

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2022</b>
<b>GR 300</b>	<b>NT Greek III</b>	<b>Prerequisite: GR 201</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In class	<b>Instructor:</b>	Robert S. Snow, PhD	<b>First Day of Class:</b>	Wed, Sept 7
<b>Days:</b>	Wed/Fri	<b>Email:</b>	<a href="mailto:rsnow@ambrose.edu">rsnow@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	Sun, Sept 18
<b>Time:</b>	1:00-2:15 pm	<b>Phone:</b>	403.410.2000 x 6914	<b>Last Day to Withdraw:</b>	Mon, Nov 21
<b>Room:</b>	L2084	<b>Office:</b>	L2074	<b>Last Day to Apply for Coursework Extension:</b>	Wed, Nov 23
<b>Lab/Tutorial:</b>	n/a	<b>Office Hours:</b>	By appointment	<b>Last Day of Class:</b>	Fri, Dec 9
<b>Final Exam:</b>	n/a				

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

This course is an advanced study of NT Greek grammar. Students will examine a variety of NT texts in detail concentrating primarily on grammatical structures along with some textual criticism. Finally, the course will consider the relevance of these things for exegesis.

### Expected Learning Outcomes

- to acquire and develop knowledge of the grammar of NT Greek and related exegetical issues, including NT textual criticism.
- to determine the relevance of advanced grammatical study for the interpretation of the NT.
- to gain greater reading proficiency by memorizing Greek vocabulary words that occur fifteen times or more (approx. 500 words).

## Required Textbooks

Mathewson, David L. and Elodie Ballantine Emig. *Intermediate Greek Grammar: Syntax for Students of the New Testament*. Grand Rapids: Baker Academic, 2016.

## Recommended Textbooks

Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. 3<sup>rd</sup> Edition. Louisville: Westminster/John Knox, 2002.

## Course Schedule

Class	Topic	Readings	Due dates
Sept 7	Review syllabus and course introduction Review Greek: vocabulary quiz!		
Sept 9	Ch. 13: Discourse considerations	pp. 270-90 vocab words 50-43x	
Sept 14	Ch. 1: Cases	pp. 1-22	SDA 1: Mark 1:1-13
Sept 16	Ch. 1: Cases cont'd	pp. 22-34 vocab words 42-37x	Vocab quiz 1
Sept 21	Ch. 2: Pronouns	pp. 35-56	SDA 2: John 2:1-11
Sept 23	Ch. 3: Adjectives and adverbs	pp. 57-71	Vocab quiz 2
Sept 28	Ch. 4: Article	pp. 72-88 vocab words 36-31x	SDA 3: Romans 3:19-31 <b>Mark passage and word study word approval</b>
Sept 30	No class – National Day for Truth and Reconciliation		
Oct 5	No class – Deeper Life Conference		
Oct 7	Ch. 5: Prepositions	pp. 89-110	SDA 4: Matt 18:10-18 Vocab quiz 3
Oct 12	Ch. 6: Greek verb system	pp. 111-19 vocab words 30-28x	<b>Word study paper (Mark)</b> Vocab quiz 4
Oct 14	Ch. 6: Greek verb system cont'd	pp. 119-41 vocab words 27-25x	SDA 5: James 5:12-18
Oct 19	Ch. 7: The Verb: Voice, person and number	pp. 142-59	SDA 6: John 11:30-40
Oct 21	Ch. 8: Mood	pp. 160-76 vocab words 24-22x	Vocab quiz 5
Oct 26	Ch. 8: Mood con't	pp. 176-91	SDA 7: 1 Peter 5:1-11
Oct 28	Ch. 9: Infinitives	pp. 192-204	Vocab quiz 6
Nov 2	Ch. 10 Participles	pp. 205-226 vocab words 21-19x	
Nov 4	Ch. 11 Clauses	pp. 227-247 vocab words 18x	<b>Syntactical and textual analysis paper (Mark)</b>
Nov 9, 11	No class – reading week		
Nov 16	Ch 12 Dependent clauses and conjunctions	pp. 248-269	Vocab quiz 7 SDA 8: 1 Timothy 6:11-19
Nov 18	No class – Rob at SBL		Mark papers 1 and 2

