

Course Syllabus  
GREK 6353-15: Advanced Greek Reading & Syntax II – Acts  
Fall 2010  
School of Theology

## COURSE DESCRIPTION

“Advanced studies in Greek grammar, syntax, and literature of the Koine period.” Our study will focus on selected portions of Luke’s book of Acts.

## COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Advanced Greek Reading & Syntax II (GREK 6353) may be taken after completion of GREK 3311/3312/3313, or with instructor’s permission. It is recommended for students who complete GREK 6353 to enroll in Advanced Greek Studies 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 – 11:00 am and 1:00 pm – 2:00 pm; T,TH 9:30 am – 12:00 pm  
(otherwise, by appointment)  
Web Page Addresses: HBU [http://www.hbu.edu/hbu/Phillip\\_Marshall.asp?SnID=497864236](http://www.hbu.edu/hbu/Phillip_Marshall.asp?SnID=497864236)  
Personal <http://biblicallanguages.wordpress.com/>

## LEARNING RESOURCES

Course Text(s):

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

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.

Culy, Martin M. and Mikeal C. Parsons. *Acts: A Handbook on the Greek Text*. Waco: Baylor University Press, 2003. [ISBN-10: 0918954908]

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]

Porter, Stanley. *Idioms of the Greek New Testament*, 2nd ed. Biblical Languages: Greek series. Sheffield: JSOT Press/Continuum, 1992. [ISBN: 1850753792 paperback]

Runge, Steven E. *Discourse Grammar of the Greek New Testament: A Practical Introduction for Teaching and Exegesis*. [NOTE: This is supposed to be published as a paper edition by Hendrickson at the end of Sept 2010--too late for our Fall semester. It is available, however, as an electronic book through Logos; you can purchase the e-book and download the Logos platform for free so that you can read it. We have an arrangement with Logos to get it for \$49.95, which is \$10 off the retail price at Logos' website. Please email me for directions on how to get the discount.]

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

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

#### Supplementary Texts and Materials:

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]

*Greek Tutor* CD (PC only) by Parsons Technology.

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

Robertson, A. T. *A Grammar of the Greek New Testament in the Light of Historical Research*. Nashville: Broadman Press, 1934.

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

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

This course seeks to provide an educational atmosphere which fosters academic excellence, freedom of thought, moral and spiritual development of students, and the enrichment of life through the Christian faith and message.

### RELATION TO COLLEGE GOALS AND PURPOSES

This course is designed to support the mission of the College of Arts and Humanities:

*"To develop intellectual, moral and aesthetic growth in its students"*

This is accomplished by teaching students how to read Koine Greek texts using the best grammatical and linguistical tools.

## RELATION TO DEPARTMENTAL GOALS AND PURPOSES

Consistent with the purpose and goals of the School of Theology, this course is a reading course in the original text of an important book of the Greek Bible. It will develop the student's skills in reading primary source documents from grammatical, linguistic, and literary perspectives. The course gives students opportunity to grow in the Christian faith and to develop in service to community and church.

## COURSE OBJECTIVES

### Overview/Purpose of the course

The instructor will guide students toward achieving an increasingly more advanced 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. Demonstrate knowledge of inflectional and derivational morphology of Biblical Greek through proper parsing.
2. Demonstrate an ability to analyze the grammatical structure of Biblical Greek phrases and sentences [using critically the following grammars: *Greek Grammar, Beyond the Basics: An Exegetical Syntax of the New Testament* (Wallace), *Biblical Greek* (Zerwick), *A Grammar of the Greek New Testament in the Light of Historical Research* (Robertson), *Idioms of the Greek New Testament* (Porter), and *A Greek Grammar of the New Testament and Other Early Christian Literature* (Blass, DeBrunner, Funk)].
3. Demonstrate an ability to provide the proper semantic classifications of the grammatical structures encountered in the syntax of Biblical Greek phrases and sentences.
4. Demonstrate an ability to use critically the apparatus of the NA-27 Greek NT.
5. Demonstrate an ability to analyze whole text units from a discourse analytic (text-linguistic) perspective.
6. Demonstrate an ability to identify and research an issue dealing with advanced Greek grammar, syntax, or semantics.
7. Demonstrate an ability to interact with current scholarship on an issue of advanced Greek grammar, syntax, or semantics.
8. Demonstrate an ability to write an argument and present research findings related to an issue of advanced Greek grammar, syntax, or semantics.

## TOPICAL OUTLINE

Class Date or Meeting	Topic: Class Assignment
August 23	Orientation & Introduction
August 25	Grammar/Syntax Overview: Student-Led

