

Course Syllabus
EM 1511 – New Testament Greek I
Emmanuel College
Toronto School of Theology
Fall 2018

Instructor Information

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Course Identification

Course Number: EM 1511H
Course Format: *In-class*
Course Name: New Testament Greek I
Course Location: EM 205, Emmanuel
Class Times: Mondays/Wednesdays, 6:00pm – 8:00pm
Prerequisites: None



Mt. Olympus

Course Description (The Climb)

Learning a language is like climbing a mountain. There are many routes, paces, triumphs, obstacles, new “best friends”, and encampments along the way.

This course is a two-term expedition to “summit” Koine (New Testament) Greek. Our climb will emphasize the acquisition of a working vocabulary and the mastery of forms and fundamental principles of Greek grammar. Through a variety of routes: reading activities, weekly assignments, check-ins, and exams, students will be introduced to the language of the New Testament utilizing the “Mounce” system. William Mounce is our guide and the author of the textbook and workbook that we will be using. Every week we’ll have a “base camp” check-in quiz to situate us on our trek. We will climb together, one step at a time.

The aim of such language acquisition is to understand more deeply and communicate more effectively the message(s) of the NT.

At the completion of both terms, students should be able to:

1. Read the Greek text of the NT with the aid of a lexicon.
2. Parse (i.e. Identify the morphology of) a given Greek noun, verb, adjective, pronoun, etc.
3. Determine the basic syntax of a given Greek word in the context of a sentence and the resulting implications for meaning. Syntax is that aspect of grammar dealing with relationship between individual words and larger elements within a sentence. This involves determining the function of particular nouns, verbs, adjectives, pronouns, etc. in the context of a sentence.
4. Recognize the English equivalents of all the Greek words that occur fifty times or more in the NT, plus six others. There are 320 such words which account for almost 80% of the total word count in the NT.
5. Use exegetical tools that refer to Greek words, like technical commentaries, lexicons, and theological wordbooks.
6. Appreciate the philosophical and hermeneutical challenges of translating the NT Greek into English.

Course Resources (Climbing Guide and Equipment)

Required Course Texts/Bibliography

- **Mounce, William D., *Basics of Biblical Greek: Grammar*. (3rd ed.; Grand Rapids, MI: Zondervan, 2009). ISBN: 978-0-310-28768-1**
- **Mounce, William D., *Basics of Biblical Greek: Workbook*. (Grand Rapids, MI: Zondervan, 2009). ISBN: 978-0-310-28767-4**

Both texts are essential to the course on day 1, and while a “used” text book is acceptable, Mounce’s workbook must be “new”. Students are not required to purchase any other materials by Mounce, however he also offers other materials such as laminated paradigms and vocab cards (however, I highly encourage students to make their own). Many other resources can be found at <https://www.billmounce.com/basicsofbiblicalgreek/grammar>.

Note: By the end of the second term, I recommend that students purchase a Greek-based Bible software program (e.g., *Bible Works*, *Gramcord*, *Accordance*, *Logos*, etc.) for assistance in their ongoing translation of the Greek NT.

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you’ll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Blackboard should ask [insert college contact] for further help.]

Requirements

The assignments are designed to promote the course objectives listed above. There are four main learning activities for each semester. The expectations for each assignment are listed below as well as what students can expect from me.

I expect that each student will:

- 1. Prepare for, attend, and participate in the classroom learning experience.** Class time will be spent working through grammatical patterns and syntactical categories using review, clarification, instruction, practice, and testing. Mounce's step-by-step approach will be followed closely. See *Course Outline* (below) for the chapters to be studied each week. (10% of semester grade).
- 2. Do the homework assigned.** Each week there will be translation exercises to reinforce the new vocabulary and grammar. While some of you may need more, try to spend at least an hour a day on Greek. Resist the temptation to try to do all your homework on Sunday before our Monday class.
- 3. Complete ten "check-in" quizzes.** Most weeks there will be a "check-in" quiz on specific chapters and/or topics. These check-ins are designed to keep track of progress and motivate weekly work. Normally, the check-ins will take place during class time. However, if there is a documented emergency or some legitimate reason for missing a class, please check with me to see if alternate arrangements can be made for taking the quiz at another time and making up the absence (30% or 10% of semester grade, depending on quiz average). The lowest two scores will be dropped from the calculations.
- 4. Complete the final exam.** Due to the cumulative nature of the course, the final exam is weighted more heavily. The aim is to master the content by the end of the course. Given this goal, "later" grades override "earlier" grades. This means that if your final exam is better than the average of your best 8 quizzes, the final exam score will count 90% and combine with your quiz scores to make your final grade. (60% or 80% of semester grade, depending on quiz average).

