

Course ID:	Course Title:	Winter 2023
BL 522	Introduction to Greek Exegesis	Prerequisite: BL 521
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid	Instructor:	Jonathan W. Lo, PhD	First Day of Classes:	Jan 9
Days:	Monday	Email:	Jonathan.Lo@ambrose.edu	Last Day to Add/Drop:	Jan 22
Time:	1:00-4:00PM	Phone:	(403) 410-2000 ext. 6940	Last Day to Withdraw:	Mar 31
Room:	RE 104	Office:	L2064		
Lab/Tutorial:	Tutorial (Optional)	Office Hours:	By Appointment	Last Day to Apply for Extension:	Apr 3
Course TA:	Alex Polito	TA Email:	APolito@my.ambrose.edu		
Final Exam:	Monday, Apr 24 th	Join Zoom Meeting https://ambrose.zoom.us/j/96775853399?pwd=ZVd1NFVpYWZUcThuS21ZeXFYcVI5Zz09 Meeting ID: 967 7585 3399 Passcode: 431966			

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

A continuation of the study of the grammatical structures of Greek in conjunction with reading select texts of the Greek New Testament. The readings will provide opportunity to review grammatical structures as well as challenge the student to expand their understanding of how Greek uses grammatical structures to communicate meaning.

BL 522 is the second half of the two semester Greek requirement for MDiv program students. In BL 521, "The Language of the New Testament," students were introduced to the vocabulary and nominal and verbal systems of the Greek New Testament. This semester, we will finish acquiring the grammar and vocabulary taught in Jeremy Duff's *Elements of New Testament Greek* (CUP, 2005) that we began in BL 521, proceed to the more advanced discussions related to syntax and exegesis raised in David Alan Black's *It's Still Greek to Me* (Baker Academic, 1998), and apply what we have learned to translate New Testament passages of increasing complexity and difficulty. There will also be an exegetical assignment which will require students to become familiar with and utilize the resources of a theological library, especially those

relevant to exegetical and linguistic research. In keeping with the aims of BL 521, the course will also place a strong emphasis on fostering an appreciation for the Biblical text, and on the practical application of learning Biblical Greek to both ecclesial and academic settings.

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 verbal system in the indicative mood for all tenses (except for -mi verbs).
2. Recognize and recall the Greek verbal system in the non-indicative mood for all tenses (except for -mi verbs): Participle, Infinitive, Subjunctive, Imperative.
3. Acquire an intermediate set of Biblical Greek vocabulary.
4. Recall a basic set of principal parts for irregular verbs.
5. Translate more complex Greek sentences in English.
6. Consult relevant lexical, grammatical, and syntactical research aids.
7. Translate a longer passage of Scripture using linguistic and research aids.
8. Discuss the lexical and grammatical features of a Biblical text.

Required and Recommended Textbooks and Readings

Black, David Alan. *It's Still Greek To Me: An Easy-to-Understand Guide to Intermediate Greek*. Grand Rapids: Baker Academic, 1998.

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

A copy of the Greek New Testament, preferably the UBS⁵ or NA²⁸ edition.

Course Schedule

Date	Topic	Reading	Assessment
Jan 9	1. Review/ Special Verbs	<i>ENTG, 123-133</i>	
Jan 16	2. The Third Declension – Part 1	<i>ENTG, 134-144</i>	V1 (to ch.11)
Jan 23	3. The Third Declension – Part 2	<i>ENTG, 145-153</i>	V2 (to ch.12)
Jan 30	4. Participles	<i>ENTG, 154-165</i>	V3 (to ch.13)
Feb 6	5. Greek Syntax and Exegesis (Library Tour)		
Feb 10	Tutorial #1 w/ Alex Polito		
Feb 13	Test A		
Feb 20	<i>NO CLASS: Reading Week</i>		

Feb 27	6. The Passive and Voices	ENTG, 166-17	V4 (to ch.14)
Mar 6	7. The Perfect	ENTG, 178-188	V5 (to ch.15)
Mar 13	8. The Subjunctive	ENTG, 189-199	V6 (to ch.16)
Mar 17	Tutorial #2 w/ Alex Polito		
Mar 20	Test B		
Mar 27	9. Using Verbs	ENTG, 200-213	V7 (to ch.17); Exegetical Assignment DUE
Apr 3	10. Extra Verbs	ENTG, 214-224	V8 (to ch.18)
Apr 10	11. Final Pieces	ENTG, 225-236	V9 (to ch.19)
Apr 21	Tutorial #3 w/ Alex Polito		
Apr 24	Test C		

*ENTG = Elements of New Testament Greek

Requirements:

Test x 3	20% x 3 = 60%
Vocab Quizzes	2.5% x 8 = 20%
Exegetical Assignment	= 20%
Total:	100%

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

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

*** The Exegetical Assignment is due at 10 pm on Mar 27th and only electronic submissions (PDF) via Moodle are accepted. Please include the Course Code, the Student's Name, and the Assignment *in the name of the PDF document*:

e.g. BL522_PeterLaraque_ExegeticalAssignment.pdf

Attendance: Unexcused absences will be considered in calculating the 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: Macmillan, 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