

RELG 280—ELEMENTARY NEW TESTAMENT GREEK

McGILL UNIVERSITY
Faculty of Religious Studies
Fall 2015 – Winter 2016

I. COURSE DETAILS

<i>Instructor</i>	Frederick S. Tappenden, Ph.D.
<i>Email</i>	frederick.tappenden@mcgill.ca
<i>Office</i>	Birks 016
<i>Office Hours</i>	Tuesdays and Thursdays, 11.30 AM – 12.30 PM
<i>Course Webpage</i>	myCourses
<i>Course Weight</i>	6 Credit Hours (RELG 280D1 and 280D2 together)
<i>Location</i>	Birks 104
<i>Time</i>	Tuesdays, Thursdays, and Fridays, 10.35–11.25 AM
<i>Prerequisites</i>	None
<i>Language</i>	Lectures will be in English.

II. COURSE DESCRIPTION AND GOALS

According to the McGill University course description, RELG 280—Elementary New Testament Greek is described as follows:

An introduction to the grammar and syntax of New Testament Greek.

In fulfilment of this course description, the main goal of the 2015–2016 offering of RELG 280 is that students will possess confidence as readers of the Greek New Testament; throughout the term, confidence will be built through repeated classroom exercises, assignments, and practice of reading and translating *koine* Greek into English. At the completion of this course:

1. Students will have a functional and working knowledge of the grammar and syntax of *koine* Greek; they will be able to identify the constituent parts of linguistic constructions, to parse and meaningfully make sense of those constructions, and to translate those constructions into English.
2. Students will have a working vocabulary of *koine* Greek (especially that of the New Testament writings); students will have enough vocabulary to facilitate reading of a variety of New Testament and Septuagintal texts.
3. Students will be familiar with a variety of essential Greek tools, including grammars (e.g. Croy) and especially lexica (e.g. LSJ), and they will be introduced to the Greek New Testament (NA²⁸/UBS⁵).
4. Students should be introduced to elementary exegetical and translational issues as they relate to the New Testament.

5. Students will have developed the analytical and mnemonic skills necessary for learning an ancient language, and they will have exercised cooperative skills through group exercises and activities.

III. REQUIRED, RECOMMENDED, AND RESERVE TEXTS

The following textbook is **required** for this course. It can be purchased at the McGill University Bookstore.

Croy, N. Clayton. *A Primer of Biblical Greek*. Grand Rapids: Eerdmans, 1999.

It is **recommended** that students possess one scholarly Greek lexicon. The following lexicon is available at the McGill University Bookstore. Additionally, editions of this book will be on **reserve** and are also available online (linked on myCourses).

Liddell, Henry and Robert Scott. *Liddell and Scott's Greek-English Lexicon: The Little Liddell*. London: Simon Wallenberg Press, 2007.

A Brief Note on Greek Lexicons:

There are several good lexicons for studying and reading New Testament Greek. The authoritative lexicon for Greek literature is Liddell, Scott, and Jones's *A Greek-English Lexicon* (9th ed.; Oxford: Clarendon Press, 1996). The version recommended for RELG 280 is an abridgment of this larger work (though based on an older edition); for the purposes of RELG 280, this so-called "Little Liddell" will work just fine. Beyond this, students should note that the full LSJ (= Liddell, Scott, Jones) is available online at both the TLG site (<http://stephanus.tlg.uci.edu/ljsj>) and the the Perseus site (<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0057>).

Beyond the LSJ, there are several good lexicons for the study of New Testament Greek. One of the handiest is Barclay Newman's *A Concise Greek-English Dictionary of the New Testament: Revised Edition* (German Bible Society, 2010); for those who purchase a Greek New Testament with Dictionary (see below), Newman's dictionary is bound therein. Also worth noting is the large *A Greek-English Lexicon of the New Testament and other Early Christians Literature* (eds. Walter Bauer, Frederick William Danker, William F. Arndt, and F. Wilbur Gingrich; 3rd ed.; University of Chicago Press, 2000). This volume is hefty, though quite helpful for New Testament exegesis.

In the Winter term, it is **highly suggested**—nay, required—that students acquire a copy of the Greek New Testament. Any of the following editions will be fine: NA²⁸, NA²⁷, UBS⁵, or UBS⁴ (differences will be discussed in class, though for all intents and purposes, they include roughly the same Greek text with differing scholarly materials). Editions of these texts are available with or without the UBS Dictionary; for the sake of convince, the following editions will be available at the McGill University Bookstore.

