

NT 2C03
Greek II (Morphology):
Picking up the Pace

McMaster Divinity College
Jan 6–April 10
Online – Winter 2020

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Office Hours: Tue/Wed 1:30–3:00pm
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COURSE DESCRIPTION

This course is the second half of a year-long introduction to the Greek of the New Testament (NT). It is intended for students who have taken Greek I (Introduction to Biblical Languages) under the new MDC language curriculum (NT 1B03). Continuing the journey of learning Greek from a functional perspective, we will follow a usage-based pedagogical approach to teaching elementary Greek, in which grammar and vocabulary are introduced according to frequency of usage, with the most frequent items introduced first. As a result, students are reinforced in learning the grammatical inflections that appear most frequently in the NT. This course assumes that the student has an awareness of the material taught in NT 1B03 and has already learned most of the Greek grammatical categories (e.g. you know what an aorist verb is even if you cannot recognize its various forms). Students will focus on mastering Greek at the word level in this course. Emphasis will be on acquiring a broad Greek vocabulary and morphology (words and their forms) for **sight reading** and **translation**. We will explore the Greek nominal and verbal systems starting with the most consistent and common forms and paradigms, gradually moving on to the more fluid forms. At the end of this course, students should be able to recognize a significant proportion of NT Greek words (and their forms) and hence read a portion of the New Testament in its original language with the help of a lexicon.

A Note of Encouragement: The study of any language is both challenging and rewarding. I once heard a scholar comparing learning Greek to daily gym workouts, or to learning a musical instrument. These require discipline, practice and perseverance. They involve a hefty investment of time and energy (and even money), but the goal (whether it is getting in shape or the ability to create music) is extremely rewarding. Therefore, it is of the utmost importance to keep in view our goal—that is, to become responsible and competent exegetes of the Bible. To remind us, we will invite Greek scholars from the MDC community to share with us a short exegetical insight they received from learning Greek periodically. And just as there are many fitness gadgets to help people get into shape, we will utilize various digital widgets (apps, games, OpenText.org, and other web resources) to train our brain to recall Greek words. My goal as your instructor is to make your learning of Greek a positive, empowering, and fruitful experience. Remember, we are in this together.

COURSE OBJECTIVES

Knowing:

- To become familiar with the basic morphology and vocabulary of the Greek New Testament (GNT);

- To know how to translate simple Greek sentences into contemporary English;
- To know the basic concepts needed for study of the GNT and exegetical methods that aid in the interpretation of individual passages.

Being:

- To appreciate the value of being able to exegete the text in its original language for use in ministry;
- To find pleasure in working with Greek in biblical studies;
- To allow the GNT to motivate, form, and transform faith and a Christian way of life.

Doing:

- To demonstrate proficiency in incrementally building one's knowledge of biblical Greek so that it becomes an effective and lasting tool for Christian ministry;
- To be able to read the Greek New Testament with the aid of a lexicon, recognizing all major syntax and vocabulary.

TEXTBOOK AND MATERIALS

Students are required to possess the following:

1. Porter, Stanley E., Jeffrey T. Reed, and Matthew Brook O'Donnell. *Fundamentals of New Testament Greek*. Grand Rapids: Eerdmans, 2010. (NB: We will cover most of this material, but we will not be working through the book or the accompanying workbook. You will be using it as a reference tool.)
2. A standard edition of the Greek New Testament, such as the Nestle-Aland (26th–28th ed.), UBS (3rd–5th ed.) or Westcott-Hort.
3. Other material (videos, practice exercises, tutorials, presentations, handouts, etc.) will be posted on Avenue to Learn (A2L) weekly.

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

INTERACTION WITH THE PROFESSOR

The instructor will be available via email, Skype/WebEx/Zoom and the discussion forum on Avenue to Learn. Students are encouraged to schedule a video chat (group or individual) with the instructor on a regular basis during the semester. For resident students, face-to-face meetings can be arranged to meet outside of office hours. It is recommended that the student participate regularly in the online discussion forum so as to facilitate the development of a collaborative learning community.

