

Course Syllabus
GREK 3311: Greek Reading and Syntax – 1 John
Fall 2009
School of Theology

COURSE DESCRIPTION

An intensive study of Greek syntax with extensive application to the translation and exegesis of the Greek New Testament.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Greek Reading and Syntax (GREK 3311) may be taken after completion of GREK 2322. It is the third part of the basic program of study in Hebrew Grammar and Syntax. GREK 3311 fulfills three hours of the Smith College Foreign Language requirement. It is recommended for students who complete GREK 3311 to enroll in Greek Syntax and Reading courses in future terms to continue learning.

INSTRUCTOR INFORMATION

Name: Phillip Marshall
E-mail: pmarshall@hbu.edu
Office Phone: 281-649-3135
Office Location: Atwood 1, #234
Office Hours: MWF 10:00 am – 12:00 pm; T,TH 12:00 pm – 2:00 pm (otherwise, by appointment)
Web Page Addresses: HBU http://www.hbu.edu/hbu/Phillip_Marshall.asp?SnID=497864236
Personal <http://biblicallanguages.wordpress.com/>

LEARNING RESOURCES

Course Text(s):

Bateman IV, Herbert W. *A Workbook for Intermediate Greek: Grammar, Exegesis, and Commentary on 1-3 John*. Kregel: Grand Rapids, 2008. [Bateman]

Danker, Frederick William, ed. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd ed. Chicago: University of Chicago, 2000. [BDAG]

Decker, Rodney J. *Koine Greek Reader*. Grand Rapids: Kregel, 2007. [Decker]

Grassmick, John D. *Principles and Practices of Greek Exegesis: A Classroom Manual*. Dallas: Dallas Theological Seminary, 1974. [Grass]

Novum Testamentum Graece (New Testament Greek), 27th Ed. Aland, Barbara and Kurt, Johannes Karavidopoulos, Carlos M. Martini, and Bruce M. Metzger, eds. Stuttgart: Deutsche Bibelgesellschaft, 1994. [NA²⁷]

Long, Gary A. *Grammatical Concepts 101 for Biblical Greek*. Peabody, MA: Hendrickson, 2006. [Long]

Wallace, Daniel B. and Grant G. Edwards. *A Workbook for New Testament Syntax*. Grand Rapids: Zondervan, 2007. [W-E]

Wallace, Daniel B. *Greek Grammar, Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996. [Wallace]

Supplementary Text(s):

Greek Tutor CD (PC only) by Parsons Technology.

Other Reference Materials (optional this semester):

Blass, F. and A. DeBrunner. *A Greek Grammar of the New Testament and Other Early Christian Literature*. Translated by Robert W. Funk. Chicago: University of Chicago, 1961.

Zerwick, Maximilian S. J. . *Biblical Greek: Illustrated by Examples*, English ed. Roma: Editrice Pontificio Istituto Biblico, 1994.

Zerwick, Maximilian and Mary Grosvenor. *A Grammatical Analysis of the Greek New Testament*. 5th ed. Rome: Editrice Pontificio Istituto Biblico, 1996.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

Consistent with the University's goals and purpose, this course will:

- provide an educational atmosphere which promotes academic excellence and freedom of thought.
- enrich the moral and spiritual development of students.
- promote the development of critical thinking, compassion, and responsibility, (thereby preparing students for meaningful lives and work and for service to the Lord and the people of the world).
- encourage students to continue learning.
- foster intellectual and social interaction in the various teaching and learning processes.

RELATION TO COLLEGE GOALS AND PURPOSES

Consistent with the College of Arts and Humanities' goals, this course will produce students who:

- demonstrate integrity, good professional character, and moral and ethical discernment.
- exhibit intellectual development, creativity, and scholarship in university studies.
- demonstrate aesthetic growth.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

Consistent with the goals of the School of Theology, this course will:

- enable students to gain an intelligent and meaningful acquaintance with the history, institutions, literature, and theology of the New Testament church.
- familiarize students with the basic methodology and tools used for the interpretation of the New Testament.
- build a foundation in the classical theological disciplines, facilitate intellectual and spiritual growth, and equip individuals in skills essential to Christian ministry.

COURSE OBJECTIVES

Overview/ purpose of the course

The instructor will guide students toward achieving a basic grasp of the Koine (or Hellenistic) Greek language. Students will be encouraged to continue their study of Greek through course work at HBU and on their own in the future.

