

## *NT 531 Intermediate Greek Grammar*

Bethel Seminary San Diego

Thursdays, 4:15-7:00 pm

April 3-June 12, 2008

Instructor: Mark Strauss

### **I. Course Description:**

A review and expansion of morphology, a survey of syntax, translation, and vocabulary building, an introduction to textual criticism. Prerequisite: Beginning Greek or passing of Greek Qualifying Exam.

### **II. Objectives of the Course:**

- A. To help the students develop their understanding of the principles of Greek grammar and facilitate their ongoing acquisition of basic Greek vocabulary.
- B. To introduce students to the science/art of Greek exegesis and to help them develop a sustainable methodology of exegesis.
- C. To inspire confidence in the students in their use of the Greek language as a tool for understanding and communicating the literature of the NT as the Word of God.
- D. To provide the students with an understanding of crucial, contemporary exegetical issues so they are more effective in understanding and ministering God's Word.

### **III. Textbooks**

#### **Required**

*The Greek New Testament*, UBS 4th ed.

Max Zerwick and Mary Grosvenor, (tr. and ed.). *A Grammatical Analysis of the Greek New Testament*. Rome: Biblical Institute Press, 1974.

Daniel B. Wallace, *Greek Grammar. Beyond the Basics* (Grand Rapids: Zondervan, 1996).

Warren Trenchard, *The Student's Complete Vocabulary Guide to the Greek New Testament* (Grand Rapids: Zondervan, 1992).

David Alan Black, *New Testament Textual Criticism. A Concise Guide* (Grand Rapids: Baker).

#### **Highly Recommended**

Don Carson, *Exegetical Fallacies* (Grand Rapids: Baker, revised edition, 1996).

Bruce Metzger, *A Textual Commentary on the Greek New Testament* (United Bible Societies; latest edition).

Bruce Metzger, *The Text of the New Testament. Its Transmission, Corruption and Restoration* (New York & Oxford: Oxford UP, 3rd edition).

Gordon Fee, *New Testament Exegesis, A Handbook for Students and Pastors*. Louisville, KY: Westminster/John Knox, rev. ed., 1993.

Walter Bauer, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (revised and edited by F. W. Danker, W. F. Arndt and F. W. Gingrich. third ed.; Chicago: University of Chicago Press, 2000)

## IV. Course Requirements

### A. Translations

Translation assignments will be due each week. The student will be accountable for weekly discussion on the translation material. Other written assignments may be announced in class which will be practical applications of the material covered in class. You are responsible for these assignments whether or not you are in class.

### B. Quizzes

A quiz will be given each session on the translation, vocabulary, and reading (Wallace) due for that day. Consult the attached class schedule for quiz assignments.

### C. Reading from Wallace

You will be held responsible for reading the assigned section of the Wallace grammar each week. Do not try to memorize all the grammatical categories in Wallace. Rather, you should read (skim) the material, seeking to follow the basic argument and examining the examples given. There will be several questions on the quiz drawing from the principles in Wallace, but this material will be open book.

### D. Textual Criticism Project

A short textual criticism project will be completed during the quarter. A handout explaining this project will be provided.

### E. Exegetical and Expositional Project

The final project is designed for you to see how useful New Testament Greek can be in your ministry. You will produce an exegetical and expositional analysis of an assigned biblical passage. Using the methodologies developed in class, you will move through an analysis of syntax, grammar, word study, text-critical analysis, historical background, and theological analysis to understand the passage in its first-century historical context. You will then reflect on how the principles of the passage are relevant for your ministry situation today and determine the best way to present the passage in a sermon or Bible study.

## V. Grading

Quizzes on Translations, Vocab. & Wallace Readings	50%
Textual Criticism project	20%
Exegetical & Expositional Project	30%

Please note the following Bethel policies:

**EXTENSIONS:** There will be no extensions in this class except for extenuating family emergencies or medical reasons. An Incomplete Contract must be drawn up, dated, processed, and then approved by the professor and submitted to the Associate Registrar before the last day of class.

**DISABILITIES:** Any student who because of a disability may require some special arrangements to meet course requirements should contact the instructor or the Access Coordinator for the Bethel Office of Disability Services by the second week of class to discuss reasonable accommodations. Please see Student Handbook, pg 22.

