I. Course Description

This is the first of a two-course sequence that trains students to use the original language of the New Testament competently for preaching, teaching, and study. Emphasis is placed on how the language works. Students are taught the principles of Greek grammar, a basic vocabulary, how to read the Greek New Testament, translation strategies, and the basic exegetical skills appropriate to the stages of their facility in the language.

II. Student Learning Outcomes

As a result of this course, students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings.

1a. Demonstrate knowledge of the foundations of Greek grammar and syntax and apply this knowledge to reading and translation of the Greek New Testament.

1b. Apply foundational concepts of Greek grammar, syntax, and lexicography to basic exegetical tasks and to the analysis of translations of the Greek New Testament.

2.-6. Not assessed in this course.

III. Course Requirements

A. Textbooks and Other Materials


4. Your choice of a Greek New Testament:

This is the premier edition for study of the NT, including, as it does, very helpful marginal references to OT and NT quotations and allusions and the most complete data on manuscript witnesses to variant readings.

There is a 28th edition also available; there are also regular and large-print editions, editions with or without mini-dictionaries. Please choose the one that most appeals to you.


A solid alternative to the Nestle-Aland edition. Rather than providing the extensive text-critical information, this edition notes the major variants and lists manuscript witnesses to each.


This edition has the full UBS 4th edition text, but in place of text-critical notes it offers a running vocabulary of Greek words that appear on the page but occur in the NT 30x or less (with a list of words occurring 30x or more in the back for reference). It also offers parsing of more difficult forms.

*Note: If you have Bible software* like BibleWorks or Logos, I would not get this edition, since it replicates what those programs do better and faster, but would get one of the first two choices, if I wanted a hard copy, since these include the text-critical data lacking in Bible software. You would not need to own a print edition for Biblical Greek I if you own such software. It would only be important for doing text-critical work later in Greek II (but you could also photocopy the relevant pages from a library copy).

**B. Attendance**

“According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.”

In an online course, “attendance” translates into “diligent engagement of the week’s lectures, group work, discussion forums, synchronous sessions, and other venues for attaining the learning outcomes” each week. One of the benefits of an online format is that, generally, such engagement can be worked in around the other facets of life, even the smaller emergencies that life throws our way.

**C. Assignments/Assessment of Student Learning**

1. Class participation, involving conscientious viewing of lectures, study of the textbooks, regular preparation of homework and other exercises devised by the instructor, and participation in synchronous class session.

2. Periodic quizzes to measure student learning and diagnose weak points.

3. Midterm and final examinations to measure student learning.
D. Calculation of Grade and Connections with Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Preparation and Participation, including quizzes</td>
<td>1a, 1b*</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>1a</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1a, 1b</td>
<td>50%</td>
</tr>
</tbody>
</table>

IV. Course Schedule

The following represents our tentative course schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
|       | SUMMER            | Pre-class preparation: it is really important to start getting this down really thoroughly prior to class | 1. Learn Greek alphabet  
2. Learn to sound out Greek words  
3. Review English grammar (see lecture and PowerPoints on course site; also Black, 19-42) |
| 1     | Week of August 24 | Monday night: check-up on pre-class work; orientation to work for week 1. | Croy, lessons 1 and 2  
Black, 91-103  
Scott and Verbrugge, 11-13  
*Note: for each lesson, students will prepare all the “Practice and Review” exercises (both Greek to English and English to Greek), as well as selections from the NT and LXX sets of exercises, to be chosen by the instructor. Students will also work to memorize the vocabulary for each chapter and the relevant paradigms.* |
| 2     | Week of August 31 | Monday night: check-up on work from week 1; orientation to work for week 2. | Croy, lessons 3 and 4  
Black, 43-56  
Scott and Verbrugge, TBA |
| 3     | Week of Sept. 7   | Monday night: check-up on work from week 2; orientation to work for week 3. | Croy, lessons 5 and 6  
Black, 75-90  
Scott and Verbrugge, TBA |
| 4     | Week of Sept. 14  | Monday night: check-up on work from week 3; orientation to work for week 4. | “Noun Cases and Exegesis”;  
Croy, lessons 7 and 8  
Scott and Verbrugge, TBA |
| 5     | Week of Sept. 21  | Monday night: check-up on work from week 4; orientation to work for week 5. | “Prepositions and Exegesis”;  
Croy, lessons 9 and 10  
Scott and Verbrugge, TBA |
| 6     | Week of Sept. 28  | Monday night: check-up on work from week 5; orientation | “Is Deponency a valuable concept?” |
V. Recommendations for Lifelong Learning

For students completing Biblical Greek I, there is only one legitimate recommendation to be made: Take Biblical Greek II to continue your introduction to the grammar and syntax of Biblical Greek and its pertinence to points of exegesis of the New Testament, and to practice reading extended portions of biblical Greek and thinking about how reading these texts in Greek informs our exegesis and interpretation of the texts.

VI. Seminary Guidelines
A. ATS Academic Integrity Policy
Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity
requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VII. Selected Bibliography or References
Students wishing to consult alternative or fuller presentations of the grammar and syntax beyond the principal textbooks may find one or more of the following resources helpful: