

**PhD - CHTH G105 – C04, MA - NT 6ZL6/OT 6ZL6**  
**Advanced Grammar and Linguistics**

McMaster Divinity College  
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Appointments through President's office  
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Winter 2018 (Term 2)  
Tuesday 3:30 p.m. - 5:20 p.m.

**Course Description**

This course in advanced grammar and linguistics—with reference to either ancient Greek or Hebrew (or both if in the Septuagint track)—assumes knowledge of traditional grammar in order to analyze recent developments in language and linguistic study. The course covers both diachronic and synchronic aspects, but concentrates on recent theoretical developments and their pertinence for analysis and exegesis of the Greek New Testament or Hebrew Old Testament. The course is aimed toward students of Greek and/or Hebrew as needed.

**Course Objectives**

Through required and optional reading, lectures and class discussion, seminar presentations, and the completion of assignments, the student should fulfill the following course objectives:

Knowing

1. to develop the student's ability to formulate and analyze questions of grammar
2. to trace the pertinent historical development of the Greek or Hebrew language
3. to survey the history and development of the study of ancient Greek or Hebrew grammar
4. to examine critically the categories utilized in standard grammatical treatments
5. to probe more deeply into particular grammatical issues utilizing recent developments in language study
6. to apply modern linguistic study to the study of Greek or Hebrew
7. to offer constructive criticism of standard tools of New/Old Testament study, such as grammars, lexicons and commentaries
8. to be able to express one's understanding of at least one major issue in Greek or Hebrew grammatical study in publishable form

Being

1. to be and become a responsible interpreter of the Bible, in light of knowledge of the history and development of ancient language study
2. to appreciate and apply in suitable ways insights into interpretation gained through the development of linguistically informed grammatical practice

3. to become a charitable giver and receiver of critical comments of others, to enhance their own understanding and abilities

### Doing

1. to be able to understand and apply both traditional and recent methods of grammatical understanding to various portions of the biblical text

2. to be able to express one's understanding of ancient language study in both written and oral form

3. to raise and handle significant hermeneutical questions that emerge from study of ancient languages

4. to learn to respond constructively and creatively to the use of a variety of critical interpretive methods

5. to be able to give and accept critical comments from fellow scholars

### Course Prerequisites

Prerequisites: Admission to the MA or PhD program in the area of Biblical Studies at McMaster Divinity College and at least two years of study of ancient Greek or Hebrew (as appropriate) for those in the PhD program, and at least one year of either Ancient Greek or Hebrew for those in the MA. At least one course in Greek or Hebrew exegesis is highly recommended.

### Course Requirements

This is an advanced graduate-level course in language (Greek or Hebrew depending upon one's emphasis), and will be taught in this way. Therefore, it is assumed that students will perform as advanced-level graduate students to facilitate learning. This means that students will be expected to do suitable academic work outside of the classroom. I understand that many students may not have any significant introduction to modern linguistics, and so reading of the books noted below as early as possible is imperative as a basis for this course.

Successful completion of this class requires each of the following assignments to be completed satisfactorily. Failure to make a valid attempt to complete *each* of these requirements may constitute grounds for failure of the course.

1. Active participation in each session of the course, including reading of all assigned materials. The student is expected to come to class having prepared sufficiently by means of primary and secondary reading and reflection to make a significant contribution to the topic of discussion for the course each day. Both preliminary and required reading is listed in the syllabus, and a bibliography is included for further reference. Students will want to begin building their own bibliographies.

2. Presentation of lexical study, seminar paper, commentary critique, and response papers. The student is expected to distribute in advance and lead discussion of assigned seminar papers.

3. Submission of all written papers. The student is expected to write and submit all work as assigned.

4. Reading of the Greek New Testament or Hebrew Bible. Greek Bible students should read a pertinent part of the New Testament as part of their Greek reading requirement. Hebrew students should consult their primary mentor for reading assignments in the Hebrew Bible.