Novum Testamentum Graece. Nestle–Aland 28th Edition. German Bible Society, 2012.

The Greek New Testament. UBS 5th Edition. German Bible Society, 2014.

A Brief Note on Greek texts and online access:

The Greek New Testament has gone through several editions and revisions, the most recent of which are the critical texts found in the NA²⁸ and the UBS⁵. Incredibly, the German Bible Society

has made these editions freely available online (albeit, without critical apparatus); the NA²⁸ can be accessed at the following site: <http://www.academic-bible.com/en/online-bibles/novum-testamentum-graeca-na-28>; the UBS⁵ here: <http://www.academic-bible.com/en/online-bibles/greek-new-testament-ubs5>. At this same site students can also access Rahlfs's text of the LXX: <http://www.academic-bible.com/en/online-bibles/septuagint-lxx>. An alternative edition of the Greek New Testament, which differs from the NA²⁸/UBS⁵ text, is the Society of Biblical Literature Greek New Testament (SBLGNT), which can be accessed online at <http://sblgnt.com>.

IV. COURSE REQUIREMENTS

Students will be graded on the following requirements:

1. **Class Attendance, Participation, and Preparation (5%):** Learning a language is best done in community; accordingly, attendance at class periods is required. Students are regularly expected to attend and participate in class discussions and exercises. Attendance, participation, and preparation will be assessed weekly.
2. **Quizzes (25%):** Throughout the course I will give multiple small quizzes—perhaps 25 or 30 over the course of both terms. Some quizzes will be announced in advance, other will be spontaneous; all quizzes will relate to the lesson materials we have been working on at that time. For the most part, quizzes will be quite minimal: perhaps the parsing of a handful of verbal forms, or some short paradigm exercises. It is the responsibility of students to arrange to make up any quizzes missed due to absences.
3. **Midterm Examination (20%):** A Midterm Exam will be administered at the end of the Fall term; the date of the midterm examination is determined by the University and will be announced during the Fall term. The exam will assess the student's knowledge of all materials covered in the Fall term. Information pertaining to the midterm examination will be handed out in class, though it will likely consist of translations of sentences from the Greek New Testament and Septuagint, as well as some comprehension and grammar exercises.
4. **Final Examination (50% OR 100%):** The final exam will take place in the Winter term. It will be worth 50% of the student's overall grade OR, if the student has a satisfactory attendance record, it will count for 100% of the student's grade (attendance will be deemed satisfactory if a student has no more than two unexcused absences per semester). Whichever grade is higher will be your final grade; if attendance is not satisfactory, the final will be weighted at 50% and your final grade will reflect all the course elements (participation, quizzes, midterm, and final together).

Information pertaining to the final examination will be handed out in class. The date of the final examination is determined by the University and will be announced during the Winter term. A supplemental examination will be available for this course.

Grade Breakdown:

Attendance, Participation, and Preparation	5%
Quizzes	25%
Midterm Examination	20%
Final Examination	50%
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Total	100%
OR	
Final Examination	100%

V. GRADING AND ACADEMIC INTEGRITY

Grading Scale: In keeping with McGill University’s grading system, RELG 280 will be graded on the following scale.

Grade	GPA	%	Interpretation
A	4.0	85–100	Very Good
A-	3.7	80–84	
B+	3.3	75–79	Good
B	3.0	70–74	
B-	2.7	65–69	
C+	2.3	60–64	Satisfactory
C	2.0	55–59	
D	1.0	50–54	Conditional Pass
F	0	1–49	Fail

Academic Integrity: McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest).

VI. RELATED COURSE INFORMATION

Electronic Devices in the Classroom: Mobile computing and communications devices are not permitted in class unless they are approved by the instructor.

Disabilities: If you have a disability and feel the instructor should be alerted, please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at (514) 398–6009 before you do this. We will make every effort to accommodate your needs and to help ensure successful learning. Such matters will be treated with appropriate confidentiality.

Course Evaluations: End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.

General Policy: My intent and desire is to assist and guide you in the learning of the material of this course, as well as to stimulate your own thinking. Should you have any questions and/or concerns with the course content, readings, assignments, etc., *please do not hesitate* to contact me by email or in person during office hours. I am also happy to listen to suggestions about how we use class time, the texts, and the assignments. If you need help at any point in the course, please ask. During office hours I hold an open-door policy and look forward to hearing any questions and/or concerns that you may have.

Your responsibility is to come to class prepared and be willing to explore new ideas and acquire new skills. I ask that you be willing to take risks, venture new ideas, ask questions, critique your preconceptions, and respect the perspectives, questions, and statements of your colleagues.

VII. PROPOSED COURSE OUTLINE: TOPICS AND READINGS

** Note: this outline is subject to change depending on the speed with which we progress through the material

Fall Term (280 D1, Sept–Dec 2015)

Week 1 (Sept 8, 10, 11)	Course Introduction, The Greek Alphabet, Pronunciation <i>Read:</i> Croy, Lesson 1
Week 2 (Sept 15, 17, 18)	Introduction to Greek Verbs, Present Active Indicatives and Infinitives <i>Read:</i> Croy, Lesson 2
Week 3 (Sept 22, 24, 25)	Introduction to Greek Nouns, First and Second Declension Nouns <i>Read:</i> Croy, Lessons 3–4
Week 4 (Sept 29, Oct 1, 2)	The Definite Article, Adjectives, Masculine and Feminine Nouns <i>Read:</i> Croy, Lessons 5–6
Week 5 (Oct 6, 8, 9)	The Verb <i>to be</i> (εἰμί), Personal Pronouns <i>Read:</i> Croy, Lesson 7
Week 6 (Oct 13, 15, 16)	Demonstratives <i>Read:</i> Croy, Lesson 8
Week 7 (Oct 20, 22, 23)	Middle and Passive Voices, Prepositional Usages, Deponent Verbs <i>Read:</i> Croy, Lesson 9

Week 8 **Primary and Secondary Verb Tenses, the Imperfect Tense**

(Oct 27, 29, 30) *Read:* Croy, Lessons 10–11

Week 9 **The Future Tense**

(Nov 3, 5, 6) *Read:* Croy, Lesson 12

Week 10 **The Aorist Tense (First Aorist)**

(Nov 10, 12, 13) *Read:* Croy, Lesson 13

Week 11 **The Aorist Tense (Second Aorist)**

(Nov 17, 19, 20) *Read:* Croy, Lesson 14

Week 12 **The Perfect and Pluperfect Tense**

(Nov 24, 26, 27) *Read:* Croy, Lesson 15

Week 13 **Some more Passive Verbal Forms, Midterm**

(Dec 1, 3, 4) *Read:* Croy, Lesson 16

Midterm Exam: Date TBD (set by the University)

Winter Term (280 D2, Jan–Apr 2016)

Jan 8 **Review Class**

Read: Review Croy, Lessons 1–16

Week 1 **Third Declension Nouns**

(Jan 12, 14, 15) *Read:* Croy, Lesson 17

Week 2 **Introduction to Participles, Present Participles**

(Jan 19, 21, 22) *Read:* Croy, Lesson 18

Week 3 **Aorist Participles, Genitive Absolute**

(Jan 26, 28, 29) *Read:* Croy, Lesson 19

Week 4 **Perfect Participles, Periphrastic Participles, Adverbial Participles**

(Feb 2, 4, 5) *Read:* Croy, Lesson 20

Week 5 **Contract Verbs, Reflexive Pronouns, Liquid Verbs**

(Feb 9, 11, 12) *Read:* Croy, Lessons 21–22

Week 6 (Feb 16, 18, 19)	Subjunctive Mood <i>Read: Croy, Lesson 23</i>
Week 7 (Feb 23, 25, 26)	Infinitives <i>Read: Croy, Lesson 24</i>
<i>Reading Week (Feb 29–Mar 4)</i>	
Week 8 (Mar 8, 10, 11)	More Third Declension Nouns, Imperatives <i>Read: Croy, Lessons 25–26</i>
Week 9 (Mar 15, 17, 19)	Pronouns <i>Read: Croy, Lesson 27</i>
Week 10 (Mar 22, 24)	-μι Verbs, δίδωμι <i>Read: Croy, Lesson 28</i>
Week 11 (Mar 29, 31, Apr 1)	More -μι Verbs (e.g. τίθημι, ἀφίημι, ἴστημι, φημί) <i>Read: Croy, Lessons 29–30</i>
Week 12 (Apr 5, 7, 8)	Adjectives, Adverbs, Proper Names, Optative Mood <i>Read: Croy, Lessons 31–32</i>
Week 13 (Apr 12, 14, 15)	Course Review <i>Final Exam: Date TBD (set by the University)</i>