COURSE REQUIREMENTS

1. Learning Modules (Quizzes, Exercises, Online Activities) (4% per module = 40% total)

As language learning is cumulative, repetition and practice are essential. Students are expected to be actively participating in the online class activities. Class activities are grouped by learning modules. The ten learning modules are designed as weekly modules. Students are strongly encouraged to participate in these learning activities on a weekly basis. Each module includes video lecture(s), tutorial(s), handouts, practice exercises, and a vocabulary and grammar quiz.

Practice exercises are to be submitted electronically to corresponding A2L submission folders. No hard copy or scan is allowed. These exercises are given to help you master the material covered in the lesson and to prepare you for the quizzes and tests. Practice exercises will be graded with comments and returned to students. If necessary, the instructor may set up an appointment with students or post additional video tutorials to go over the pertinent material and common mistakes. The video lectures and tutorial are to be watched prior to completing the practice exercises and the quiz.

The quiz will be on material learned previously (mostly on material to be memorized, such as endings, vocabulary, grammatical terms, etc. and short translation questions). A Quizlet (www.quizlet.com) study set with vocabulary items will be provided to the students. The quiz with the lowest score will be dropped at the end of the semester. Towards the end of the term, students are expected to create short videos explaining the parsing of a word and collaborative translation exercises (more detail to come).

Grading Summary for Each Weekly Module:

Completion of Lectures/Tutorials	25%
Practice Exercise	25%
<u>Quiz</u>	<u>50%</u>
Weekly Total	100% (4% of the final grade)

2. Long Tests (30%)

There will be two long tests (15% each, 1.5 hours each). These tests may include sentence translations, grammar explanations, paradigms, parsing, vocabulary, etc. The student should notify the instructor when they are ready to take a test. Arrangement with the instructor and proctor* should be made at least a week in advance. A study guide will be provided to the student. The student could also arrange an online (or in-person) meeting with the instructor if necessary to go through the material together. The tests are cumulative. The deadline to take the first long test is **February 20** and the deadline for the second exam is **March 20**. Failing to take the exams before the deadline will result in a zero grade.

3. Final Examination (30%)

The final exam is three hours long. The last day to take the exam is **April 10**. Failing to take the exam before this date will result in a zero grade.

Course Grading Summary:

Learning Modules	40%
Long Tests	30%
<u>Final Examination</u>	<u>30%</u>
Total	100%

***Proctor for Tests and Final Exam:**

Each exam will be administered to the student to complete within an allotted time. Exams will be proctored. The student must choose someone to proctor the exam, and this person must be approved by the instructor and Registrar of McMaster Divinity College. Examples of approved proctors are faculty or staff of any accredited seminary, university, or college, or a pastor or staff member of a local church. An option for students who live close enough to the College is to take the exam on campus, by arrangement with the instructor who will serve as the proctor. Please email the instructor for further details on arranging the exams.

SCHEDULE

Module	Topics	Grammatical Categories
	Review of NT 1B03	System and Choice Form and Function
1	The Nominal System (I)	The Article and Nouns (1 st and 2 nd Declension)
2	The Nominal System (II)	Adjectives and More Nouns (3 rd Declension)
3	The Nominal System (III)	Pronouns (Personal, Relative)
4	The Verbal System (I)	Tense forms and verb endings (A primer) Infinitives
	Long Test I	Long Test Review
5	The Verbal System (II)	Indicative (Thematic, Regular)
6	The Verbal System (III)	Indicative (Athematic, Liquid, Contact, etc.)
7	The Verbal System (IV)	Non-Indicative
8	The Verbal System (V)	Participle: Verbal or Nominal?
	Long Test II	Long Test Review
9	Above Word Level (I)	Periphrastic/Catenative Construction, Prepositional Phrases
10	Above Word Level (II)	Pronouns, Clause Types, Conditional Statements
	Final Exam	Exam Review

STATEMENT ON 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 ~ <https://mcmasterdivinity.ca/rules-regulations/>

GENDER INCLUSIVE LANGUAGE

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

STYLE

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <http://mcmasterdivinity.ca/wp-content/uploads/2018/02/mdcstyleguide.pdf>
Failure to observe appropriate form will result in grade reductions.

DISCLAIMER

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.