Greek I
0NT502, 3 Hours

Lectures by
Mark House, Ph.D.
This course notebook is for the coordination of your course materials, including reading assignments and lecture recordings. Each course notebook for RTS Distance Education is arranged by the GUIDE acronym. The five components of GUIDE are organized in each lesson by the following steps in the notebook:

**GUIDE**

**Getting Started** To do the lessons, reading and listening assignments are listed.

**Understanding** To maximize learning, the purposes are given.

**Investigating** To explore the content, outlines are provided for note taking.

**Developing** To expand content, readings are suggested.

**Evaluating** To help review, lesson questions are based on purposes.
COURSE SYLLABUS
Greek I, 0NT502 3 hours
Lecturing Professor: Dr. Mark House
Teaching Assistant: Mr. Jason Hunt
Reformed Theological Seminary, Distance Education

Lecturing Professor:
Dr. Mark House is the Director of Online Biblical Greek Studies at the Distance Education of Reformed Theological Seminary. Dr. House’s doctoral work at Fuller Theological Seminary focused on the correlation between linguistic style and authorship. He is an ordained minister, having served over 25 years in the Orthodox Presbyterian Church as well as the Presbyterian Church in America. Dr. House has taught seminary courses at the Talbot School of Theology, Fuller Theological Seminary, and most recently serves as a professor at New Geneva Theological Seminary. He has also worked as an editor of academic books in the New Testament and Greek fields for Hendrickson Publishers.

Teaching Assistant (TA)
Jason Hunt is the teaching assistant for the RTS Distance Greek courses. He is a graduate of RTS-Charlotte (MDiv.) and the University of Wales (MTh.). He is currently a PhD student at the University of Chester (UK). His academic interests include: philosophical hermeneutics, systematic theology, and the NT use of the OT. He has a ministry background in college ministry and adult education ministry in the local church. In addition to his work for RTS, he teaches on a regular basis at his home church, counsels men at a local pregnancy center, and teaches theological courses in Haiti.

Course Description
Greek I is a three credit-hour online course that introduces students to the fundamentals of New Testament Greek vocabulary, grammar, and syntax. Greek I is the first of a two-part series that continues with and is a prerequisite for Greek II (0NT504). Together, these courses lay the foundation for ongoing transitional and exegetical work using the Greek New Testament.

Students have up to twelve weeks to complete the requirements for the course. In preparation for the four exams, students progress through a series of lectures, textbook readings, review quizzes, workbook exercises, and translation diagnostic exercises that lay the foundation of content for each exam.

Course Objectives
Upon completion of Greek I, students will be equipped to continue their study of beginning Greek grammar in the Greek II course, having obtained an essential understanding of the elements of Greek grammar and syntax covered in the first half of the course textbook. Specifically:
• A foundational Greek vocabulary that includes for the forms and meanings of 230 frequently used Greek words.
• The Greek alphabet and punctuation system and how consonants and vowels interact with each other.
• The Greek noun and adjective systems, including the case structure, the ways adjectives interact with nouns, and the definite article.
• Greek pronouns (person, demonstrative, relative) and their use in the various cases, particularly as they add emphasis to Greek sentences.
• An overview of the Greek verb system, its tenses, aspects, and voices.
• An introduction to the forms and functions of the Greek present and future tenses.
• A basic skill in translating, with provided helps, narrative passages from the Greek New Testament.

Required Textbooks


Recommended Resources

Greek Tutor Multimedia. CD-ROM. Hiawatha, IA; Parsons Technologies, 1996. (PC Only)

Online Student Handbook

The Online Student Handbook has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual. You will find it located at the RTS Distance Education website (www.rts.edu/distance) under the Student Services tab.

Summary of Requirements

- Complete all Review Quizzes
- Complete four examinations.
- Participate in Student-to-Student and Student-to-Professor Forums.
- Respond to five Topical Discussion Questions.
- Mentor Report / Course Application.

Forum Discussions (15%)

The student is required to interact in two (2) forums:

1. Student-Professor Posts (15 total posts)
   A. Personal Introduction Forum: The student is required to post a brief personal introduction to the professor/class. Suggested details include your vocation, where you live, your church background, why you chose RTS, and what you hope to gain through the course (1 required post).
   B. 5 Topical Discussion Q&A Forums: The student is required to answer each topical discussion question with one (1) response. The professor will acknowledge the student’s answer and will follow up with a subsequent question to which the student must also answer with one (1) response. Each topical discussion question therefore requires two (2) total posts/responses from the student (Total of 5 forums x 2 posts = 10 total posts).
   C. Student-Professor Forum: The student is required to post four (4) times in this forum. Posts in this forum should focus on course-related content such as research paper topics, lectures and reading assignments, or other academic issues related to the course.