Upon completion of this course, students should be able to demonstrate (through class work, quizzes, a written research paper, and written examinations) the ability to:

1. Understand basic Biblical Greek grammar and syntax.
2. Translate basic Greek phrases and sentences.
3. Parse Greek words and analyze the grammar and syntax of basic Greek sentences.
4. Demonstrate acquisition of basic Greek vocabulary.

Technology, writing, or oral objectives

To support competency in technology, students will be encouraged to review their Greek using personal computers and related technology. Furthermore, students will be required to utilize the Internet for important sites which teach Biblical Greek. To support writing and oral competency, students will write a paper analyzing a grammatical problem in 1 John and will present their findings to their colleagues in class.

TOPICAL OUTLINE

Class Date or Meeting	Topic: Class Assignment
Aug 24 (M)	Orientation
Aug 26 (W)	Mounce, Chapter 34
Aug 28 (F)	Mounce, Chapter 35
Aug 31 (M)	Sentence Diagramming: Grassmick
Sept 2 (W)	Sentence Diagramming: Grassmick; Grammar Review: Led by Marshall
Sept 4 (F)	Sentence Diagramming: Grassmick; Syntax Overview: Led by Marshall
Sept 7 (M)	No Class: Labor Day
Sept 9 (W)	Grammar Review (G) and Syntax Overview (S): Student-Led
Sept 11 (F)	Grammar Review (G) and Syntax Overview (S): Student-Led
Sept 14 (M)	Grammar Review (G) and Syntax Overview (S): Student-Led
Sept 16 (W)	Grammar Review (G) and Syntax Overview (S): Student-Led

Sept 18 (F)	Read Decker “Using BDAG” (pp. 245–262) and the BDAG “Introduction”
Sept 21 (M)	3 John 1–4 (Using Bateman for the rest of term)
Sept 23 (W)	3 John 5–8
Sept 25 (F)	3 John 9–11
Sept 28 (M)	3 John 12–15
Sept 30 (W)	2 John 1–4
Oct 2 (F)	2 John 5–6
Oct 5 (M)	Possible Guest: David Alan Black
Oct 7 (W)	2 John 7–9
Oct 9 (F)	First Midterm Assessment
Oct 12 (M)	2 John 10–13
Oct 14 (W)	1 John 1:1–4
Oct 16 (F)	1 John 1:5–8
Oct 19 (M)	1 John 1:9–2:2
Oct 21 (W)	1 John 2:3–6
Oct 23 (F)	1 John 2:7–10
Oct 26 (M)	1 John 2:11–14
Oct 28 (W)	1 John 2:15–17
Oct 30 (F)	1 John 2:18–21
Nov 2 (M)	1 John 2:22–25
Nov 4 (W)	1 John 2:26–29
Nov 6 (F)	Second Midterm Assessment
Nov 9 (M)	Paper Purpose Statements Due
Nov 11 (W)	1 John 3:1–3
Nov 13 (F)	1 John 3:4–8
Nov 16 (M)	1 John 3:9–12
Nov 18 (W)	1 John 3:13–16
Nov 20 (F)	1 John 3:17–20
Nov 23 (M)	1 John 3:21–24
Nov 25 (W)	No Class: Dr. Marshall at SBL (New Orleans)
Nov 27 (F)	<i>Student Presentations</i>
Nov 30 (M)	All Papers Due
Dec 2 (W)	No Class: Dr. Marshall enjoying Thanksgiving
Dec 4 (F)	<i>Student Presentations</i>
Dec 8–11	<i>Student Presentations</i>
	Final Exam Assessment (date TBD)

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

Language acquisition requires the accumulation of various vocabulary, grammar, and syntax skills. To assist the student in these tasks, the professor (and sometimes students!) will present aspects of Biblical Greek grammar and syntax during class, and students will practice these skills in class. The professor will also assign practice exercises on a regular basis to be done outside of class, and to be presented, corrected, and discussed by class members. In addition, the professor will assign vocabulary regularly to be utilized in translation. Occasional quizzes will facilitate the acquisition of new vocabulary words and grammatical

concepts. Finally, in order to attain competence in reading Greek texts syntactically, students will engage in an inductive “lab journey” through passages in the Johannine letters to practice making decisions about syntactic analysis and semantic classification.

