

Course ID:	Course Title:	Fall 2022
BL 521	The Language of the New Testament	Prerequisite: None
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid	Instructor:	Jonathan W. Lo, PhD	First Day of Classes:	Sep 7
Days:	Wednesday	Email:	Jonathan.Lo@ambrose.edu	Last Day to Add/Drop:	Sep 20
Time:	2:30-5:30 PM	Phone:	(403) 410-2000 ext. 6940	Last Day to Withdraw:	Nov 21
Room:	A1085-2	Office:	L2064		
Lab/Tutorial:	3 Tutorials (Optional)	Office Hours:	By Appointment	Last Day to Apply for Extension:	Nov 23
Final Exam:	Friday, Dec. 16 th	Zoom Link: Click here Meeting ID: 415 275 1948 Passcode: 31415		Course TA: Alex Polito APolito@my.ambrose.edu	

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 first course in New Testament Greek is designed to give students the knowledge of NT Greek that will enable them to proceed directly to courses in NT exegesis or to courses in NT Greek in which the aim is intensive and extensive reading of texts. The emphasis falls on differences between Greek and English grammar – the system of formal structural devices or “rules” which a language uses to indicate the relationships between words and arrangements of words. The student will study the grammar usually covered in a traditional first semester of Greek but with limited memorization of vocabulary and forms. The grammatical structures are taught from “real” NT Greek as much as possible.

The aim of this course is to introduce the basic elements of Biblical Greek. Students will establish a foundation for Biblical Greek by learning the key features of *Koine* Greek, learn to pronounce Greek words and read Greek sentences aloud, and acquire a basic set of NT vocabulary. The Language of the New Testament (BL 521) is intended to be partnered with Introduction to Greek Exegesis (BL 522), wherein the remainder of the components and concepts in the

survey of the language will be taught alongside more advanced exegetical principles. In addition to deepening the student's knowledge of Greek grammar, the course also aims to foster an appreciation for the biblical text and to highlight the important role of careful translation and interpretation in biblical teaching and preaching to the glory of God and in the service of the people of God.

Expected Learning Outcomes

Upon successful completion of this course, the student will be able to complete the following tasks:

1. *Recognize* and *recall* the Greek alphabet system of consonants, vowels, and diphthongs.
2. *Master* the syllabification and pronunciation of Greek words.
3. *Acquire* a basic set of Biblical Greek vocabulary.
4. *Describe* and *recall* the features of the Greek nominal and verbal systems.
6. *Translate* simple Greek sentences in English.
7. *Read Aloud* the Lord's Prayer in Greek.
8. *Gain* an appreciation for the complexities of the Greek language and an understanding of the steps required for biblical translation.

Required Textbooks and Recommended Reading

Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005.

Recommended: A recent critical edition of the Greek New Testament (e.g. United Bible Societies⁵ or Nestle-Aland²⁸)

*Additional resources will be available on the Moodle platform.

Course Schedule

Date	Topic	Reading	Assessment
Sep 7	1. The Alphabet	<i>ENTG</i> , 11-20*	
Sep 14	2. Basic Sentences	<i>ENTG</i> , 21-42	V1 (to ch.1)**
Sep 21	3. Cases and Gender	<i>ENTG</i> , 43-54	V2 (to ch.2)
Sep 28	4. Prepositions	<i>ENTG</i> , 55-65	V3 (to ch.3)
Oct 5	<i>NO CLASS: Deeper Life Conference</i>		
Oct 7	Tutorial / Review Session, 10-12pm		
Oct 12	Test A		

Oct 19	5. Adjectives	ENTG, 66-78	V4 (to ch.4)
Oct 26	6. The Tenses	ENTG, 79-90	V5 (to ch.5)
Nov 2	7. Moods	ENTG, 91-99	V6 (to ch.6)
Nov 9	<i>NO CLASS: Reading Week</i>		
Nov 14	Tutorial / Review Session, 2-4 pm		
Nov 16	Test B		
Nov 23	8. Other Patterns of Nouns and Verbs	ENTG, 100-110	V7 (to ch.7)
Nov 30	9. Pronouns and Conjunctions	ENTG, 111-122	V8 (to ch.8)
Dec 7	10. Complex Sentences	ENTG, 123-133	V9 (to ch.9)
Dec 12	Tutorial / Review Session, 2-4pm		
Dec 16	Test C		Reading Assignment

*ENTG = Elements of New Testament Greek

V = Vocab Quiz: The "Limited Vocabulary Track" will be used, where only vocabulary marked with an asterisk () will be tested.