2. Student-Student Forum (5 total posts)
   • A post may be either a new topic or a response to an already existing topic.

Examinations (50%)

While the exams are cumulative, each exam focuses on the material presented in the four basic units. All exams for this course are to be taken online in the Learning Management System (LMS). Please note that you will need to have a proctor for your exams. Your proctor can be anyone except a relative or current RTS Student. After clicking on the exam link you will
be given detailed instructions about the exam. Please read these instructions carefully before entering the exam.

**Review Quizzes (30%)**

The Review Quizzes review the contents of each chapter in the Mounce textbook. They also serve as preparation for the exams. The quizzes do not require a proctor. Students may take each review quiz two (2) times with the student’s highest score being saved.

**Mentor Report / Course Application Paper (5%)**

Each Global/Non-Residential student is required to have a mentor submit a report at the end of the course. This report will contribute to 5% of the student’s grade. For students who are not Global/Non-Residential, you are asked to write a 200 word summary of how you perceive what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life.

**Online Sessions and Tutorial**

Online “real time” class sessions are offered periodically using web conferencing software. Recorded sessions may also be available for your viewing. For more information about web conferencing you may contact the course professor or TA.

**Assignments**

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

**Support**

There are several ways of interacting with your professor or his TA. The course contains several discussion forums. There is a Student-to-Professor forum for questions about Greek grammar, and a Student-to-Student forum. Most questions can be answered on one of these forums, and fellow classmates can benefit from the questions you raise. Personal questions, questions about grades for example, are better handled through e-mail. Phone or web conferencing can also be used for times when more interaction is needed than a discussion forum or e-mail provide.

**Contact Information**

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(704) 900-1257
1-855-854-6920
FAX: (704) 366-9295
E-mail: dess@rts.edu
Web site: www.rts.edu/distance
Lesson One
• Unicode Keyboarding
• Instructor Notes, Mounce 1-4:
  - The Greek Language (Mounce 1)
  - Learning Greek (Mounce 2)
  - The Alphabet and Pronunciation (Mounce 3)
  - Punctuation and Syllabification (Mounce 4)

Lesson Two
• Instructor Notes, Mounce 5-7:
  - Introduction to English Nouns
  - Nominative and Accusative; Definite Article
  - Genitive and Dative

Lesson Three
• Instructor Notes, Mounce 8: Prepositions and εἰμί

Lesson Four
• Instructor Notes, Mounce 9: Adjectives

Lesson Five
• Instructor Notes, Mounce 10: Third Declension

Lesson Six
• Instructor Notes, Mounce 11: First and Second Person Personal Pronouns
• Instructor Notes, Mounce 12: αὐτός

Lesson Seven
• Instructor Notes, Mounce 13: Demonstrative Pronouns & Adjectives

Lesson Eight
• Instructor Notes, Mounce 14: Relative Pronoun

Lesson Nine
• Instructor Notes, Mounce 15: Introduction to Verbs
• Instructor Notes, Mounce 16: Present Active Indicative

Lesson Ten
• Instructor Notes, Mounce 17: Contract Verbs

Lesson Eleven
• Instructor Notes, Mounce 18: Present Middle/Passive Indicative
• Instructor Notes, Mounce 19: Future Active/Middle Indicative

Lesson Twelve
• Instructor Notes, Mounce 20: Verbal Roots, and Other Forms of the Future
# Course Objectives Related to MAR Student Learning Outcomes

**Course**: Greek I  
**Professor**: Dr. Mark House

## MAR Student Learning Outcomes

In order to measure the success of the MAR curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAR outcomes.

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<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Ø Strong</td>
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<td>Ø Moderate</td>
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<td>Ø Minimal</td>
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### Articulation (oral & written)

Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.

**Rubric**: Minimal  
**Mini-Justification**: Strengthens students’ use of English Grammar.

### Scripture

Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)

**Rubric**: Strong  
**Mini-Justification**: Working with Greek NT Grammar Introduction to exegetical skills

### Reformed Theology

Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.

**Rubric**: Minimal  
**Mini-Justification**: Discuss the Reformed tradition’s view of use of original languages

### Sanctification

Demonstrates a love for the Triune God that aids the student’s sanctification.

**Rubric**: Minimal  
**Mini-Justification**: Increases student’s love for God’s Word.

### Desire for Worldview

Burning desire to conform all of life to the Word of God.

**Rubric**: None

### Winsomely Reformed

Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)

**Rubric**: None

### Teach

Ability to teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.

**Rubric**: Minimal  
**Mini-Justification**: Occasionally show exegetical and preaching angles while working on grammar Greek grammar ultimately should affect sermon preparation

### Church/World

Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.

**Rubric**: None

### MAR Specific SLO

An ability to integrate such knowledge and understanding into one’s own calling in society

**Rubric**: None