

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: BNT 502

Course Name: Introductory NT Greek II

Semester and Year: Summer 2020

Instructor: David J. Sigrist

Contact Information: david.sigrist@twu.ca

Office Hours: Fridays 10am-2pm PST virtually via BlueJeans and upon request

Co-requisites or Pre-requisites: BNT 501

Semester Hours: online

Course Description

The student continues in the basic features of NT Greek, with emphasis on some of the more complex aspects of Greek grammar. Vocabulary development and reading practice will be emphasized. As a result the student will gain proficiency in reading the Greek Testament and will be prepared for exegetical study.

This innovative course employs *digital media* and *Communicative Language Teaching* methods that have been shown to be highly effective with those experiencing difficulty learning languages through traditional methods of rote memorization and grammar-translation. Thus, students will use a provided web-based environment found at (www.projectimmersio.com) to acquire proficiency by means of meaningful language *use*, that is listening, speaking, reading, and writing Greek through exercises of reception, production, and interaction in order to acquire an *active* fluency.

This will serve to foster a lasting *reading fluency* of biblical discourse and genres that corresponds to an A2 Common European Framework of Reference (CEFR) level of language competence, and develop *exegetical skills* for further academic, professional, or personal study of the biblical text.

Course Learning Outcomes

- When **heard** understand common words and phrases about familiar topics from about **500 of the most common words**, and understand the main point of simple, short announcements or messages
- Understand short, **simple compositions** without punctuation like personal letters, and be aware of **textual variation**
- In printed and punctuated texts find specific and predictable information and **identify key words and phrases** in familiar genres or tropes
- **Link** a series of common phrases and simple sentences to **give basic descriptions** of their life and background, and comment on familiar customs, ideas, and types of people from the Jewish Graeco-Roman world with a knowledge of the **central morpho-syntactic functions of all verbal based parts of speech**
- Handle **short social exchanges** with adequate prompting and help to keep conversations going with a growing familiarity of **discourse markers**
- For familiar topics and activities **communicate in routine and simple tasks** that require an exchange of information
- **Write short, simple notes and messages** about familiar matters
- Cultivate an awareness and familiarity of the central **morphological** features of Greek
- **Logically express basic opinions and beliefs** about known topics from the Jewish Graeco-Roman world
- Develop the mindset and skills to use historical-grammatical methods to make **exegetical insights** with the aid of biblical software and scholarly resources
- **Further appreciate and value** the importance of the Greek language in Biblical translation and exegesis

Required Texts and Materials

Registering at Project Immersio

It is necessary that students register at www.projectimmersio.com and ensure that any technical issues are resolved. To register, use the links (below) and click the enrolment button , then at the next page click on  and use the instructor provided coupon to gain *lifetime free* access.

For BNT 502, this means registering for **BOTH**

New Testament Greek 3: (<https://projectimmersio.com/p/new-testament-greek-for-beginners-higha1-to-lowa2>) and

New Testament Greek 4: (<https://projectimmersio.com/p/new-testament-greek-for-beginners-lowa2-to-higha2>)

Note: The possession of Bible software with original language tools is assumed for students in this course. Logos (www.logos.com) packages with the original languages are more than adequate for the purposes of this course. Students should have some familiarity with the software *prior* to the first day of instruction and are welcome to consult with the Instructor for more details at any time.

Recommended

Note: The use of **any one** of the following three critical editions (in print or digital form) is recommended.

The Greek New Testament, Produced at Tyndale House, Cambridge (Wheaton, Crossway, 2017).

Novum Testamentum Graece. E. Nestle, K. Aland, *et al.*, editors. 28th ed (Stuttgart: Deutsche Bibelgesellschaft, 2012).

The Greek New Testament. K. Aland, B. Metzger, *et al.*, editors. 4th ed (New York: United Bible Societies, 1994).

Reference

Bauer, Walter, Frederick W. Danker, William F. Arndt, and F. Wilbur Gingrich. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed (Chicago: University of Chicago Press, 2000).

Liddell, H. G., Barber, E. A., Scott, R. Jones, H. S. & McKenzie R. *A Greek-English Lexicon* (Oxford: Clarendon Press, 1940).

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

Course Activities/Requirements

Class Participation

10%

Though prompts and communication will be given during the course, *on their own* students are expected to work through the website material with its stories, language exercises and activities, practice readings, discussion of grammatical and other points, and consult with the Instructor *for any and all questions*, clarifications, or expectations, big and small. Full participation will be assumed for students who regularly submit their chapter assessments.

Chapter Assessments

50%

Students will submit *via email completed scans* (or quality photos) of the pdf chapter assessment printouts, which evaluate all aspects of comprehension of the language addressed in a given chapter. These are *open notes* and marked *upon completion* such that provided every question and exercise is filled out or marked, a perfect mark is given no matter if the answers are correct or not. This serves as the *primary* means for the Instructor to provide personalized feedback and give encouragement through comments and track student progress.