August 27	Grammar/Syntax Overview: Student-Led
August 30	Acts 1:1-5
September 1	Acts 1:6-11
September 3	Runge; Vocab Quiz
September 6	No Class (Labor Day!)
September 8	Acts 2:1-6 <b>Sept 8: Last day to drop without a 'W'</b>
September 10	Acts 2:7-13
September 13	NT Textual Criticism; Orientation to TC Worksheet
September 15	Acts 2:37-42
September 17	Runge; Vocab Quiz
September 20	Acts 2:43-47; TC Worksheet DUE
September 22	Acts 3:11-18
September 24	Runge; Vocab Quiz
September 27	Acts 3:19-26
September 29	Acts 4:1-8
October 1	Runge; Vocab Quiz
October 4	Acts 4:9-16
October 6	Acts 4:17-24
October 8	Runge; Vocab Quiz
October 11	Acts 4:25-31
October 13	Acts 6:1-7
October 15	Runge; Vocab Quiz
October 18	Acts 6:8-15
October 20	Acts 7:54-8:1a
October 22	Runge; BDAG Worksheet DUE; Vocab Quiz
October 25	Acts 8:26-32
October 27	Acts 8:33-40
October 29	Runge; Vocab Quiz; <b>Oct 29: Last day to drop with a 'W'</b>
November 1	Acts 9:1-6; RESEARCH PAPER TOPICS DUE
November 3	Acts 9:7-12
November 5	Runge; Vocab Quiz
November 8	Acts 9:13-19a
November 10	Acts 9:19b-25
November 12	Runge; Vocab Quiz
November 15	Acts 9:26-31
November 17	Acts 10:44-48
November 19	Runge; Vocab Quiz
November 22	Research Days
November 24	Research Days
November 26	No Class (Thanksgiving Break!)
November 29	<i>Student Presentations</i> ; ALL RESEARCH PAPERS DUE
December 1	<i>Student Presentations</i>
December 3	<i>Student Presentations</i>
December 8	<b>FINAL EXAM ASSESSMENT: WEDNESDAY, 3:00 – 5:00 PM</b>

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 worksheets to be completed and turned in for assessment; these are designed to assist in learning how to use some of the tools of NT Greek study. Occasional quizzes will facilitate the acquisition of new vocabulary words. Finally, in order to attain competence in reading Greek texts syntactically, students will engage in an inductive “lab journey” through passages in Acts to practice making decisions about syntactic analysis and semantic classification.

## ASSESSMENT OF LEARNING

### Course requirements

1. Students will take a final exam in which they will demonstrate their knowledge of grammar and syntax and their ability to translate Greek phrases and sentences. The date for the final examination is in the course topical outline.
2. In addition to the final exam, students will demonstrate their knowledge of Biblical Greek vocabulary, grammar, and syntax during regular class participation and occasional vocabulary quizzes. 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 Syntax Overview days, students will be assigned to lead a short 10-minute discussion on basic Syntax (to preview significant syntax categories/usage to be explored in depth during the course of reading selected portions of Acts). 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 toward the student’s “Presentation” average.
4. For each section of Acts that we prepare for our classroom “lab,” one student will be assigned to lead the discussion. This student must submit a typed one-to-two-page (12 pt font, single spaced) summary sheet containing an English gloss of the assigned passage and guiding questions about the *significant* syntactical categories encountered and their semantic classifications in his/her assigned passage. The summary should be prepared as an outline for discussion of that meeting’s assigned passage. Summaries will make reference to line diagrams by Leedy. The summary discussion sheet will be collected at the conclusion of each class period and will be assessed for the strength of the gloss, the grammatical significance of the questions raised, and the student’s demonstration of his/her ability to resolve grammatical questions. GREK 6353 students must reference and demonstrate competence in the use of grammars by Wallace, Porter, Blass-DeBrunner-Funk, and Runge (and, as needed, Zerwick and Robertson). NOTE: To help guide the other students’ study of the passage and preparation for the discussion, the leader will post in Blackboard a list of the discussion questions at least 24 hours prior to the meeting that he/she will lead.
5. The students who are not leading discussions in Acts are responsible to prepare for the passage to be discussed by doing the following: [1] Read the text in Greek. [2] Parse all forms using the Parsing

Sheets provided in course handouts. Bring these to class completed as the basis for our discussion of the passage. [3] Analyze the syntactic structure of each verse and determine the semantic classifications of the syntactical structures you see in the passage. [4] Consult the line diagrams of Leedy as a means to understanding the syntax of the clauses. [5] Participate in the discussions!

6. Students will research, write, and present to the class a paper addressing a grammatical or linguistic issue (for ex., an analysis of discourse features or information structure) from a passage of their choice from Acts. 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 15 pages and no more than 20 pages in length. The paper will be double-spaced with one-inch margins. Students will consult at least 15 sources (no more than three from the internet, at least four resources from scholarly journals). Acceptable sources will deal primarily with Greek syntax/grammar and linguistics. Historical and theological matters will not be emphasized unless directly related to the Greek text. You will include a line diagram of your passage (or a representative portion thereof). Pre-approved sources will be placed on reserve in Moody Library. Format is to follow Turabian.

7. The final grade will be determined according to the following percentages:

a. Presentations	10%
b. Final Exam	10%
c. Worksheets	10%
d. Quiz Average	10%
e. Paper and Presentation	60%

8. Students are encouraged to spend at least one hour per week practicing and refining 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](http://teknia.com) (see also [hamoreh.org](http://hamoreh.org) → Resources → Helpful Links → Biblical Languages)

9. The student is expected to attend all class meetings, participate in class discussions, and meet the requirements of the course as indicated by the professor, this syllabus, and the assignments given. You are permitted to be absent 3 times without penalty. After that, each absence will result in reducing the final grade average by 2 points.

#### Grading standards

The grade scale for the School of Theology's graduate courses is: A (93-100), A- (90-92), B+ (88-89), B (83-87), B- (80-82), C+ (78-79), C (73-77), C- (70-72)

#### 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 instructor.

#### Missed Tests

Make-up 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 announced and the make-up exams will be given in Atwood 2. The student must present an I.D. card to take the test.

An incomplete grade for this course can only be given at the discretion of the Dean of the College of Arts and Humanities.

#### 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).

#### **PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

Dr. Phillip Marshall

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Instructor's Signature

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Date