Nov 23	Mark paper presentations 1 and 2	Read mark papers 1 and 2 Vocab words 17x	Prepare questions for papers 1 and 2 Mark papers 3 and 4 Vocab quiz 8
Nov 25	Mark paper presentations 3 and 4	Read Mark papers 3 and 4 Vocab words 16x	Prepare questions for papers 3 and 4 Mark papers 5 and 6
Nov 30	Mark paper presentations 5 and 6	Read Mark papers 5 and 6	Prepare questions for papers 5 and 6 Mark papers 7 and 8 Vocab quiz 9
Dec 2	Mark paper presentations 7 and 8	Read Mark papers 7 and 8 Vocab words 15x	Prepare questions for papers 7 and 8 Mark papers 9 and 10
Dec 7	Mark paper presentations 9 and 10	Read Mark papers 9 and 10	Prepare questions for papers 9 and 10 Mark papers 11 and 12 Vocab quiz 11
Dec 9	Mark paper presentations 11 and 12	Read Mark papers 11 and 12	Prepare questions for papers 11 and 12.

### Requirements:

1. **Reading:** Read the assigned chapter from the textbook in preparation for class. We will take up material from these chapters as we encounter corresponding grammatical structures in the assigned syntactical and discourse analyses.
2. **Vocabulary quizzes:** Write eleven vocabulary quizzes. All quizzes cover words as they are introduced from the beginning of the semester.
3. **Syntactical and Discourse Analyses [SDA]:** Complete a syntactical and discourse analysis for the assigned biblical texts as indicated on the assignment schedule above. Please consult the Syntactical Analysis Assignment Booklet posted on Moodle for a reproduction of the Greek text that you will analyze and submit to me. For the syntactical analysis:
  - i. parse unfamiliar the verb forms in the text and indicate their aspect where relevant.
  - ii. underline and label clauses and phrases.
  - iii. provide a translation of your own, not using modern English ones.
  - iv. in point form, list significant grammatical features and then briefly describe the meaning they provide to the discourse. In Chapter 13 Discourse Considerations, there are four aspects of discourse analysis listed and described. Use these four to determine how the discourse (verbal aspect, word order, markers, etc.) are functioning to give meaning to the text.

You should plan on three to four hours of work for each assignment.

4. **Word study paper:** Prepare a 500-word word study on a Greek word from your passage in Mark. Also, you will provide a summary of your findings and how you arrived at them to the class on Oct 12th; hence, the paper is due **before the beginning of class on Oct 12, 2022**. The passage you choose from Mark will be the one you analyze for the textual and syntactical analysis paper (#4) and the exegesis paper (# 5). You must clear your word and passage from Mark with me by **Sept 28, 2022**.

For the Mark passages, please choose one: 1:14-20 [Mark paper 1]; 1:21-28 [Mark paper 2]; 1:29-39 [MP 3]; 1:40-45 [MP 4]; 2:1-12 [MP 5]; 2:13-17 [MP 6]; 2:18-22 [MP 7]; 2:23-28 [MP 8]; 3:1-6 [MP 9]; 3:7-19a [MP 10]; 3:19b-30 [MP 11]; 3:31-4:9 [MP 12].

5. **Textual and syntactical analysis paper:** Following Steps 5 and 6 in Gordon Fee’s *New Testament Exegesis*, prepare a 1000-word paper on relevant text-critical and grammatical issues in your chosen passage. You will present a summary of the most significance aspects of your analysis to the class on Nov 4; hence, the paper is due **before the beginning of class on Nov 4, 2021.**
6. **Mark paper:** In addition to analyzing significant aspects of the discourse of your passage, follow Steps 8 and 9 in Fee’s *New Testament Exegesis* and prepare a 2000-word paper on your chosen passage. You will present a summary of your paper on the corresponding class day. However, your paper is due the class before you present so that others can read it and prepare questions.
7. **Mark paper presentation:** You will present a 20-minute summary of your paper, including its contemporary significance, and then we will have 15 minutes for discussion. The purpose of this assignment is to give you practice orally presenting your work.
8. **Paper questions and class participation:** Pose one question for each paper and post it on Moodle. I will grade these questions on the basis of their quality and depth. Part of the five percent available for this course requirement will also come from the quality of your engagement with classroom discussions. The purpose of this assignment is to provide further opportunities for active engagement with the ideas of others.