ASSESSMENT OF LEARNING

Course requirements

1. Students will take three major exams this term (2 midterms, 1 final) in which they will demonstrate their knowledge of grammar and syntax and their ability to translate Greek phrases and sentences. The dates for these examinations are given on the Topical Outline.
2. In addition to these major exams, students will demonstrate their knowledge of Biblical Greek vocabulary, grammar, and syntax during regular class participation and occasional quizzes. To determine the final grade, the instructor will drop the lowest class participation grade and quiz grade. These opportunities are designed to keep students involved in a regular program of study. (You cannot acquire a second language by “cramming” at the last minute; regular, systematic study is required!)
3. For the Grammar Review (G) and Syntax Overview (S) days, students will be assigned to lead a short 10–15 minute discussion on either Grammar (to review some aspect of 1st-year Greek) or Syntax (to preview significant syntax categories/usage to be explored in depth during the course of reading 1–3 John). Students must provide the class with a useful handout to keep as they follow the presentation. The handout + presentation will be assessed and will count as one quiz grade and one participation grade.
4. Students will research, write, and present to the class a paper addressing a grammatical problem from a passage of their choice from the 1, 2, or 3 John. The paper will consist of the following: (1) a title page, (2) the body, containing a statement of the grammatical problem and an attempt to understand or resolve it, and (3) a bibliography of sources consulted. The body of the paper will be at least eight pages and no more than 12 pages in length. The paper will be double-spaced with one-inch margins. Students will consult at least eight sources. Acceptable sources will deal primarily with Greek syntax and grammar. Historical and theological matters will not be emphasized unless directly related to the Greek text. You will include a line diagram of your passage. Pre-approved sources will be placed on reserve in Moody Library.
5. The final grade will be determined according to the following percentages:

a. Completion of Summer Work	10%
b. Midterm Exams (Average)	20%
c. Final Exam	20%
d. Daily Participation	15%
e. Quiz Average	15%
f. Exegesis Paper and Presentation	20%
6. Students are encouraged to spend at least one hour per week practicing their Greek skills on a computer utilizing the Mounce textbook CD, *Greek Tutor* CD (and/or other software programs), and/or Internet resources such as teknia.com (see also hamoreh.org → Resources → Helpful Links → Biblical Languages)

Grading standards

The grade scale for the Department of Christianity and Philosophy is: A (90–100), B (80–89), C (70–79), D (60–69), F (59 and below).

Student appraisal

The course and course content will be evaluated and reviewed at the preparation of each new syllabus. Comments from students completing the university evaluation will be taken into consideration.

CLASS POLICIES

Absence and Tardy Policies

Attendance in class is important and it is university policy that students must attend class and that faculty will require attendance with penalties for non-compliance. Please see the catalog currently in use for the university's policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Apart from the absences caused when students represent the university, students might need to miss class and/or lab sessions from time to time due to illness or other reasons. Instructors will permit students to be absent from a maximum of three class meetings that are scheduled in this syllabus for MWF and for TTH courses during the Fall and Spring semesters. Upon the fourth absence, faculty will begin to penalize a student's grade in the course as the professor deems appropriate. For summer session courses that meet throughout the week, instructors will permit students to be absent a maximum of 2 class meetings. For courses that meet once a week, whether regular semesters or in the summer, instructors will permit students to be absent a maximum of one or two class meetings (upon the discretion of the instructor) before penalties are applied. Students are advised to use the allowed absences for illnesses and significant events beyond their control. Regular attendance in class is important for student success.

Academic Honesty

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Late Work

Late work will only be allowed with the permission of the professor.

Learning Disabilities/Academic Accommodations

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services (Alison Childers) at 281-649-3274, Hinton Bldg #101, to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s).

Missed Tests

Make-up tests for *exams* will be given in the event of illness, death in the immediate family, official participation in events representing the university or with prior permission from the professor. **The make-up exam period will be posted by the Christianity department. The make-up exams will be given in Atwood 2,** and the student must present an I.D. card to take the test.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Phillip Marshall

ADDITIONAL COMMENTS REGARDING THE SIGNIFICANCE OF THE COURSE IN TERMS OF HISTORY, MOMENT, MOVEMENT, TRENDS, TIMELINESS, BODY OF BASIC KNOWLEDGE, ETC.

None

Instructor's Signature

Date