**ACADEMIC INTEGRITY:** Written material submitted must be the original work of the student. Academic dishonesty constitutes a serious violation of scholarship standards at Bethel and can result in denial of credit and possible dismissal from the school. Academic dishonesty includes cheating on assignments or exams, plagiarism, fabrication of research, multiple submissions of work in different courses, misrepresentation of academic records, the facilitation of academic dishonesty, and depriving others of necessary academic resources.

**CALENDAR OF DATES AND REQUIREMENTS**  
**NT 531 Intermediate Greek**

<i>Week/Date</i>	<i>Translation, Vocab. &amp; Wallace for Quiz</i>	<i>Lecture Topic</i>
1/April 3	1 John 2:12-17 in class	<i>Introduction to the course</i>
2/ April 10	<b>Quiz 1:</b> 1 John 2:18-3:10 Vocab. pp. 128-130, ὁ - ἀμήν Wallace, pp. 12-71: <i>Intro, Nominative, Vocative</i>	<i>Literary Genre</i>
3/April 17	<b>Quiz 2:</b> Mark 2:1-12 Vocab. pp. 131-132, νεκροί - ἀποκτείνω Wallace, pp. 72-136, <i>Genitive</i>	<i>Historical &amp; Literary Context</i>
4/April 24	<b>Quiz 3:</b> Mark 2:13-28 Vocab. pp. 133-134, χαίρετε - τυφλός Wallace, pp. 137-175; <i>Dative</i>	<i>Analyzing a Text/Thesis statement</i>
5/May 1	<b>Quiz 4:</b> Mark 3:1-19 Vocab. p. 134, ἄρα - καθίζω Wallace, pp. 176-205; <i>Accusative</i>	<i>Syntactical Analysis</i>
6/May 8	<b>Reading Week</b>	
May 15	<b>Quiz 5: Textual Criticism</b> Read Textual Criticism (notes provided) Read Black, <i>NT Textual Criticism</i>	<i>Textual Criticism</i>
7/May 22	<b>Textual Criticism project due</b> Wallace, pp. 206-254; <i>Article I</i>	<i>Word Analysis</i>
8/May 29	<b>Quiz 6:</b> John 1:1-18 Vocab. p. 135, μικρός - θεραπεύω Wallace, pp. 255-290; <i>Article II</i>	<i>Using Commentaries Solving Problems</i>
9/ June 5	<b>Quiz 7:</b> John 1:19-34 Vocab. p. 135, Ἰουδαίος - χωρίς Wallace, pp. 291-354; <i>Adjs. &amp; Pronouns</i>	<i>Theology and Contextualization</i>
10/June 12	<b>Expositional Project due</b>  <b>PARTY!! KLASH OF THE KOINE TITANS GAME SHOW</b>	<i>Contextualization</i>

**Textual Criticism Project**  
for NT 110 - Intermediate Greek  
Analysis of a Textual Variant

Evaluate one of the following textual variants:

- John 1:18 -- Should the text read "God" or "son"?
- Ephesians 1:1 -- Should "in Ephesus" be omitted?
- Mark 1:1 -- Should "Son of God" be included?

1. *List all the possible readings.* Briefly describe what are the implications of each reading for interpreting the text.
2. *Assess the external evidence.* Use a "Textual Witnesses" chart to plot the external evidence. Evaluate what reading the external evidence supports based on the text-critical theory that you find most compelling.
3. *Assess the internal evidence.* Summarize what reading the transcriptional and intrinsic probabilities would support. I would suggest that you consult at least four (4) sources (e.g. commentaries, Metzger's, Textual Commentary, etc.) You may present this material in a concise outline fashion.
4. On the basis of your evaluation of the external and internal evidence, indicate which reading you think is the original and why you agree or disagree with the judgment of the editors of the UBS text.

Form and Style:

- √ There is no length requirement.
- √ I would prefer a typewritten page if you have a computer with a Greek font. Otherwise, feel free to submit a legible handwritten paper.
- √ No transliteration. Please write out the Greek.

## Intermediate Greek Exegetical Project (Mark 2:13-17)

### 1. Historical and Literary Context (the big picture).

**a. HISTORICAL CONTEXT:** Based on your reading of Mark and your comparison with outside sources *briefly* summarize Mark's overall purpose in writing. What portrait of Jesus – both his person and work – is he seeking to provide? What message concerning the role of a true disciple of Jesus Christ does he wish to communicate to his readers? Note briefly the life setting of Mark's original readers suggested in the commentaries.

