

## **GREEK 2 / NT 504**

### **Mini-Syllabus**

**Note:** This syllabus is the “mini-syllabus” and is not to be confused w/ the large syllabus that contains more charts, some class-lecture notes, biblio, etc. This larger syllabus will be distributed electronically to the students later.

#### **PROFESSOR**

- \* Dr. Bob Cara (technically, Dr. Robert J. Cara)
- \* Class formality will approximate a Presbytery meeting. I will call you “Mr./Mrs./Miss/Ms. Smith,” and you will call me “Dr. Cara.”
- \* Office Hours
- \* Cara will miss class on . . .

#### **PURPOSE OF COURSE (COURSE OBJECTIVES)**

- \* Learn introductory Greek grammar for NT exegesis.
- \* Learn various exegetical/hermenutical/text-critical issues that will relate to Greek Exegesis.

#### **CLASS PARTICIPATION**

- \* As opposed to my non-language courses, you may ask questions at any time—questions about grammar!

#### **STUDY HOURS**

- \* In “theory,” all RTS courses are designed for two hours of work outside of class for every hour in classroom. Many courses do not reach this two-hour criteria; however, language courses usually exceed it.

#### **PURPOSE OF COURSE**

- \* To prepare student to enter Greek exegesis course.
  - \* This is done by: (1) Learning basic Greek grammar and (2) Covering some exegesis issues in Greek 2 so that the student does not have to cover them in Greek Exegesis.

## REQUIRED TEXTBOOKS

\* *Trinity Psalter*

\* WD Mounce, *Basics of Biblical Greek: Grammar* (2d ed.) and *Workbook* (2d ed.). Same as Greek 1.

\* UBS *Greek NT and Dictionary*, 4th rev ed OR Nestle-Aland's *Novum Testamentum Graece*, 27th ed. Same as Greek 1.

\* Any Greek text is fine for class *except* interlinear!

\* Rogers / Rogers, *The New Linguistic and Exegetical Key to the Greek New Testament*.

\* This key provides grammatical and exegetical helps along with parsing all non-common and irregular forms.

\* There are several linguistic keys available of which this is the most evangelical.

\* The *Key* may be used for portions of the quizzes and tests.

\* This will be also required in Greek Exegesis.

\* Bruce M. Metzger, *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. 3<sup>rd</sup>, enlarged ed. New York: OUP, 1992.

\* One of two standard textbooks in the field.

\* Metzger is more conservative than many others in this field.

## RECOMMENDED

\* Greek Cards

\* Put memory clues on back.

\* You can buy blank cards for grammar info.

\* Computer programs

\* Parsons' "Greek Tutor" is good, clear, and inexpensive.

\* Includes explanations, parsing exercises, audio Greek pronunciations, etc.

\* Bible Works (or any other similar program) is a must for seminary students as you will use it for all classes.

\* One can get by w/out it in Greek 1 and 2, but it is a virtual necessity for Greek Exegesis.

\* Class will make a group order.

## **COURSE REQUIREMENTS**

\* Non-Grade

1. Bring *Greek NT, Grammar, and Key* to every class.
2. Read chapters of Grammar textbook *after* we cover them in class.
3. Do exercises in Workbook *after* we cover appropriate chapters in class.
4. Since class meets only once a week, class attendance is important.
5. Bring and sing *Trinity Psalter*. Lose points if you don't.

\* Grading

1. Quizzes

\* Quizzes will be given everyday (except for text days) and will cover the same material that is in the appropriate *Workbook* exercises.

\* Quizzes are cumulative as are any texts in language but do concentrate on most recent lecture.

\* May drop one quiz.

\* "90% rule"—90% correct on quiz = 100%

\* 20% of total grade

2. Tests

\* Three cumulative tests

\* Text 1 (chps 21-25), Text 2 (chps 26-30), Text 3 (chps 31-35)

\* No 90% rule

\* Each test is 20% of total grade. Hence, tests = 60% of total grade.

3. After reading Metzger's *The Text of the New Testament*, submit "fake" paper (8-12 pages) concerning:

Choose a NT text that some English translations differ on because some follow the majority-text tradition and others, the eclectic. (Usually, this will involve the KJV/NKJV vs the majority of other English translations.) The chosen text cannot be one that Metzger discusses. The chosen text may be a very minor difference.

Assume a college-educated person in your church asked you to explain why the English translations were differing on the above chosen text. This person went to a "secular" college and has had virtually no academic background in biblical studies. Write the paper as if he is the audience. Write this paper pastorally and accurately. No footnotes are required.

Also include in the paper a statement that you read 100% of Metzger's book.

\* Due on ????. Lateness will be severely penalized (32.2 f/s/s).

\* 20% of total grade.

## **NOTE**

\* At RTS-C, the faculty does not follow the catalog where it states that "a grade of C or better is required to continue in the sequence of language courses" (p. 44 of *2009-2011 RTS Catalog*). The RTS-C faculty approved that only a D- is required to continue.

\* To enter this course, student must have passed RTS's Greek 1, or have transferred a Greek 1 course from an accredited graduate program, or have passed an RTS exemption exam.

**Course Objectives Related to MDiv Student Learning Outcomes  
With Mini-Justification**

Course: Greek 2  
 Professor: Robert J. Cara  
 Campus: Charlotte  
 Date: 2/20/09

<b><u>MDiv Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Minimal	1. Student submits 4-page book-review of Silva's Hermeneutics book
<b>Scripture</b>	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.)	Strong	1. Working with Greek NT Grammar 2. Intro to exegetical skills
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	1. Discuss the Reformed tradition's view of use of original languages
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	1. Psalm singing in class
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	None	
<b>Winsomely Reformed</b>	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.)	None	

<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Minimal	1. Occasionally show exegetical and preaching angles while working on grammar 2. Greek grammar ultimately should affect sermon preparation
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	None	
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	None	