**VERY IMPORTANT!! PLEASE READ!! Submission of assignments:**

1. **Medium for Submission:** All material in this class is to be submitted in digital format via Moodle. Please use **MS Word** for your papers. **Note, please use the following file naming convention:** “last name, first name – assignment name.doc”
2. **Layout:** All material which is submitted should be double spaced with 1" margins utilizing 12 pt Times New Roman font. Papers must have a title page, footnoting and bibliography if required, all of which are not included in the length required. They should be written in excellent modern literary English with proper grammar, spelling, and punctuation (including an introduction, conclusion and coherent arguments).
3. **Gender Inclusive Language:** Ambrose University uses inclusive language for human beings in written materials. The NRSV and TNIV are examples of the use of inclusive language for human beings. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected.
4. **Citations:** You must cite the source of your material very carefully using a consistent system, not only when quoting from a paragraph but also when drawing from it as resource. Quotations should be kept to a minimum. Secondary sources should be **footnoted** (no in-text citations and no endnotes, please!), and the paper should follow the **Faculty of Theology Style Guide (available on Moodle). Biblical citations should be in-text, using the following format: (Gen 1:1, NRSV).**

Students are expected to submit all assignments on time. Late assignments will receive a deduction of 10% per day, including weekends. No extensions will be granted except in the case of very serious circumstances that are beyond the student’s control.

**Attendance:**

Attendance is required at all class sessions.

**Evaluation:**

- |   |     |
|---|-----|
| 1. Vocabulary quizzes                                 | 18% |
| 2. Syntactical and discourse analyses assignments (8) | 32% |
| 3. Word study paper on Mark                           | 10% |
| 4. Textual and syntactical analysis paper on Mark     | 10% |
| 5. Mark paper   | 20% |

- 6. Mark paper presentation 5%
- 7. Questions and class participation in Mark paper presentations 5%

<u>Letter Grade</u>	<u>Numerical Equivalents</u>
A+	95-100
A	86-94
A-	80-85
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	55-59
D	50-54
F	0-49

**Grade Summary:**

The available letters for course grades are as follows:

<b>Letter Grade</b>	<b>Description</b>	<b>Percentage</b>
A+		95-100
A	Excellent	86-94
A-		80-85
B+		77-79
B	Good	74-76
B-		70-73
C+		67-69
C	Satisfactory	64-68
C-		60-63
D+		55-59
D	Minimal Pass	50-54
F	Failure	Below 50

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

**Greek reference tools**

Bauer, W. (Danker, F.W., Ed.). (2000). *A Greek-English Lexicon of the New Testament and other Early Christian Literature* (3<sup>rd</sup> ed.). Chicago: The University of Chicago Press.

Blass, F., & Debrunner, A. (Eds.) (1961). *A Greek Grammar of the New Testament and other Early Christian Literature*. Chicago: The University of Chicago Press.

Metzger, B. M. (1969). *Lexical Aids for Students of New Testament Greek*. Author.

Moulton, J. H., Howard, W. F., & Turner, N. (1963). *Grammar of New Testament Greek*. (4 Vols.) Edinburgh: T. & T. Clark.  
 Rienecker, F. (1980).  
 Wallace, D. (1996). *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids, Michigan: Zondervan Publishing House.  
 Wallace, D. (2000). *The Basics of New Testament Syntax: An Intermediate Greek Grammar*. Grand Rapids, Michigan: Zondervan.  
 Zerwick, M, & Grosvenor, M. (1988). *A Grammatical Analysis of the Greek New Testament*. Rome: Pont. Inst. Biblici.  
 Zerwick, M. (1963). *Biblical Greek: Illustrated by Examples* (English Ed. adapted from 4<sup>th</sup> Latin Ed.) Rome: Pont.Inst. Biblici.

*It is the instructor's responsibility to develop appropriate ways to evaluate student learning and to articulate expectations to the student. If the particular format is required, please be explicit. Include a list of all assignments with their weight and deadline. Please include a paragraph indicating how you wish each assignment to be submitted and instructions on how to do so (e.g., Moodle, email, paper copy in class). Include exam information and what aids, if any, are permitted. Lab and tutorial instructions would be included.*

**Attendance:**

*Please include a paragraph about attendance policy.*

**Grade Summary:**

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0
F	Failure	0.00
P	Pass	No Grade Points

*If you will be using percentages, please provide a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but MUST be stated in the syllabus. You can just cut and paste your scale into this space (removing what is here).*

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

**Other:**

*Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, or reporting form. This section should also include information on out of classroom activities, such as field trips, and any supplementary fees required to complete those additional elements.*

## Ambrose University Important Information:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that



may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

**Note:** Students are strongly advised to retain this syllabus for their records.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888