5. Completion of all assignments. See below. **No e-mail submissions of final papers are accepted. Hard copy only.**

### Course Textbooks

Students are required to possess the following:

A standard critical edition of either the Hebrew Bible or the Greek New Testament. This means the Nestle-Aland (26th, 27th, or 28th edn) or UBS (3rd, 4th, or 5th ed.) or Westcott-Hort, or the Biblia Hebraica Stuttgartensia or equivalent. Other editions may not be used without permission.

A literalistic English version of the New Testament, such as the New American Standard Bible or NRSV. Do not use the ESV.

### *Preliminary Reading*

I require that students in this course will have read the following sometime in their career, and at least by January 18, so as to understand the perspective of the professor:

Porter, Stanley E. *Verbal Aspect in the Greek New Testament, with Reference to Tense and Mood*. Studies in Biblical Greek 1. New York: Lang, 1989.

Porter, Stanley E. *Idioms of the Greek New Testament*. Biblical Languages: Greek 2. Sheffield: Sheffield Academic Press, 2nd ed., 1994.

Porter, Stanley E. *Linguistic Analysis of the Greek New Testament: Studies in Theory, Method, and Practice*. Grand Rapids: Baker, 2015.

Porter, Stanley E. *The Letter to the Romans: A Linguistic and Literary Commentary*. New Testament Monographs 37. Sheffield: Sheffield Phoenix, 2015.

Students without linguistic background are required to have read the following as good basic introductions to linguistics. These should be read by January 12.

Lyons, John. *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press, 1968.

Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Arnold, 1985 (not the edition with Matthiessen until more expertise is acquired), or

Thompson, Geoff. *Introducing Functional Grammar*. London: Hodder Education, 2<sup>nd</sup> ed., 1996; London: Routledge, 3<sup>rd</sup> ed., 2013.

Students are expected to have mastered the basic knowledge to be found in the following:

Books on textual criticism.

Books on exegesis.

Reference grammars of their respective language.

Other linguistics books as appropriate (I can recommend suitable books in this area).

Other materials as appropriate for completing the written assignments.

### *Required Reading*

1. Students are required to choose a language-based commentary appropriate to whether they are studying Hebrew or Greek, written within the last thirty or so years, and read the first one-hundred pages of the commentary (not the introduction) so as to be able to report on its linguistic competence.

2. Students are required to read at least 100 pages of the readings assigned for each day of class as noted below.

3. Students are required to read an assigned portion designated by the presenter for each seminar presentation, as well as a portion of each of the analyzed commentaries.

The quantity of reading that the student does will be assessed at the end of the term.

All required textbooks for this class and others at the Divinity College are available from R.E.A.D. On Books, and should be purchased as early as possible, and at least by the beginning of the term when R.E.A.D. On Books has the book room open here at the College. They can be contacted at: 5 International Boulevard, Etobicoke, ON M9W 6H3; 416-620-2934; fax: 416-234-8840; e-mail [books@readon.ca](mailto:books@readon.ca); or [www.readon.ca](http://www.readon.ca). The books are available through other book services as well, although R.E.A.D. On Books attempts to meet on-line prices.

### **Course Assessment**

Each student is required to attempt to complete the following requirements, with the indicated weighting of value. Failure to attempt each assignment may constitute grounds for failure of the course.

1. Participation, assigned readings, and Greek/Hebrew Reading (0%—but reduction of up to 10% of final grade for failure to fulfill the requirement). Students are expected to participate actively in the class and to read all of the assigned materials, including the Greek or Hebrew self-assigned. Preliminary reading is also assumed to be done.

I want to encourage all members of the class, especially those studying Greek, to get to know OpenText.org (google it and find out more). This is a searchable annotated database developed over the years and now housed at McMaster Divinity College. This on-line resource is constantly undergoing further development and refinement, but even at this stage can be effectively used to enhance your study of the Greek New Testament. The annotations provide for word group and clausal analysis that can be very insightful and helpful for your lexical analysis, your commentary critique, and especially your seminar paper. To help you become more familiar with how OpenText.org works and can be used, I have scheduled a session with the current developers.

2. Lexical Analysis (15%). Each student is to select a significant word from Romans or Genesis and perform a suitable diachronic and synchronic word study of it, including especially a critique of the existing lexical resources (BDAG, Louw–Nida, BDB, Clines, etc.). In order to do such a study, the student will need to consider the various factors in performing a lexical study,

including considering issues of theological lexicography. A good example of an inquisitive lexical study is found in M. Mitchell, “‘Diotrephes Does Not Receive Us’: The Lexicographical and Social Context of 3 John 9-10,” *JBL* 117.2 (1998): 299-320. The lexical item is to be identified by **January 23** so that all students may examine the word in advance, and the paper is to be discussed (in summary form) and submitted on **February 6**. This assignment is to be 2,500 words, including notes and bibliography.

3. Commentary Analysis (15%). Each student is to select a major commentary that uses Greek or Hebrew (as appropriate) and that has been written within the last thirty or so years, and read the first one-hundred pages of commentary text and then offer a critical analysis of the linguistic competence of the commentary. The student will want to consider the familiarity with recent developments in Greek (and other) linguistics, its working bibliography, its bringing this knowledge to bear in exegesis, and the like. See Stanley E. Porter, “The Linguistic Competence of New Testament Commentaries” and “Commentaries on the Book of Romans,” in *On the Writing of New Testament Commentaries: Festschrift for Grant R. Osborne on the Occasion of His 70th Birthday*, ed. Stanley E. Porter and Eckhard J. Schnabel (TENTS 8; Leiden: Brill, 2013), 33-56, 365-404. The commentary must be approved by **January 30** by the professor so that all students may read at least some of the commentary in advance of discussion. The paper is to be discussed (in summary form) and submitted on **February 27**. This assignment is to be 2,500 words, including notes and bibliography. Come to class prepared to discuss your findings and account for trends within commentary writing as a whole.

4. Seminar Paper (50%). Each student is to select a major and specific topic in current Greek or Hebrew grammatical discussion for the writing and presentation of a major, publishable paper. The paper is to offer a critique of the standard viewpoints on the topic and advance learning of the subject. To be included is significant analysis of texts of the Greek New Testament or Hebrew Bible. Paper topics are to be decided by **January 30**, along with dates for presentation and respondents. The paper (of sufficient length to generate discussion; minimum of 3,000 words) is to be distributed to the class one week before presentation, along with suggested reading to encourage discussion. The paper is to be 10,000 words, including notes and bibliography. The presentation in class will be no longer than two minutes. The professor will make a marked copy of the student’s first draft available for return. If the student chooses to accept the marked copy, the student also pledges to resubmit the marked copy when the final form of the paper is submitted. Both are required to constitute a complete submission. The revised version of the seminar paper (which you must get to your respondent in time for their consideration) is due **April 10**.

The following broad topics might be considered for refinement as seminar presentations: Greek/Hebrew verbal structure, Greek voice and causality, Greek moods and attitude, the Hebrew conjunction system, Hebrew morphology and semantics, the Greek case system and semantic cases, clausal structure, phrase structure, compound and complex sentence structure, dynamic equivalence, discourse analysis, commands and prohibitions, Semitic influence, cognate language influence, prepositions, negation, a particular linguistic model and its implications for New/Old Testament study.

The student is required to designate at least 8,000 words of reading in other secondary literature for the other students to read in advance of the presentation. This material is to be identified two weeks in advance of the seminar presentation.

