, use this link:  
<http://drkoine.com/classes/intergk/index.html>
- For NOBTS assistance with technology issues, call ITC (504-816-8180) or consult the following websites.
  - For online registration, financial account, online transcript. etc.:  
selfserve.nobts.edu (email: [selfserve@nobts.edu](mailto:selfserve@nobts.edu))
  - For Blackboard Learning Management system:  
nobts.blackboard.com (email: [blackboardhelpdesk@nobts.edu](mailto:blackboardhelpdesk@nobts.edu))
  - For general technical questions and support requests:  
[www.nobts.edu/itc/](http://www.nobts.edu/itc/) (email: [itcsupport@nobts.edu](mailto:itcsupport@nobts.edu))
  - For general NOBTS technical help information:  
[www.nobts.edu/itc/](http://www.nobts.edu/itc/)
- NOBTS maintains “The Write Stuff” Center (HSC 290B, x8193) to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information towards becoming a better writer. Email [writingcenter@nobts.edu](mailto:writingcenter@nobts.edu)

#### X. COURSE REQUIREMENTS and EVALUATION:

- **Research report** will be prepared and due the class sessions of the first week. The details are given in the assignments section of the syllabus.
- **Daily preparation** will include all exercises in the textbook, which potentially could be checked for any class meeting. In addition, the student should be ready to illustrate to the class the grammar being discussed for the day.
- **Exegetical presentations** will be given by the students on the units of 1 John and Luke being translated according to the syllabus schedule. These presentations will focus on how Greek grammar and syntax relate to exegesis. The presentations should include engagement with the assigned commentary.
- **Vocabulary exams** are given at the first of the class period on the day scheduled. The seven word frequency lists in the appendix of the textbook are the basis of the seven vocabulary exams.
- **Sectional exams** will be given on the scheduled class period covering material studied since the previous exam. Make-ups must be approved by the professor in advance.
- **Final Exam** is like a third sectional exam, but, as a language course, the final actually is comprehensive by nature.
- **Participation** of students in class will be observed and included in grading.
- **Final Average**

participation	= 05%
research report	= 05%
1 John presentations	= 10%
vocabulary exams avg.	= 20%
sectional exams avg.	= 40%
final exam	= 20%

**XI. COURSE POLICIES:**

- **Attendance:** Class attendance is expected. For a three-hour class, you are allowed nine hours of absence (less than six 80 minute class periods). Three tardies equals one absence.
- **Etiquette:** Cell phone use is disruptive and discourteous. Silence cell phones before class. Wait for extremely important calls outside class. Do not leave class to take a cell phone call. Help maintain a positive learning environment.

**XII. PLAGIARISM:**

- **Plagiarism:** NOBTS has a *no tolerance policy* for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

**XIII. ASSIGNMENTS:**

WEEK	Tuesday	Thursday
<b>Week 1:</b> Jan. 24, 26	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Introduction to Class</li> <li>• Grammar Preview</li> <li>• Presentation of Research (see below)</li> </ul>	<b>Ch. 1: History and Language</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> <li>• Presentation of Research (see below)</li> </ul>
<b>Week 2:</b> Jan. 31, Feb. 2	<b>Ch. 2: Nouns: 1<sup>st</sup> and 2<sup>nd</sup> Declension</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>	<b>Ch. 3: Case and Sentence Roles</b> <ul style="list-style-type: none"> <li>• <i>Vocabulary Exam 1</i></li> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>
<b>Week 3:</b> Feb. 7, 9	<b>Ch. 4: The Greek Article</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>	<b>Ch. 5: Nouns: 3<sup>rd</sup> Declension</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>
<b>Week 4:</b> Feb. 14, 16	<b>Ch. 6: Adjectives and Adverbs</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>	<b>Ch. 7: Prepositions and Conjunctions</b> <ul style="list-style-type: none"> <li>• <i>Vocabulary Exam 2</i></li> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>
<b>Week 5:</b> Feb. 21, 23	<i>Sectional Exam 1</i>	<b>Ch. 8: Comparisons and Numerals</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>
<b>Week 6:</b> Feb. 28, Mar. 2	<b>MARDI GRAS HOLIDAY</b>	<b>Ch. 9: Pronouns</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>
<b>Week 7</b> Mar. 7, 9	<b>Ch. 10: Overview of the Greek Verb</b> <ul style="list-style-type: none"> <li>• <i>Vocabulary Exam 3</i></li> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>	<b>Ch. 11: Present and Imperfect</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>
<b>Break</b> Mar. 13–17	<b>SPRING BREAK</b>	
<b>Week 8</b>	<b>Ch. 12: Perfect and Pluperfect</b>	<b>Ch. 13: Future and Aorist</b>