Exegetical Insight

20%

Based on the passage of study from BNT 501 (recommended), or a choice approved by the Instructor, write a 700-word minimum exegetical insight, focusing on textual features. Any major style guide may be used. The study should contain the following:

1. A basic insight, assertion, or key observation based on textual or grammatical grounds (often this is discovered in the BNT 501 word and morpho-syntactic studies)
2. Similar to the BNT 501 word study, contextual reasons for the specific meaning of key words
3. Similar to the BNT 501 morpho-syntactic study, contextual reasons for the specific functional usages of impactful grammatical forms or discourse markers
4. Commentary as to the significance of the insight for further interpretation or applications
5. *Relevant* citations from at least one scholarly lexicon and four scholarly articles, textual commentaries, or grammars.

Final Assessment

20%

The final will test all aspects of the language studied so far in a cumulative and summative way that builds *directly* on the chapter assessments such that *all* the questions and exercises come directly from the chapter assessments (!). Students may arrange their own Instructor approved *proctors* (family, friends, roommates, or other instructors or staff can suffice) who can submit completed pdf scans to the Instructor.

Course Evaluation

Class Participation	10%
Chapter Assessments	50%
Word Study	10%
Morpho-syntactic Study	10%
Final Assessment	20%
TOTAL	100%

Grading System

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Course Outline

With the online format students have much flexibility to determine the study schedule that works best for them. However, there are two recommended “paces” offered.

By week 1 students are to provide the instructor with their own “**study schedule**,” which indicates which weeks (or possibly days) they intend to complete the course requirements, and a brief description of their anticipated, regular study times.

Semi-Intensive Pace

Students who intend to complete *both* BNT 501 and BNT 502 within *one* term must follow the “semi-intensive” pace of **one lesson per week**. For this it is *highly recommended* that students dedicate approximately **15 hours a week** to their Immersio learning and completing the course assignments. This is especially important given that language learning is best done in smaller, regular increments such that, e.g., 3 hours of study over 5 days is far much effective than 5 hours of study over 3 days. The following is a recommended schedule.

- Week 1 - Introductory communications and submission of Chapter 9 assessment
- Week 2 - Submission of Chapter 10 assessment and choose topic for exegetical insight
- Week 3 - Submission of Chapter 11 assessment and bibliography for exegetical insight
- Week 4 - Submission of Chapter 12 assessment and detailed outline for exegetical insight
- Week 5 - Submission of Chapter 13 assessment and draft exegetical insight
- Week 6 - Submission of Chapter 14 assessment and submit exegetical insight
- Week 7 - Submission of Chapter 15 assessment and review for final assessment
- Week 8 - Submission of Chapter 16 assessment and complete proctored final assessment

Standard Pace

If a student intends to complete only BNT 501 within the term, and continue with BNT 502 during a different term, they *may* follow a “standard pace” of roughly **one lesson every other week**. This is recommended if the student has a heavy course load and/or fulltime employment.

Miscellaneous Recommendations

Recommended Passages

For the exegetical insight the following is a list of recommended passages, though students are free to choose their own Instructor approved one as well.

- Matthew 28:16-20 (a gospel text)
- Acts 9:1-9 (a narrative text)
- Romans 3:21-26 (a Pauline epistle text)
- James 3:1-8 (an exhortatory text)
- 1 John 1:1-10 (a text of Johannine exhortation)
- Revelation 12:1-6 (an apocalyptic text)

Recommended Online Resources

1. <https://www.stepbible.org/> (free and accurate tagged biblical texts)
2. <http://alpheios.net/> (a Chrome and Firefox tool for Greek, Latin, and other languages)
3. <https://logeion.uchicago.edu/lexidium> (a searchable online dictionary for LSJ)
4. <http://www.perseus.tufts.edu/hopper/resolveform> (a morphologically sensitive online dictionary for LSJ)
5. <https://www.lexigram.gr/lex/arch/#Hist0> (a tool to parse and *produce* any morphological form of a given lexeme. Warning, it is in Modern Greek!)
6. <https://netbible.org/bible/> (a free, Bible study resource with quality textual notes and commentary, Greek and Hebrew tagged text, and links to other resources)

Recommended Scholarly Resources

For the insight it is required to consult scholarly resources, such as scholarly lexica, peer-reviewed academic journals, or textual commentaries. It is suggested that students consult the Instructor for further direction. Nevertheless, the following are recommended databases and textual commentary series. Note that all are accessible through the TWU library.

- The American Theological Library Association (ATLA)
- Journal Storage (JSTOR)
- Anchor Bible Series
- Baker Exegetical Commentary on the New Testament (BECNT)
- Hermeneia Commentary Series
- Word Biblical Commentary (WBC)

Course Policies

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at:

<http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

LATE ASSIGNMENTS POLICY

With the flexible dates there are no late assignments, though the instructor will encourage students to follow their submitted "study schedule," or make emendations as needed.

PROGRAM GRADE SUBMISSION POLICY

Grades will be submitted once all course requirements are fulfilled.