5. Seminar Response (10%). Each student is to write and present a seminar response, in which one of the seminar presentations (see 4 above) is critically evaluated. Utilization of primary and secondary sources is expected geared to both method and execution. The response paper is to be 2,000 words, including notes and bibliography, and distributed two days in advance. The responses will be assigned in conjunction with the presentations. The response in class will be no more than one minute and should incite discussion. Write your response accordingly. The professor will make a marked copy of the student's first draft available for return. If the student chooses to accept the marked copy, the student also pledges to resubmit the marked copy when the final form of the paper is submitted. Both are required to constitute a complete submission. The student must distribute the response by Sunday night before the seminar presentation. You will need to arrange with the author of your paper to get the final version of their paper for your own revisions. The revised version of the response paper is due **April 10**.

6. Final Critical Reflection (10%). Each student is to come to the last class session on **April 10** and be prepared to offer an oral critical analysis of the work of the term and their view on the future of linguistic investigation of the Bible. The presentation is to be no longer than five minutes and is to include reference to work done during the term, where possible. This response is also to include a final written paper of 2,000 words, including notes and bibliography, due on **April 5**.

**All final papers are to be submitted in hard form (preliminary versions maybe distributed in soft copy, but the student is responsible for the integrity of the document, so pdf format is recommended).**

The professor assumes that students already know how to research, write, and orally present papers. Content, clear thinking, and depth of analysis and research are the most important requirements, but clarity and consistency of presentation are also of high importance. Students *must* follow the *McMaster Divinity College Style Guidelines for Essays and Theses*. Any paper that does *not* conform to the MDC Style Guide, whether a draft submission or final paper, will only be able to earn the highest mark of a C+.

There are no late papers in this course. Late papers are decreased by half a full letter grade (5%) each day or portion of a day that they are late. Papers are due on the day assigned. This applies to drafts distributed for seminar presentation as well as final copies. Do not ask for exceptions to this policy. Failure to submit a written statement of a paper topic, or failure to write on the submitted topic, will result in a failing grade on the assignment.

### **Classroom Behavior and Policies**

The following guidelines are presented to encourage all students to participate together in this course, and should be kept in mind at all times.

1. Please do not hesitate to offer constructive criticism of the work of others in the class. Be sure to offer serious arguments and do so in ways that address the issues and do not attack the person.

2. Please do not be offended if criticism of your work is offered in the above spirit. Learning to give and accept criticism is part of scholarly development. Respect the right to disagree.

3. Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas, but feel free to respond to them logically and critically and in an orderly manner.

4. Students should be on time to class, or be prepared to offer an explanation after class to the professor.

5. Students are expected to stay for the entire class session, unless arranged in advance.

6. Students may eat and drink in class so long as they do not distract others or leave the remains of such activities behind for others to clean up (and bring enough for the professor as well!).

7. Students are not expected to be doing work on any other subject except that of this course according to the outline below and as appropriate.

8. Students are not to carry on other conversations in class, especially with those seated immediately adjacent to them. If something being said or done in class is not clear, please ask the professor at an appropriate time and in an appropriate way.

9. No cell phones may be used in any way, and no computers on anything but immediate and direct course business.

**Students who fail to respect these guidelines will be dismissed from the class, with all of the consequences implied.**

### **Academic Honesty**

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

### **Gender Inclusive Language**

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

## Course Schedule

This is a reasonable yet tentative outline of the content of each session's activities. The professor reserves the right to change the content of lectures and topics. The professor may need to be away from class on College business on several occasions, so alternative teaching arrangements may have to be made. The readings listed are meant to be illustrative and provocative, not definitive. Students are encouraged to discover their own reading material under each topic.

### January 9

#### Course requirements

Principles of Modern Linguistics, esp. SFL

Reading: S.E. Porter, 'Studying Ancient Language from a Modern Linguistic Perspective,' *Filología Neotestamentaria* 2.4 (1989): 147-72; D.A. Black, *Linguistics for Students of New Testament Greek* (Grand Rapids: Baker, 1988), ch. 1; P. Cotterell and M. Turner, *Linguistics and Biblical Interpretation* (London: SPCK, 1989), chs. 1, 2; C.R. Campbell, *Advances in the Study of Greek: New Insights for Reading the New Testament* (Grand Rapids: Zondervan, 2015); and other works in SFL by Halliday, Hasan, Thompson, etc., such as M.A.K. Halliday and J.J. Webster, eds., *Continuum Companion to Systemic Functional Linguistics* (London: Continuum, 2009).