Requirements:

Tests*	25% x 3 =	75%
Vocab Quizzes**	2.5% x 8 =	20%
Reading Assignment	5% x 1 =	5%

Total: 100%

* Homework will not be graded; however, diligent completion of assigned exercises is essential to success in this course.

** The lowest Vocabulary Quiz score will not count towards the student's final grade.

Attendance:

By the act of enrollment, the student is responsible for all coursework and expected to attend regularly and punctually all scheduled classes. Unexcused absences will be considered in calculating the student's final grade.

Grade Summary:

Grade	Point Equivalent	Interpretation	Grade Points
A+	100	Mastery: Complete Understanding of Subject Matter	4.00
A	96-99		4.00
A-	91-95		3.70
B+	86-90	Proficient: Well-Developed Understanding of Subject Matter	3.30
B	81-85		3.00
B-	76-80		2.70
C+	71-75	Basic: Developing Understanding of Subject Matter	2.30
C	66-70		2.00
C-	61-65		1.70
D+	56-60	Minimal Pass: Limited Understanding of Subject	1.30
D	51-55		1.0
D-	50		
F	Below 50	Failure: Failure to Meet Course Requirements	0.00
P		Pass	No Grade Points

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.

Recommend Resources:

- Bauer, W. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd edition. Revised and edited by F. W. Danker, W. F. Arndt, and F. W. Gingrich. Chicago, IL: Chicago University Press, 2000. **(BDAG)**
- Black, David Alan. *Linguistics for Students of New Testament Greek: A Survey of Basic Concepts and Applications*. 2nd ed. Grand Rapids, MI: Baker Academic, 1995.
- . *Using New Testament Greek in Ministry: A Practical Guide for Students and Pastors*. Grand Rapids, MI: Baker, 1993.
- Blass, F., A. Debrunner, and Robert W. Funk. *A Greek Grammar of the New Testament and Other Early Christian Literature*. Rev. ed. Chicago, IL: University of Chicago Press, 1961.
- Dana, H. E. and Julius R. Mantey. *A Manual Grammar of the Greek New Testament*. Stuttgart: Macmilan, 1957.
- Decker, Rodney. *Reading Koine Greek*. Grand Rapids, MI: Baker Academic, 2014.
- Kubo, Sakae. *A Reader's Greek-English Lexicon of the New Testament*. Grand Rapids, MI: Zondervan, 1975.
- Lee, John A. L. *Basics of Greek Accents: Eight Lessons with Exercises*. Grand Rapids, MI: Zondervan, 2018.
- Metzger, Bruce M. *Lexical Aids for Students of New Testament Greek*. Grand Rapids, MI: Baker Academic, 1998.
- Moule, C. F. D. *An Idiom Book of New Testament Greek*. 2nd ed. Cambridge: Cambridge University Press, 1959.

- Mounce, William D. *Greek for the Rest of Us: Using Greek Tools without Mastering Biblical Greek*. Grand Rapids, MI: Zondervan, 2003.
- . *The Morphology of Biblical Greek: A Companion to Basics of Biblical Greek and The Analytical Lexicon to the Greek New Testament*. Grand Rapids, MI: Zondervan, 1998.
- Porter, S. E. *Idioms of the Greek New Testament*. 2nd ed. Sheffield: Sheffield Academic Press, 1994.
- . *Verbal Aspect in the Greek of the New Testament, with Reference to Tense and Mood*. New York, NY: Peter Lang, 1993.
- Robertson, A. T. *A Grammar of Greek New Testament in the Light of Historical Research*. Nashville, TN: B&H Academic, 1947.
- Rogers, C. L., Jr. & C. L. Rogers, III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids, MI: Zondervan, 1998.
- Silva, Moisés. *Biblical Words and Their Meaning: An Introduction to Lexical Semantics*. Revised and expanded ed. Grand Rapids, MI: Zondervan, 1994.
- Wallace, D. B. *Greek Grammar beyond the Basics*. Grand Rapids, MI: Zondervan, 1996.
- Zerwick, M., & M. Grosvenor. *A Grammatical Analysis of the Greek New Testament*. Rome: Pontifical Biblical Institute, 1996.

Ambrose University Important Policies & Procedures:

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.

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

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

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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at 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.

Off Campus:

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