It is only fair and right that you have equally high expectations of me as well. My commitment to you is that I will:

- 1. Foster a learning community** atmosphere during our sessions where ideas can be discussed and explored freely without fear of ridicule or attack. There will likely be times when your reading of a text (and decisions regarding syntax or semantics) differs from that of someone else in the class. This is okay. While each of our interpretative decisions may not be equally valid or defensible, each one deserves to be heard and respected within the evaluative process.
- 2. Provide careful and helpful feedback.** I believe that it is pedagogically most helpful to have constructive criticism throughout the learning process. Therefore, I am open to visiting with you about your translation projects while you are working on them so that you can test, clarify, and expand your ideas. You may also have questions or concerns about a point of grammar discussed in class. I also aim to give useful feedback on your work and to do so in a timely fashion.

Grading System

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by midnight on the date given in the course outline. No grading penalties will be applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Grading Scheme

Attendance	10%
Best 8 quizzes	30%
Final Exam (up to 80%, if exam score is better than quiz average)	<u>60%</u>
	100%

Makeup Work/Late Assignments. If students miss class sessions it is their responsibility to master the material covered during the class(es) missed.

Pace. The course moves very quickly. It is normal to feel overwhelmed and frustrated. However, reach out to me if your stress level is becoming unmanageable. Students generally have one of two problems depending on their basic approach to the course— some are overly anxious and others are overly confident. Determine which of these two (or some combination) best describes you and take the corresponding remedial action:

a) *Overly Anxious? **Don't panic too much.*** If you haven't fully understood a point of grammar, resist the temptation to stew over it and not move ahead. Due to the cumulative nature of the course, previously studied material that was once fuzzy often becomes clearer later! It's called "the fog" and it'll clear.

b) *Overly Confident? **Don't let things slide too much.*** If you have a problem with a point of grammar, ask me about it the next class (or sooner—I don't mind if you contact me during the week). Due to the cumulative nature of the course, little problems ignored often get bigger!

Commitment. The best way to succeed and enjoy the course is to block off the time necessary for adequate daily preparation and review. It is important to do this consistently every day. My commitment to you is to guide you through the exercises and provide support, encouragement, and instruction. However, your commitment to invest the required effort is essential to ensure success.

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule (Climbing Route) *(all readings and works are to be completed before each class)*

Week 1	Introductory Materials, Alphabet	
By Mon, Sept. 10	<i>Reading: Syllabus</i>	
By Wed, Sept. 12	<i>Reading: Mounce, ch. 1-4 AND Workbook: Exercises 3 & 4</i>	
Week 2	Nouns #1	
By Mon, Sept. 17	<i>Workbook: Review 1</i>	Check-in Quiz #1
By Wed, Sept. 19	<i>Reading: Mounce, ch. 5-7</i>	
Week 3	Prepositions & Adjectives	
By Mon, Sept. 24	<i>Workbook: Exercises 6 & 7</i>	Check-in Quiz #2
By Wed, Sept. 25	<i>Reading: Mounce, ch. 8-9</i>	
Week 4	Nouns #2	
By Mon, Oct. 1	<i>Workbook: Exercises 8 & 9</i>	Check-in Quiz #3
By Wed, Oct. 3	<i>Reading: Mounce, ch. 10</i>	
Week 5	Pronouns #1	
By Mon, Oct. 8	<i>Workbook: Exercise 10 and Review 2</i>	Check-in Quiz #4
By Wed, Oct. 10	<i>Reading: Mounce, ch. 11-12</i>	
Week 6	Pronouns #2	
By Mon, Oct. 15	<i>Workbook: Exercises 11 & 12</i>	Check-in Quiz #5
By Wed, Oct. 17	<i>Reading: Mounce, ch. 13-14</i>	
Reading Week (Oct 22-28)		
Week 7	Verbs #1	
By Mon, Oct. 29	<i>Workbook: Exercises 13 & 14 and Review 3</i>	Check-in Quiz #6
By Wed, Oct. 31	<i>Reading: Mounce, ch. 15-16</i>	
Week 8	Verbs #2	
By Mon, Nov. 5	<i>Workbook: Exercise 16</i>	Check-in Quiz #7
By Wed, Nov. 7	<i>Reading: Mounce, ch. 17-18</i>	
Week 9	Verbs #3	
By Mon, Nov. 12	<i>Workbook: Exercises 17 & 18</i>	Check-in Quiz #8
By Wed, Nov. 14	<i>Reading: Mounce, ch. 19</i>	
Week 10	Verbs #4	
By Mon, Nov. 19	<i>Workbook: Exercise 19</i>	Check-in Quiz #9
By Wed, Nov. 21	<i>Reading: Mounce, ch. 20-21</i>	
Week 11	Verbs #5	
By Mon, Nov. 26	<i>Workbook: Exercises 20 & 21</i>	Check-in Quiz #10
By Wed, Nov. 28	<i>Reading: Mounce, ch. 22-23</i>	
Week 12	Review	
By Mon, Dec. 3	<i>Workbook: Exercise 22-23 and Review 4</i>	Check-in Quiz #11
By Wed, Dec. 5	<i>Reading: Mounce ch. 1-23</i>	
Exam Week		
TBD	Exam on Mounce ch. 1-23	