### January 16

#### Prominent Linguistic Theories

Reading: F.G. Droste and J.E. Joseph, eds., *Linguistic Theory and Grammatical Description* (Amsterdam: Benjamins, 1991); G. Sampson, *Schools of Linguistics* (Stanford, CA: Stanford University Press, 1980); E.A. Moravcsik and J.R. Wirth, eds., *Syntax and Semantics: Current Approaches to Syntax* (New York: Academic, 1980); R.H. Robins, *A Short History of Linguistics* (3rd ed.; London: Longman, 1990); P.A.M. Seuren, *Western Linguistics: An Historical Introduction* (Oxford: Blackwell, 1998) (but note that SFL does not appear in this history); and K. Allen, *The Western Classical Tradition in Linguistics* (2<sup>nd</sup> ed.; London: Equinox, 2010).

### January 23

OpenText.org and Its Possibilities (including a visit from the OpenText.org developers)

Historical Linguistics—The Development of Greek and its Dialects; Hebrew and its Cognates

Reading: L. Campbell, *Historical Linguistics: An Introduction* (Cambridge, MA: MIT Press, 1998); M. Hale, *Historical Linguistics: Theory and Method* (Oxford: Blackwell, 2007); A.R. Keiler, ed., *A Reader in Historical and Comparative Linguistics* (New York: Holt, Rinehart, and Winston, 1972); G. Horrocks, *Greek* (London: Longmans, 1997; 2<sup>nd</sup> ed., 2010); Black, *Linguistics for Students*, ch. 6; A. Sáenz-Badillos, *A History of the Hebrew Language* (trans. J. Elwolde; Cambridge: Cambridge University Press, 1993).

**Lexical Study word to be decided and submitted in writing.**



January 30

Morphology and Syntax

Reading: Black, *Linguistics for Students*, chs. 3, 4; E. van Wolde, ed., *Narrative Syntax and the Hebrew Bible* (Leiden: Brill, 1997); B.K. Waltke and M. O'Connor, *An Introduction to Biblical Hebrew Syntax* (Winona Lake, IN: Eisenbrauns, 1990); G.T. Stump, *Inflectional Morphology: A Theory of Paradigm Structure* (Cambridge: Cambridge University Press, 2001); D.G. Lockwood, *Syntactic Analysis and Description: A Constructional Approach* (London: Continuum, 2002); M.A.K. Halliday, *Halliday's Introduction to Functional Grammar* (4<sup>th</sup> ed.; rev. C.M.I.M. Matthiessen; London: Routledge, 2014).

**Seminar Paper Topic to be decided and submitted in writing.**

**Commentary chosen for linguistic analysis to be submitted in writing.**

February 6

Clause and Discourse Semantics (Semantics vs. Pragmatics)

Reading: A.C. Thiselton, "Semantics and New Testament Interpretation," in I.H. Marshall, ed., *New Testament Interpretation* (Grand Rapids: Eerdmans, 1977), 75-104; J.F.A. Sawyer, *Semantics in Biblical Research: New Methods of Defining Hebrew Words for Salvation* (London: SCM Press, 1972); A. Cruse, *Meaning in Language: An Introduction to Semantics and Pragmatics* (Oxford: Oxford University Press, 2<sup>nd</sup> ed., 2004; 3<sup>rd</sup> ed., 2010); J. Lyons, *Semantics* (Cambridge: Cambridge University Press, 1977); S. Levinson, *Pragmatics* (Cambridge: Cambridge University Press, 1985); D. Biber and S. Conrad, *Register, Genre, and Style* (Cambridge: Cambridge University Press, 2009); and works in the SFL tradition, including Halliday, Martin, etc.