**b. LITERARY CONTEXT:** Based on your reading of Mark and outside sources, *briefly* state the progress of author's thought up to the point where your passage begins. (Again, a paragraph or two is sufficient – be concise).

### 2. Analyzing the Text: Grammatical and Historical Analysis

**a. TEXTUAL ISSUES:** Briefly note the textual issues in your passage. There are three variant readings for Mark 2:13-17 noted in the UBS fourth edition. Using Metzger's *Textual Commentary* or the critical commentaries summarize the issues and reason for choosing either "Scribes and Pharisees" or "Scribes of the Pharisees". One or two short paragraphs here. Don't go overboard!

**b. TRANSLATION:** Provide a fairly literal translation, seeking to keep Greek forms intact but using readable English (you may provide good idiomatic equivalents in parentheses). After you have done this, compare various English translations. Note key differences in how words and phrases are translated.

**c. THESIS STATEMENT:** (This step will appear here in your paper, though in terms of preparation you will develop your thesis statement *after* you have done most of your exegesis). Identify the "big idea". Summarize the main point of your passage in one sentence using the "subject-complement" method. What is the central thought the writer is getting across? Be sure to cite this in terms of *the author's perspective*, rather than in terms of present application: "*Mark here presents Jesus...*"

**d. OUTLINE:** Provide an outline of your passage, charting the progress of the narrative. (Again, this step will be part of the culmination of your research, though place it here *in your paper*).

**e. SYNTACTICAL DISPLAY:** Make a sentence flow of your passage, seeking to graphically portray the key point of this statement of Jesus (you may do the whole passage if you want).

**f. OBSERVATIONS:** This should be a short "commentary" on your passage. Note important words or motifs; give historical background where necessary (consult commentaries here). For this passage in Mark, you could provide information such as the significance of Mark's opening statement (v. 13) in the context of the Gospel (the reference to the "crowds" and to Jesus' teaching); the background to Levi's profession; the significance of the statement "follow me"; the significance of the phrase "tax collectors and

sinners”; who the “scribes of the Pharisees” were and the reason for their condemnation of Jesus’ actions; background and cross references to Jesus’ statement in v. 17.

A good format for this section is to provide select words or phrases of the text followed by a short comment on them. For example:

v. 14: *sitting in the tax booth*. The “tax booth” (τελώνιον) here is probably a reference to...

\*Note: Be sure to cite sources here when you draw comments from a commentary, etc.

\*Caution: Do *not* reproduce every exegetical comment made in the commentaries. Note only points directly relevant to the central meaning of the text. The technical and critical commentaries will provide far more information than you need. For our purposes, avoid discussion of source or tradition-historical material. Focus only on *Mark’s* meaning).

**g. WORD STUDY:** As part of your observations (previous step), do a brief word study of the term “sinner” (ἁμαρτωλός, it is a substantival adjective). What does the word “mean”? How is it used here? Consult the commentaries here.

**h. PROBLEM SOLUTION:** Again, as part of your observations, briefly resolve the problem of the name “Levi” in the text. (Is this another name for “Matthew”? Why does Mark not identify him as one of the twelve? etc. Note that there is also a textual problem here as well). Note the various views, cite the key arguments for each, and come to a conclusion.

### 3. Theological Implications.

What is *Mark’s main theological point* of the passage? (go back to your “thesis statement” for this). Relate this point to Mark’s purpose and theology throughout his Gospel. Cite cross references.

### 4. Contextualization: What it means today

Restate the teaching of the passage in terms of its abiding value and relevance for Christian living today in your cultural-social context. How may the same principles apply today?

### 5. Communication: Bible Exposition

**a. AUDIENCE:** Indicate the precise nature and composition of your audience. What are their needs (felt and real)--especially in view of the teaching of the passage you will relate to them?

**b. SERMON:** Given the nature of the audience to which the truth from this passage will be preached, consider how it might best be communicated. Provide an expository outline of the message with brief annotation explaining how you plan to develop each point.

Title:

Introduction:

Main Points:

- 1.
- 2.
- 3.

Conclusion:

You may wish to include relevant illustrations or applications you will make.

Intended Response: In a sentence or two, indicate the specific goal of your sermon or lesson.

## **6. Format**

Use Turabian style for footnotes. Sources used must be cited and a bibliography provided at the end of the paper. Use only high quality sources. Single or double spacing is acceptable.