Mar. 21, 23	<ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• Grammar Preview</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• 1 Jn 1:1–4 Presentation: _____</li> </ul>
<b>Week 9</b> Mar. 28, 30	<b>Review Day</b> <ul style="list-style-type: none"> <li>• <i>Vocabulary Exam 4</i></li> <li>• Grammar Preview</li> <li>• Review of Exercises</li> </ul>	<b>Sectional Exam 2</b>
<b>Week 10</b> Apr. 4, 6	<b>Ch. 14: Moods of Contingency</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• 1 Jn 1:5–2:2 Presentation: _____</li> <li>• Grammar Preview</li> </ul>	<b>Ch. 15: Conditional Sentences</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• 1 Jn 2:3–17 Presentation: _____</li> <li>• Grammar Preview</li> </ul>
<b>Week 11</b> Apr. 11, 13	<b>Ch. 16: Infinitives</b> <ul style="list-style-type: none"> <li>• <i>Vocabulary Exam 5</i></li> <li>• <i>Exercises</i></li> <li>• 1 Jn 2:18–29 Presentation: _____</li> </ul>	<b>Review Day</b> <ul style="list-style-type: none"> <li>• Grammar Preview</li> <li>• Review of Exercises</li> </ul>
<b>Week 12</b> Apr. 18, 20	<b>Ch. 17: Participle Morphology</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• 1 Jn 3:1–24 Presentation: _____</li> <li>• Grammar Preview</li> </ul>	<b>Ch. 18: Participle Translation</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• 1 Jn 4:1–21 Presentation: _____</li> </ul>
<b>Week 13</b> Apr. 25, 27	<b>Review Day</b> <ul style="list-style-type: none"> <li>• <i>Vocabulary Exam 6</i></li> <li>• Grammar Preview</li> <li>• Review of Exercises</li> </ul>	<b>Ch. 19: MI Verbs: First Prin. Part</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• 1 Jn 5:1–21 Presentation: _____</li> <li>• Grammar Preview</li> </ul>
<b>Week 14</b> May 2, 4	<b>Review Day</b> <ul style="list-style-type: none"> <li>• <i>Vocabulary Exam 7</i></li> <li>• Grammar Preview</li> <li>• Review of Exercises</li> <li>• Lk 2:1–9 Presentation: _____</li> </ul>	<b>Ch. 20: MI Verbs: Second Prin. Part</b> <ul style="list-style-type: none"> <li>• <i>Exercises</i></li> <li>• Lk 2:10–18 Presentation: _____</li> </ul>
<b>Week 15</b> May 8–12	<b>FINAL EXAM</b> <b>Tues., May 9, 9:00–11:00 am</b>	

**\*Research Assignment for First Week of Class:**

Research the following to update and enhance the textbook discussion in Chapter 1. Be ready to make a class report if called upon, and to have a typed copy of your notes to turn in to the professor. Form is not crucial; just provide a good indication of genuine research and academic sources. Document your resources. Each answer should be a minimum of about a half page, single-spaced, but do not go more than one page per answer.

1. **Research Adolf Deissmann.** Give a brief biography of his life and work. What books did he write? What was his impact on New Testament study?
2. **Research ancient Greek dialects.** Focus on Dorian, Ionic, and Attic. Describe their geographic coverage, time frame, and general characteristics.
3. **Research literary Hellenistic Greek.** What is its general time frame and basic influence? What are its characteristics?

4. **Research non-literary Hellenistic Greek.** What is its general time frame and basic influence? What are its three main characteristics? Present New Testament examples of elements you discuss.

### XIII. Bibliography

The following bibliography is suggested by the New Testament Department of Denver Seminary and available at this link:

<http://www.denverseminary.edu/article/new-testament-exegesis-bibliography-2009/>

#### Textual Criticism

Aland, K. and B. *The Text of the New Testament*. G.R.: Eerdmans, 1989.<sup>2</sup> Black, D. A. *New Testament Textual Criticism: A Concise Guide*. G.R.: Baker, 1994.

Greenlee, J. H. *Introduction to New Testament Textual Criticism*. Peabody: Hendrickson, 1995.<sup>2</sup>

Jones, T. P. *Misquoting the Truth: A Guide to Fallacies of Bart Erhman's Misquoting Jesus*. Downers Grove: IVP, 2007.

\*Metzger, B. M. *A Textual Commentary on the Greek New Testament*. London & N.Y.: United Bible Societies, 1994.<sup>2</sup>

Omanson, R. L. *A Textual Guide to the Greek New Testament*. Stuttgart: German Bible Society, 2006.

Parker, D. C. *An Introduction to the New Testament Manuscripts and Their Texts*. Cambridge: Cambridge University Press, 2008.

\*Wegner, P. D. *A Student's Guide to Textual Criticism of the Bible: Its History, Methods and Results*. Downers Grove, IL: InterVarsity, 2006.

#### Grammar

\*Black, D. A. *It's Still Greek to Me*. G.R.: Baker, 1998.

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

Mounce, W. D. *The Morphology of Biblical Greek*. G.R.: Zondervan, 1994.

Porter, S. E. *Idioms of the Greek New Testament*. Sheffield, UK: Sheffield Academic Press, 1992.

Wallace, D. B. *The Basics of New Testament Syntax*. G.R.: Zondervan, 2000.

\*Wallace, D. B. *Greek Grammar Beyond the Basics*. G.R.: Zondervan, 1996.

Young, R. A. *Intermediate New Testament Greek*. Nashville: Broadman & Holman, 1994.