**Lexical Study to be discussed and submitted.**

February 13

Discourse and Corpus Considerations

Reading: S.E. Porter, "Discourse Analysis and the New Testament: An Introductory Survey," in S.E. Porter and D.A. Carson, eds., *Discourse Analysis and Other Topics in Biblical Greek* (Sheffield: Sheffield Academic Press, 1995), 14-35; L. Hartman, *Text-Centered New Testament Studies* (Tübingen: Mohr Siebeck, 1997); J.-M. Heimerdinger, *Topic, Focus and Foreground in Ancient Hebrew Narratives* (Sheffield: Sheffield Academic Press, 1999); R. de Beaugrande, *Text, Discourse, and Process: Toward a Multidisciplinary Science of Texts* (London: Longman, 1980); G. Brown and G. Yule, *Discourse Analysis* (Cambridge: Cambridge University Press, 1983); D. Schiffrin, D. Tannen and H.E. Hamilton eds., *The Handbook of Discourse Analysis* (Oxford: Blackwell, 2003); M.A.K. Halliday and J.J. Webster, *Text Linguistics: The How and Why of Meaning* (Sheffield: Equinox, 2014); M.B. O'Donnell, *Corpus Linguistics and the Greek of the New Testament* (New Testament Monographs 6; Sheffield: Sheffield Phoenix Press, 2005); D. Biber, S. Conrad and R. Reppen,

*Corpus Linguistics: Investigating Language Structure and Use* (Cambridge: Cambridge University Press, 1998); T.L. Price, *Structural Lexicology and the Greek New Testament: Applying Corpus Linguistics for Word Sense Possibility Delimitation Using Collocational Indicators* (Piscataway, NJ: Gorgias, 2015).

(Reading Week, so no class meeting on February 20)

February 27

Modern Linguistics and its Application

**Commentary Critique to be discussed and submitted**

Reading: S.E. Porter, *Studies in the Greek New Testament* (New York: Lang, 1996).

March 6

Translation Theory

Reading: E.A. Nida, *Toward a Science of Translating* (Leiden: Brill, 1964); E.A. Nida and C.R. Taber, *The Theory and Practice of Translation* (Leiden: Brill, 1974); L. Ryken, *The Word of God in English* (Wheaton, IL: Crossway, 2002); S. Pattermore, 'Framing Nida: The Relevance of Translation Theory in the United Bible Societies,' in P.A. Noss, ed., *A History of Bible Translation* (Nida Institute for Biblical Scholarship; Rome: Edizioni Di Storia E Letteratura, 2007), 218-63; T. Wilt, ed., *Bible Translation* (Manchester: St. Jerome, 2003); S.E. Porter, *How We Got the New Testament: Text, Transmission, Translation* (Grand Rapids: Baker, 2013), 147-210; T.S. Foley, *Biblical Translation in Chinese and Greek* (Leiden: Brill, 2009).

March 13

Seminar Papers or Theological Lexicography

Reading: J. Barr, *The Semantics of Biblical Language* (Oxford: Oxford University Press, 1961); A. Gibson, *Biblical Semantic Logic* (Oxford: Blackwell, 1981); D.A. Carson, *Exegetical Fallacies* (Grand Rapids: Baker, 1984), ch. 1; M. Silva, *Biblical Words and their Meaning* (Grand Rapids: Zondervan, 1983).

March 20—Seminar Papers

March 27—Seminar Papers

April 3—Seminar Papers

April 10—Seminar Papers and Final Reflections (possible extended class session)

**Final Critical Reflection Paper Presentation and Submission**

April 10—**Submission of Revised Major Paper and Response Paper**

**This syllabus for this course is for information only and remains the property of the respective professor. This syllabus is prepared with the best information available, but the professor reserves the right to change the content and format of the course.**